

Lesson Plan Template

Author	Terry Dopson	Date:	03/14/2021	Subject:	English Language Arts
School-Site Supervisor:	N/A (University Supervisor is Bob Turner)	Course:	EDUC 443	Grade Level:	9-10
School	N/A (not in fieldwork yet due to COVID-19)				

Preparation to Teach.

Unit Theme (Where in the unit is your lesson)	<p>Exploring Leadership through English Language Arts – This is the third lesson.</p> <p>Lesson #1 – Inquiry lesson that introduced the driving question: “What are the character traits of an effective leader?” Students brainstormed three character traits to research.</p> <p>Lesson #2 – Students gathered print and internet resources on the three character traits.</p> <p>Lesson #3 (THIS LESSON) – Students will investigate their sources on a deeper level to gather concrete details and commentary for their essay.</p>
Content Standard(s):	<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.9-10.1A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1B Develop claim(s) and counterclaims fairly, supplying evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>W.9-10.2B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
ELD Standards:	<p>Collaborative - Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Interpretive - Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Productive - Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>
Learning Goal(s) or Objective(s):	<p>Content Objectives: By the end of the lesson, students will:</p> <ol style="list-style-type: none"> 1. Pick concrete details from self-selected informational texts. 2. Write commentary to analyze concrete details. 3. Use concrete details and commentary to support a thesis statement. <p>Language Objective: By the end of the lesson, SWBAT define the difference between concrete details and commentary in essay writing.</p>

Materials:	<ul style="list-style-type: none"> • Google Slides/Picture File • T-Chart with Sentence Strips (Google Drawing for online – need to print and cut sentence strips for face to face) • Graphic Organizer (print copies for face to face)
Technology Integration:	Teacher: Google Slides Google Drawing Google Docs Student: Google Slides Google Drawing Google Docs

Class Background

List three things you have learned about your students that will assist you in planning and implementing this lesson.

	What you learned: N/A – Not in fieldwork yet due to COVID-19 How it will influence your lesson: N/A – Not in fieldwork yet due to COVID-19
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Adaptations

Adaptations	
English Learner	
Student Description	Student that is emerging on the ELD standards
Instructional adaptation(s) based on the strengths and needs of the student	<ul style="list-style-type: none"> • Reduce number of character traits from 3 to 1 • Student will complete 2 concrete details and 2 commentary for one character trait. • If the student is so new to the L2 language that they cannot complete writing, have the student focus on reading their sources.
Rationale for adaptation(s)	<p>An EL that is earlier on the language development spectrum (Krashen/ELD Standards) may not be able to perform all of the writing that is required in this lesson. This is not the student's fault for they are still decoding the L2 language.</p> <p>By reducing the number of tasks, the student is still able to practice writing in the L2 language but it is more reasonable for the student to write 2 concrete details and 2 commentary instead of 6 of each.</p> <p>If a student is really struggling to produce written language, then it may be more helpful for the student to focus on reading their sources so they are still learning language in an organic way.</p>

Student who presents a different instructional challenge or from an underserved population	
Student Description	Student with dyslexia
Instructional adaptation(s) based on the strengths and needs of the student	<ul style="list-style-type: none"> • Allow the student to use sources from YouTube or audio podcasts • Allow the student to audio record their concrete details and commentary • Reduce number of tasks from 3 character traits to 2 character traits with 1 concrete detail and 1 commentary for each. • Give student more time to complete the assignment
Rationale for adaptation(s)	A student with dyslexia has issues with decoding written language. Allowing the student to use video/audio sources can help the student with accomplishing the research component. Also allowing the student to verbally share their answers still gives the student practice in creating commentary and concrete detail. They are just producing the language in a spoken format instead of a written format. While we want students to achieve the writing standards, if the student is physically unable to due to their dyslexia, we need to modify the output.

Instructional Plan

Activating Background Knowledge

Instructional Strategies	<p>Think-Pair Share</p> <p>Since the previous lesson was about gathering sources for essays, students will answer the following question to link back to previous learning: “Why do students need to use other print and internet sources when writing an essay?”</p> <p>Teacher will use the students’ answers to remind them about the importance of credibility and how doing your research helps to increase credibility.</p>
Informal Assessment	The Think-Pair-Share connects this lesson to the previous lesson and sets the stage for learning about concrete detail and commentary. If this part was skipped, it would be harder for the students to enter the lesson content.
Rationale for Decisions	This part of the lesson activates schema and links back to the previous day’s learning. The relationship between concrete details and essay sources is inseparable. Students cannot retrieve concrete details without their sources.
Reflection (Completed after the lesson)	

Instructional Input

Instructional Strategies	<p>This transitions into the topic of concrete detail and commentary. Now that the students have their sources, the students need to gather concrete details.</p> <p>The teacher will show a picture file for concrete details to illustrate facts, quotes, statistics, and paraphrasing. The teacher illustrates that concrete details are pieces of evidence found outside of the writer. The writer uses evidence to introduce ideas and establish credibility.</p>
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	<p>The teacher will then show a picture file for commentary to illustrate that commentary is the student analyzing the evidence and linking it back to the student’s thesis statement (thesis statement was covered in a previous lesson). This is the hardest part of essay writing because students must create their own ideas. This is the “So what?” and “Why does this matter?” part of a body paragraph.</p>
Informal Assessment	<p>After the picture file, the teacher will break the students up into groups of 4. Each group will get a t-chart and sentence strips. The sentence strips are examples of concrete details and commentary. The students will sort the sentence strips into the right categories of the T-Charts.</p> <p>The groups will sort for 8 minutes and the teacher will review the answers. The purpose of this assessment is to help the students to see examples of concrete details and commentary before proceeding to write their own.</p>
Rationale for Decisions	<p>The concepts of concrete detail and commentary are difficult concepts in essay writing. While I could use a video to explain both topics, I feel it is important to me that I explain the ideas with comprehensible input. By using a picture file, this appeals to visual learners and English Learners.</p> <p>The T-Chart and Sentence Strip activity functions as scaffolding. Instead of pushing the students into immediately writing their own concrete details and commentary, the students can see examples. The use of the T-Chart Graphic Organizer and the sentence strips appeals to visual/spatial learners and kinesthetic learners.</p> <p>Online: T-Chart and sentence strips will be available in a Google Drawing.</p> <p>Face to Face: The teacher will need to print out T-charts and sentence strips. Teacher will need to cut out sentence strips for the students to manipulate.</p>
Reflection (Completed after the lesson)	

Closure

Instructional Strategies	<p>Teacher Model</p> <p>The teacher will model an example of gathering a concrete detail from an article and writing commentary that is related. Click here to watch a video of me explaining this.</p> <p>Part 1: Students will read the articles that they selected from the previous lesson. Students will retrieve their concrete details from the articles.</p> <p>Part 2: Students will write their own commentary. How does this piece of evidence about this character trait make for an effective leader?</p>
Formal Assessment	<p>Graphic Organizer – The students will record their concrete details and their commentary in a Graphic Organizer. Students will submit a copy to the teacher.</p>
Rationale for Decisions	<p>Social Cognitive Theory shows that modeling is an effective way to teach students. Since commentary is challenging, I want to show them how I would do it in real time. The Graphic Organizer helps students to collect their concrete details and commentary which they will use in their essay towards the end of the unit. Students are practicing ELA skills such as searching for evidence in informational text and connecting evidence to their thesis statement. Students need time to practice writing their own analysis.</p>
Reflection	

(Completed after the lesson)

Rationale

1. What is the underlying theoretical base for your lesson decisions?	<p>The underlying theoretical base for this lesson is social cognitive theory. People learn by mimicking other people, viewing instructions, and viewing information in a visual format like modeling, pictures, or video. I use a picture file, sentence strips, and modeling to appeal to other multiple intelligences besides linguistic learners.</p> <p>This lesson is also rooted in SIOP principles such as activating background knowledge, content/language standard, interaction, and strategies (manipulatives/graphic organizers/think pair share/picture file).</p>
2. Explain how the learning plan connects to the social and emotional needs of the students.	<p>This is an important writing skill that will be used for the rest of high school and college. In the bigger picture of life, writing commentary in response to a piece of evidence cultivates critical thinking and problem solving skills. Students learn to develop their own ideas in response to what they encounter in the world. Students learn to see patterns and relate small pieces of information to the bigger picture.</p>
3. Explain how your choice of technology supported the learning goals and student engagement.	<p>Google Drawings: For an online environment, I cannot easily provide sentence strips on paper, so Google Drawings allow the students to drag and drop sentence strips on a T-chart. This will appeal to visual learners and kinesthetic learners.</p> <p>Google Docs is an essential tool for essay writing. This provides scaffolding for the unit because when students write their essay at the end of the unit, they can easily copy and paste their concrete details and commentary into their body paragraphs.</p>
4. How are you going to know that students are actively engaged?	<p>Students will be required to actively participate in the following activities:</p> <ul style="list-style-type: none">• Think-Pair-Share• T-Chart/Sentence Strips• Graphic Organizer <p>It is important that the teacher keeps an eye out during the think-pair-share and t-chart/sentence strips to see if any students are disengaged. If any students do not complete the graphic organizer, the teacher needs to address the issue sooner than later because future lessons build on this lesson and the previous lessons.</p>
5. What procedures and routines are needed for student activities and materials?	<p>Group work: In a face to face environment, if the students are not already put in a seating chart that supports heterogenous groupings, the teacher needs to create groups and tell them where to go. For picking up the T-chart and sentence strips, I would have one student from each group come up to get their group's materials so that not all of the students are aimlessly milling around the classroom.</p>
6. Describe how the lesson supported students' academic language.	<ol style="list-style-type: none">1. This lesson supports students' academic language because students practice their academic writing skills.2. Students are also practicing reading for informational text.3. Students learn two vocabulary terms: concrete details and commentary.4. Students also practice speaking and listening in the Think-Pair-Share and the T-Charts/Sentence strips activity.

	<p>5. Additional language practice is provided with graphic organizers, sentence strips, and picture file.</p> <p>Overall, this lesson and unit are language dense. Students receive plenty of practice in reading, writing, speaking, listening, and language standards.</p>
<p>7. Describe how the lesson supported students' content knowledge.</p>	<p>This lesson covers 4 ELA standards. Students are practicing the ELA skill of incorporating evidence into writing and responding to evidence with analysis and evaluation. Understanding concrete detail and commentary are nonnegotiable for essay writing which will be needed in high school and college settings. By covering different elements of essay writing in smaller chunks, this helps students to learn essay writing at a pace that does not overwhelm cognitive load.</p>