

Lesson Plan Template

Grade: 10 th	Subject: English
Materials: "Name tags" for student's seats.	Technology Needed: Computer for Powerpoint and the projector
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input checked="" type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Differentiation Below Proficiency: Students who struggle with the topic/discussion can participate by asking questions, so they do not need an extensive knowledge or understanding of the text to meet the requirements. In addition, they will have their packet in front of them so that they may refer to this if they are stuck or forget something. Above Proficiency: Students above proficiency will have an opportunity to lead their peers throughout the discussion. There are opportunities for initiating conversation, answering questions, directing the discussion, and including others who might be more hesitant to talk. Approaching/Emerging Proficiency: With a Socratic seminar, differentiation is built into the lesson; students can participate at their own comfort level, though still being asked to meet a basic requirement. Students have been prepared for the seminar with their packets and they may rely on these during the discussion. Modalities/Learning Preferences: Verbal learners: will have the opportunity to use words and language, develop auditory skills, talk through their ideas, and think in words rather than pictures. Interpersonal learners: may learn through listening to their peers, talking through concepts with others in conversation and experience communal learning. Auditory learners: opportunities to interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have a more concrete meaning as students listen to their peer's discuss concepts and questions. Existential learners: enables the individual's ability to use collective values and intuition to understand others and the world around them, raise critical questions, and consider possibilities.
Objective(s) TLW will recall past information from their novel. TLW discuss these concepts with their peers, asking questions, making assertions, and listening to others. TLW compare and contrast their knowledge of their own books to that of others. TLW evaluate their own text, as well as what others assert about their own story. TLW use appropriate speaking and listening behavior throughout the seminar. Bloom's Taxonomy Cognitive Level: Knowledge, Comprehension, Analysis, Evaluation	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to use polite conversational manners during the Socratic seminar, using guidelines such as "three before me" to ensure good conversation.
Classroom Management- (grouping(s), movement/transitions, etc.) Student seating will be assigned. If the student has not completed their entrance packet for the seminar, they will sit in the hallway to work on this during the class period. Students will remain in their assigned seats throughout the entire seminar.	
Minutes	Procedures

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5-10 min.	Set-up/Prep: Before students arrive, I will arrange the classroom desks and seats into a circular formation. On each desk, I will place the students name card so that they can find their seats on their way in. I will also be checking the student's packets for completion before class starts. I will ask a student if they mind being the person to start off the seminar, so that it may start as smoothly as possible.	
1 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Welcome the class and ask everyone to settle into their seats and take out their packets.	
4 min	Explain: (concepts, procedures, vocabulary, etc.) Work through the PowerPoint, explaining the expectations for the seminar, and reviewing good discussion behavior.	
35 min	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) During this time, students will engage in the Socratic seminar, while I observe and keep track of what students say/ask to reference later when grading their participation.	
10 min	Review (wrap up and transition to next activity): When the seminar ends, I will pass out the self-assessment sheet and explain to students what I would like them to do with it. They will be given 8 min to complete a self-reflection sheet which they will turn in at the end of class.	
	Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. During the Socratic seminar, I will not say anything, but I can take notes on areas I think students might be misunderstanding or feel confused about to address later. Consideration for Back-up Plan: If students are struggling to begin, I can give them a question to prompt their thought and get them talking with each other.	Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson, I will have heard the students speak on their books, ask questions, and explain answers. This will provide the opportunity to gauge what the students know, remember, and understand, as well as any areas that they seem unclear about. If applicable- overall unit, chapter, concept, etc.:
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, I was very proud of the students and how they handled their first Socratic seminar. Looking back, there are a few changes I would make before reusing this lesson. I would model more questions that students can ask each other; rather than simply voicing a few options (For example, "Caroline, what do you think about X?) before I began the lesson, I would have options listed on the power point slide or the board (for example, "I like the point you made, it made me think of X" or "I agree with X, but what are your thoughts about Y?). Another thing I would change would be the students' ability to participate. Because it was my practicum teacher's decision, we agreed to do it a certain way: if students had finished their packets, they could join the seminar, but if they hadn't, they sat out in the hall and worked on the packet, but were unable to join the seminar at any point. Though I agree that the packets should serve as their ticket into the discussion, it was disheartening to see almost 1/3 rd of the class out in the hallway. I believe I would permit students to return to the classroom and join the discussion at a halfway point, so long as they had done the packet work by that time. Nonetheless, I thought this was one of the most authentic and inspiring experiences I have had; it was powerful to hear the students open up and share their thoughts, concerns, and opinions in such a vulnerable way, with such accepting support from their peers. One student opened up about her experience as a refugee and what her family went through to arrive in North Dakota- on the very day that Bismarck was holding a vote on the refugee resettlement issue. Students' expressed personal troubles with growing up in "the hood," with shame surrounding cystic acne, or with the challenges of being a "black kid." Many students were also great about bringing peers into the conversation, and I was just overwhelmed with pride and joy for each and every student.		