

Lesson Plan Template

Grade: 8 th		Subject: English	
Materials: Pencil or pen and blank sheet of paper		Technology Needed: Power point for presentation	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is reimagined or made new.		Differentiation Below Proficiency: For the students below proficiency, I have printed copies of stories that are shorter and easier to read. Additionally, the theme of the story is more readily recognized. They will also have support from their peers when they do group work, giving them a chance to learn from those around them and ask any questions that they have. Above Proficiency: For students above proficiency, they will have an opportunity to guide and assist any peers that might be struggling with the concepts being taught; in addition, they have an opportunity to serve as the spokesperson for their group. Approaching/Emerging Proficiency: Emerging learners will succeed at this lesson with minimal difficult and opportunities both for greater learning or more explanation. Modalities/Learning Preferences: This lesson will serve the visual learners through the power point, as well as the ability to read the printed story. Auditory learners will benefit from listening both to me explain their concepts, as well as listening to their peers discuss and consider topics. Lastly, both interpersonal and intrapersonal learners will be reached in this lesson, as students will be given time to work independently and quietly during the lesson, as well as working in groups with their peers.	
Objective(s) TLW begin to understand the meaning of a theme within a given text. TLW know how where to look to find the theme. Bloom's Taxonomy Cognitive Level: TLW <i>understand</i> a major theme in a literary text and begin to <i>explain</i> the concept. TLW <i>apply</i> this knowledge to their own example.			
Classroom Management- (grouping(s), movement/transitions, etc.) For this lesson, students will be grouped by who is sitting at their table. If students are alone at a table, I will ask them to join another, small table. There		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I will expect students to stay seated during this lesson. They will also be asked to practice active listening skills and use good discussion strategies, respecting both me as the teacher, and their peers in their behavior: no talking while others are talking, etc.	
Minutes	Procedures		
2 min	Set-up/Prep: To prepare for this lesson, I will set up the power point, make sure I have all of the stories I need, and test the technology.		
5 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will as them if they remember reading Aesop's Fables... explain to them that today, we will be using these stories as ways to understand the literary concept of theme. (Note that I think they could easily read more challenging literature, but the point of		

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	<p>these stories is not so much the reading, as the ability to see the “theme” more clearly. In the next part of this lesson, we will be examining more challenging texts).</p> <p>Next, work through the pre-test with the students, asking them to fill out their paper with what they believe the answers are to the three questions listed in the power point, asking them to work in silence for about 2 minutes. (Note that they do not need to have answers to all three because this is just to stimulate thinking and get their thoughts flowing).</p> <p>After they have had 1-2 minutes to write out their answers to the questions and think in silence, explain that they will turn and talk to their tablemates about their answers, adding to their answer sheet any thoughts from their peers. After this, I will ask if any groups would like to share their own, or another peers, answers to the questions.</p>
<p>12 min</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>In this next section of the lesson, I will ask the students to consider the technical meaning of the term “theme,” explaining it in greater depth.</p> <p>Once I have given the students the terms, I will then offer a quick example of “the tortoise and the hare,” before exploring a more in depth example in the “Lion and the Mouse” story, in which I will ask the students to help me consider theme and character development.</p>
<p>12 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>To provide an opportunity for independent work, I will then tell the students that they will be working with their table mates on their own story. I will ask them to follow the instructions on the power point and give them time to work through the story and answer the questions. (about 6 minutes)</p> <p>After they have selected their spokesperson, I will then hear out from each of the groups a quick summary of their story, what they thought the theme was, and how they arrived at that answer. (about 6 minutes)</p>
<p>2 min</p>	<p>Review (wrap up and transition to next activity):</p> <p>After this, I will ask students to return to the piece of paper they took their pre-test on, and turn it over to answer the same questions on the back side- this time, hopefully with more concrete idea of what the answer to the questions would be. This will serve as my pre and post-test.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>This lesson will have several opportunities for formative assessment, as I will ask students 2-3 times to share what they discussed/learned/concluded in their small group. In addition, I will be asking students questions along the way to assess their knowledge, and I will also be walking around the classroom, listening to student’s discussions and offering guidance if needed.</p> <p>In addition, I will use the students pre-tests and post-tests to gauge what they have learned from this lesson, so that I can be sure to cover any areas of confusion in the second part of this lesson.</p> <p>Consideration for Back-up Plan: If students are talking too much and not staying on task, I will ask them to work on the assignment on their own. If students cannot choose a spokesperson for their group, I will assign one. If all of the students in the group feel anxious to share, I will talk them through the experience, asking how I can help, and hopefully helping them arrive at a place where they feel confident and comfortable enough to speak to their class.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

One of the best parts of this lesson was that I was able to teach it twice to two different classes. Both lessons were very fun, ran smoothly, and fueled learning. One helpful thing I learned from teaching this to two different class periods was the clear example of differences between students. After the first time I taught, I felt that the lesson had been a bit too simple and perhaps I could switch it up for the next section; I am very glad I did not because after the second lesson, I was left wondering if it had been a bit too challenging for them. This was an excellent reminder for me that each section of students will be unique, and each lesson might be tweaked just a bit to differentiate appropriately for maximum learning opportunities. Overall, I felt that both lessons went well, and I greatly enjoyed reading the post and pre-test responses from the students. When doing this, I did notice that I had done a poor job of explaining particulars/universals, and I did not give the students the appropriate language to discuss this. Largely, that was because I was unsure of this myself. Fortunately, the second lesson will provide me the opportunity to correct/reteach this area, and I will be sure to tell the students that I learned from their responses, and I am working to help them understand this area more clearly.