

Lesson Plan Template

Grade: 8 th		Subject: English	
Materials: Pencil and Paper		Technology Needed: Computer and projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input 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 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) 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 students below proficiency, they will have support from their peers when they are doing group work, giving them a chance to learn from those around them and ask any questions that they have. Above Proficiency: If students are above proficiency, they have an opportunity to write a longer/more complex/creative story at the end of the lesson. In addition, I will be walking around and watching students; they need not all advance at the same speed. If some students finish the second half of the assignment earlier, I can tell them the next steps to complete so they can move ahead. Lastly, there will be opportunities for group discussions in which they can help teach and assist others, as well as opportunities to volunteer answers when I ask questions. 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 short video used to explain the concept of themes. Auditory learners will benefit from listening both to me explain 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 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. TLW understand the differences between themes and subjects. TLW use this knowledge to build their own themes from subjects. TLW write an original work using the skills taught in this lesson, showing their growth and understanding of the concept. 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. TLW use their understanding to <i>create</i> their own creative or personal work that demonstrates their understanding.			
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.		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 minutes	Set-up/Prep: To prepare for this lesson, I will be sure the projector is working, bring up the power point, and ask the students to close their chrome books and prepare for this lesson.		

Lesson Plan Template

5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>I will ask them who remembers what we talked about/learned last Friday when I taught to them... explain that today, we will be revisiting the idea of “theme” and building off of the hard work they did last time.</p> <p>I will work through the first slide of the power point, asking questions and calling on volunteers. I want them to cover (generally) these things:</p> <ul style="list-style-type: none"> • What is theme? (moral of the story, main idea, what the author wants you to know, a debatable opinion, is universal etc) • What is an example of a theme? (slow and steady wins the race, love always wins, etc.) • Where can you look to find a theme? (Character development, plot line, prominent symbols)
12 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Inform the students that I read all the papers they turned in for me that I asked them to fill out last class, and that I really enjoyed reading them and was excited to receive their feedback. Tell them how one of the trends I noticed was that I did not do a great job of breaking down the difference between theme and subject, so I want to do that now.</p> <p>Work through the slides, explaining that I want to give them the words to talk about this concept. Explain themes/subjects, give the tortoise and the hare example, then ask them to help me do this for The Mouse and the Lion example from last class period.</p> <p>After these, the students will watch the short video clip; when it is finished, they will turn and talk with their table mates about what they thought of the video, and what they think the subject and/or theme of it is (<u>note</u>: remind them that in a minute and a half, they will have an opportunity to talk with their peers about the video, so during that time, could they be respectful of each other’s learning and keep their voices off?). After giving students a few minutes to discuss, I will ask a few tables to share what their group decided was the subject and theme.</p> <p>From here, I will move into one more example, using the slides to help me explain how to build a theme from a subject. (<u>note</u>: before releasing students to do this on their own, ask what questions they have!!) (<u>another note</u>: be sure to explain that the theme does not have to have the exact subject word in the sentence, see example 2)</p>
13 minutes	<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>Ask students to get out paper; at this point, they will have the opportunity to create their own theme from one of the four given subjects. Ask them to work silently and alone for a couple of minutes, and tell them that when we are finished, they will have the opportunity to discuss with their peers. (<u>note</u>: be sure to walk around, checking to see how the students are doing, if they have any questions, and assist them if they are unsure of how to do this). Give them around 3-4 minutes to complete this, then ask them to re-connect with their table mates and discuss ideas with each other.</p> <p>Lastly, inform them that they will be doing a “sort-of” journal, but they will be writing by hand on the other side of the paper they used earlier (<u>note</u>: remind them to put their names on the paper!). Explain that they can either choose to write 8 or more sentences about a true story from their lives that incorporates the theme, or they can make up a fictional story (it can be as imaginative as they want) that is built from their theme. Be sure that they understand the relationship between the subject, the theme, and the story they will write from this.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>Inform students that when they are finished, I will collect their papers to look over.</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>Summative Assessment (linked back to objectives) End of lesson:</p> <p>At the end of this lesson, I will collect students’ original written story and their examples of subjects and themes; this will allow me to see if they grasped the concept and how they applied this knowledge.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

Lesson Plan Template

In addition, I will read student's written work to determine if they understand the concept of using a subject to create a theme, and then build a story that integrates that theme.

Consideration for Back-up Plan:

If students do not seem to be grasping this concept, I have two other videos prepared that I can share with them, to offer more concrete examples of this abstract concept.

If students are not working well with their table mates, I can ask them to work alone, or move them to a new table. If students cannot think of examples, I will offer more instruction and/or more opportunity to brainstorm with their peers.

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

This lesson was very fun and the students did a great job! I think it was good to have the review of what we learned from the last lesson on themes. One thing I learned from this lesson is that I should have a better plan for what I could do if I ran out of time, as I did in this situation. At the encouragement of my practicum teacher, when the students finished writing, I asked them to find a partner (or 2, for uneven numbers) and read the stories to each other. After a bit of this, I asked them to switch one more time, find a new partner(s) and read their stories to each other. Additionally, before teaching this lesson, I decided to scrap the part of the back-up plan that said "I could ask them to work alone, or move to a new table." Instead, my teacher and I worked on making groups that would work well together and maximize learning, and I asked students to break into these groups for the lesson. I do think this made them a bit quieter, as they were out of their comfort zone, but I also think that- for this group at least- this was a very good decision. It was an absolute pleasure to read the student's stories and encouraging to see how many grasped the concepts and creatively explored their themes.