

## Lesson Plan Template

Author	Terry Dopson	Date:	11/17/2020	Subject:	English Language Arts
School-Site Supervisor:	N/A	Course:	EDUC 428	Grade Level:	9 <sup>th</sup> Grade
School	N/A				

### Preparation to Teach

Unit Theme (Where in the unit is your lesson)	<p>Identity and Technology.</p> <p>This lesson would be on day 3 of the unit. Day 1 would discuss “What is Identity?” and day 2 would focus on the impact of technology on identity.</p>
Content Standard(s):	<p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as <b>mystery, tension, or surprise.</b></p>
ELD Standards:	<p><b>Collaborative – Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</b></p> <p><b>Interpretive: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</b></p> <p><b>Productive – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</b></p>
Learning Goal(s) or Objective(s):	<p><b>Content Objectives:</b> Students will read “The Pedestrian” by Ray Bradbury and analyze the main character’s conflict between identity and technology by engaging in small group discussion and writing a one page journal entry.</p> <p><b>Language Objectives:</b> Students will close read a short text, speak and listen in small groups, and write a one page journal entry.</p>

Materials:

[1 copy of the text for each student – Link](#)

Pencils/Pens/Erasers.

Blank sheets of lined paper for notes.

**For virtual teaching:**

Zoom and breakout rooms

[Google Jamboard](#) – Can also be used for face to face if all of the students have access to Chromebooks or iPads, etc.

Technology  
Integration:

Teacher: Discussion Board (Would depend on what the school offered such as Google Classroom, Schoology, Canvas, etc).

Student: Discussion Board and audio/visual recording if the student wishes to use audio/visual for their summative assessment. This is not required.

For virtual teaching:

Zoom and breakout rooms.

[Google Jamboard](#) for the discussion during Instructional Input.

### 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 – No classroom or fieldwork because of COVID-19.**

How it will influence your lesson:

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## Adaptations

### English Learner

Student Description	N/A due to not being in fieldwork yet.
Instructional adaptation(s) based on the strengths and needs of the student	For the summative assessment at the end of the lesson (the journal entry) the length of the letter can be modified from one page to half a page or one quarter of a page. If the student wishes to do an audio or video message, the recording can be 15-30 seconds instead of 60 seconds.
Rationale for adaptation(s)	Modification of the length of the assessment will depend on where the student is at in their language development. A student that is in the emerging phase of the ELD standards will not be able to produce the same quantity of language as a student in the expanding or bridging phases.

### Student who presents a different instructional challenge or from an underserved population

Student Description	Student with autism.
Instructional adaptation(s) based on the strengths and needs of the student	A student with autism can retreat to a private location in case they get overwhelmed. This could be during one of the group discussions, during the reading, or during the summative assessment.
Rationale for adaptation(s)	Research from articles and books shows that students with autism can get overwhelmed by a lot of information or changes.

## Instructional Plan

## *Activating Background Knowledge*

Instructional  
Strategies

### **Think-Write-Pair-Share – [Click here for slide](#)**

As students enter the classroom, the following question will be displayed on the board: “Our story takes place in the year 2053. What do you think the world will look like in 2053?”

Students will write their answers and then share with a partner. 4-5 students will share their answers with the class.

**For virtual teaching:** Use breakout rooms in Zoom

### **Vocabulary – Personal Dictionaries – [Click here for slide](#)**

The teacher will explain the following vocabulary words using [slides and a picture file](#):

- Setting
- Suspense
- Tension
- Tone

Students will write the definitions of the words in their personal dictionaries. Students will keep a personal dictionary in a notebook or binder throughout the school year to capture ELA vocabulary and academic language.

After going over the vocabulary, the teacher will ask one more think-pair-share question: “Describe a moment from a book, movie, TV show, play, or podcast where you felt suspense or tension.” - [Click here for slide](#).

**For virtual teaching:** Use Zoom breakout rooms

Informal  
Assessment

The teacher will use two Think-Write-Pair-Share moments to engage students and gauge their understanding. This version of Think-Write-Pair-Share is low stress which will help the students ease into the subject. Think-Write-Pair-Share also provides opportunities for interaction which is recommended by the SIOP model.

Rationale  
for  
Decisions

The Think-Write-Pair-Share question will help students with visualizing the setting of the story. The introduction of vocabulary will also help students anticipate what is going to happen in the story. Both of these strategies build schema. The opening question connects back to the

theme of identity and technology because students have to ponder what their lives will look like in 30 years. The question is open ended enough to allow for a variety of responses for all learners. The question functions as a hook for the lesson.

One of the vocabulary strategies that I would use during the entire year is the personal dictionary. Students can collect all of the vocabulary words that they learn during the year in one place. Students can refer back to the dictionaries for ELA assignments and activities. Also, the students can take the dictionary with them for future years. The personal dictionary can serve as a transferrable artifact of the student's learning.

Reflection  
(Completed after the lesson)

I presented this portion of the lesson to three of my classmates on 11/17/2020 in EDUC 428. All three classmates are English Language Arts majors. My classmates were very receptive to the two think-pair-share questions that I created. I think both questions are interesting ways to tie the lesson to the students' lives so I was happy to get that positive feedback. My classmates seemed disinterested during the review of the vocabulary. We were pretty tired since it was 8:15PM so it may just be that they were tired.

### *Instructional Input*

Instructional Strategies

Close reading of "The Pedestrian" by Ray Bradbury:

<https://drive.google.com/file/d/1v2it4CITn5lNqtVEq51rDRvzrT0yYUU8/view?usp=sharing>

Students will read the story on their own.

[The teacher will read excerpts from the story with a picture file.](#)

[Students will gather into groups of 4 \(pre-selected by the teacher\) and discuss the following questions:](#)

**For Face to Face:** Use the diagram in the slide.

**For Virtual Teaching:** Use Zoom breakout rooms.

1) How does the Mr. Mead change from the beginning of the story to the end of the story?

2) Describe the tone of the story. Does it change? (Remember, this is the author's feelings or attitude toward the story.)

3) As shown in the story, there is only one cop car left in the world. What do you think of this?

Students will discuss their answers with the whole class.

**For face to face teaching:** Students can write their answers on a sheet of paper for their notes.

**For virtual teaching or schools with chromebooks:**

Students can share their answers on a [Google Jamboard](#)

Informal  
Assessment

The teacher is able to monitor the students' responses for the discussion questions to determine understanding. Since the students are working in groups, they are able to help one another with the questions. Finally, the students will share their answers with the entire class. Students have multiple opportunities to unpack the story.

Rationale  
for  
Decisions

The Pedestrian by Ray Bradbury is a short story that can be covered in one or two class periods. The story is exciting and thought provoking but the language of the story is comprehensible. This is a good text to use for multiple levels of learners in the classroom.

Reading the story addresses following the ELD standard – **Interpretive: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language**

The discussion questions address the following ELD standard – **Collaborative – Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics**

By reading the story alone and then having the teacher read the story out loud, this provides multiple opportunities for students to comprehend the story (Verbal and auditory). The use of pictures while the teacher is reading out loud provides visual input. Finally the discussion questions allow students to grapple with the text but they are able to help one another. That way no student feels the pressure of having to determine the answers on their own.

Reflection  
(Completed after

N/A – We only had 15 minutes to teach part of our lesson and then share the rest of the lesson.

the  
lesson)

### *Closure*

Instructio  
nal  
Strategies

Students will produce a journal entry with the following prompt:

**Write a one page letter to the mayor of the nameless town in “The Pedestrian”.**

A. Share your thoughts about what happened to Mr. Mead.

1. Do you agree or disagree with what happened?

2. Explain your reasoning. Cite at least two examples, moments, or quotes from the story.

Options for output:

1) Students may write a traditional letter (handwritten or typed)

2) They can record a “voicemail” using a voice memo application.

3) They can also record a video message for the mayor.

For the audio or video option, the length of the message must be 1 minute to match the 1 page requirement for the letter.

Students will post their response to a discussion board. Students will respond to 2 other students’ posts on the discussion board.

Formal  
Assessme  
nt

This summative assessment allows the teacher to determine if the student comprehended the events of the story. This assignment also requires students to use evidence from the text and share their opinion. This assignment requires students to use higher levels of thinking but the one page letter/journal format is less overwhelming and more digestible.

Rationale  
for  
Decisions

This summative assessment addresses the following ELD standard:  
**Productive – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology**

Even if a student chooses the audio or video option for their message, they still need to write their thoughts in preparation to record. The multiple outputs of written, audio, and video formats can accommodate different types of learners.

By sharing the journal entries on a discussion board, the students are exposed to their peers' writing and speaking which helps develop language.

Reflection  
(Completed after the lesson)

N/A – We only had 15 minutes to teach part of our lesson and then share the rest of the lesson.

### Rationale

<p>1. What is the underlying theoretical base for your lesson decisions?</p>	<p>The theoretical base for this lesson is the SIOP Model. This lesson touches on the different features of SIOP such as building background, comprehensible input, interaction, strategies, and lesson delivery.</p> <p>The lesson is made to be as comprehensible as possible by using simple language, providing pictures/visuals, reading the text silently and out loud, and reviewing vocabulary. The multiple activities such as discussions, reading, and writing help with the pacing of the lesson to make it more engaging.</p> <p>Another theoretical base for this lesson is Stephen Krashen's language learning versus language acquisition. The activities of reading, writing, and small group conversations help students acquire language rather than using activities such as quizzes and memorization. Students have multiple opportunities to use language organically.</p>
<p>2. Explain how the learning plan connects to the social and emotional needs of the students.</p>	<p>The Pedestrian is appropriate for 9<sup>th</sup> grade English Language Arts. The text is not too dense so it is accessible for different levels of learners, but the text is also interesting and exciting. The text touches on ideas that are applicable today such as individuality in a technological world, the role of law enforcement in society, and not fitting into the "norms" of society. This unit will spark interesting conversations.</p>
<p>3. Explain how your</p>	<p>The discussion board allows the students to share their work</p>

<p>choice of technology supported the learning goals and student engagement.</p>	<p>with one another. This encourages collaboration but also allows the students to be exposed to different voices for writing and speaking. The students can see how their peers interpreted the journal prompt. This technology choice supports the ELD standard because students are producing text and using technology to share.</p> <p>The Google Jamboard is a great way for students to share their answers for the discussion questions for the reading. However, I would only want to use this in a Zoom learning environment or a face to face classroom where each student has access to a chromebook or iPad. The Jam board would not work in a situation where students only have access to pencil and paper. However, if the students have the technology resources, this is a great way for students to share their ideas using sticky notes and images.</p>
<p>4. How are you going to know that students are actively engaged?</p>	<p>There are multiple opportunities that the students will have to actively engage with the lesson:</p> <ol style="list-style-type: none"> <li>1) Think Pair Share #1</li> <li>2) Personal Dictionaries</li> <li>3) Think Pair Share #2</li> <li>4) Reading The Pedestrian silently</li> <li>5) Reading The Pedestrian out loud</li> <li>6) Small group discussions</li> <li>7) Completing the journal entry/summative assessment.</li> </ol> <p>The teacher can walk around during most of the activities to monitor if students are engaged. Also because there are several activities, students have multiple chances to engage with the content.</p>
<p>5. What procedures and routines are needed for student activities and materials?</p>	<p>For the small groups, I would pre-select the groups so that I match students with other classmates in a helpful way (for example a student that is developing their discussion skills with a student that enjoys group discussions).</p> <p>I would direct each group to a different area of the classroom so instructional time is not wasted for the students to gather into their groups and find a location in the</p>

	<p>classroom.</p> <p>Because there are a lot of transitions, I would want to display a timer to show how long students have until we move into the next phase of the lesson.</p>
<p>6. Describe how the lesson supported students' academic language.</p>	<p>Discipline specific vocabulary words (setting, suspense, tension, and tone) are introduced at the beginning of the lesson. The Personal Dictionary activity builds academic language. The Pedestrian also contains a few unique words that are not seen on an everyday basis, but the text provides the definitions of the words. Finally, this lesson contains 3 speaking activities, 1 reading activity (the story is also shared out loud), and 1 writing activity. Students have multiple opportunities to practice academic language in their discussions and journal entries. Also with the discussion board, the students can view each other's journal entries and see how their classmates use academic language. This ties back to Krashen's language acquisition versus language learning. Students have multiple opportunities to interact with language organically.</p>
<p>7. Describe how the lesson supported students' content knowledge.</p>	<p>This lesson incorporates four of the five English Language Arts strands including reading narrative text, writing, speaking and listening, and language.</p> <p>Students are working on different English Language Arts concepts such as character analysis, setting analysis, pacing, main idea, and tone and mood (particularly with suspense and tension). In the journal entry, students must demonstrate their knowledge of the text and use examples to support their letter.</p>