

Lesson Plan Template

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| Author | Terry Dopson | Date: | 12/1/2020 | Subject: | English Language Arts |
| School-Site Supervisor: | N/A | Course: | EDUC 428 | Grade Level: | 12th |
| School | N/A | | | | |

Preparation to Teach

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| Unit Theme (Where in the unit is your lesson) | Literature and Economics (possible crossover with an Economics class in the Social Studies department). |
| Content Standard(s): | <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>S.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p> <p>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.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>S.11-12.4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> |
| ELD Standards: | <p>Collaborative: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Interpretive: Listening actively to spoken English in a range of social and academic contexts</p> |

Productive: Expressing information and ideas in formal oral presentations on academic topics

Learning Goal(s) or Objective(s):

Content Objectives: Students will investigate the topic of economic equality by reading an informational article, discussing the article in groups, and delivering a two minute speech using evidence from the readings and discussions.

Language Objectives:

- Students will read an informational text and evaluate the effectiveness of the article's primary argument.
- Students will share information orally with a small group.
- Students will perform a two minute speech for their classmates.

Materials:

1) Four texts with different levels:

[Text 1 \(610 Lexile\)](#)

[Text 2 \(880 Lexile\)](#)

[Text 3 \(930 Lexile\)](#)

[Text 4 \(1060 Lexile\)](#)

Virtual learning: Students will access reading with the link.

Face to face learning: Students will be provided with a printed copy of the reading.

2) Paper, pencils, and erasers for note taking. Students may also use a word processing software like Google Docs for note taking.

3) [Mind map handout](#)

Virtual learning: Students will access mind map a link.

Face to face learning: Students will be provided with a printed copy of the mind map.

Technology Integration:

Teacher:

- [Google Slides](#)
- [Jamboard](#)

- Zoom (plus breakout rooms)
- Articles from newsela.com

Student:

- [Jamboard](#)
- Zoom

Class Background

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

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| | What you learned: |
| | How it will influence your lesson: |
| | What you learned: |
| | How it will influence your lesson: |
| | What you learned: |
| | How it will influence your lesson: |

Adaptations

English Learner

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| Student Description | Pre-emerging Early production Speech Emergence Intermediate Fluency |
| Instructional adaptation(s) based on the strengths and needs of the student | A student that is in the pre-emerging or early production phases of English Language Acquisition will not be able to complete the full two minute speech. An alternative assessment would be that the teacher creates one to three questions where the student can respond with yes or no or short phrases. The teacher can go over the modified |

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| | <p>questions with the student independently.</p> <p>The texts from Newsela.com can actually be adjusted to a lower or higher lexile level. If needed, I could reduce one of the texts to a lower lexile level to help the English Language Learner.</p> |
| Rationale for adaptation(s) | <p>The adaptations above allow the students to complete the objectives of the lesson but at modified level that meets the student where they are. It would be unfair to demand that a student who is in the emerging area of the ELD standards to have to do a two minute speech.</p> <p>It is important to me that I work with the student and assess the student in a way that is fair and helps the student to further acquire language. I want the student's affective filter to be down and not up.</p> |

| Student who presents a different instructional challenge or from an underserved population | |
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| Student Description | Students with fear of public speaking. |
| Instructional adaptation(s) based on the strengths and needs of the student | Although public speaking is listed in the English Language Arts standards, there are going to be students that would be terrified to have to do the speech portion of the lesson. An alternative would be to have the student share their "speech" with a small group of 3-4 students. The teacher and student could go over the questions in a conversational dialogue instead of a formal speech. |
| Rationale for adaptation(s) | While it may seem helpful to push the student to have to get up and speak in front of their peers, it may actually cause more harm than good. The student may become anxious in my class which could affect their learning. Sharing information in a small group or with another person is still |

great practice for speaking, listening, and communication skills.

Instructional Plan

Activating Background Knowledge

Instructional Strategies

Mind Map Graphic Organizer:

Students will brainstorm words, phrases, and ideas related to the word “money”.

Virtual Learning or classrooms with Chromebooks/iPads:

1) Students will brainstorm their ideas on their own using this [Google Slide](#).

2) Students will then share their ideas with their classmates using this [Jamboard](#).

Face to Face Learning:

1) Students will get a printed copy of the mind map.

2) Students will write their ideas on post it notes and post their ideas on the board.

Informal Assessment

The teacher can respond to the words, phrases, and ideas that students post on the Jamboard.

Rationale for Decisions

Money and finances play a huge role in every person’s identity. Everyone has a different story in regards to how they relate to money. This mind mapping session builds schema for the texts that will be read in the next section of the class. This mind map also allows the students to visualize how the topic relates to their own lives. I use the Jamboard to make the responses as anonymous as possible because this could be a sensitive topic. However, this activity helps students ease into the lesson before proceeding into reading the articles.

Reflection (Completed after the lesson)

My classmates were interested in the Jamboard. I appreciated the mixture of funny and serious responses from my classmates in regards to the topic of money. We were able to have an fruitful conversation and I could tell that my classmates were “hooked” and

interested in continuing the lesson.

Instructional Input

Instructional Strategies

Jigsaw Strategy:

Students will be divided into groups of four, with eight groups total. (may need to be more or less depending on the class size).

- There are **four** different texts.
- Each group will receive a different text.
- No more than **two** groups will have the same article.
- Groups will be preselected based on reading level.

[Text 1 \(610 Lexile\)](#)

[Text 2 \(880 Lexile\)](#)

[Text 3 \(930 Lexile\)](#)

[Text 4 \(1060 Lexile\)](#)

Students will read the text and then discuss the following questions with their group.

- In your own words, what is the purpose of this text?
- Do you think the author's argument is convincing? Why or why not?

Students will then meet with 3 other students not from their group and share the following:

- The summary of the article
- Do you think the article is effective? Why or why not?

Finally, the class will come back together. The teacher will ask for 4 volunteers (1 from each article) to share their responses from the group discussions.

Virtual Teaching:

- 1) Students will be put into breakout rooms based on the assigned article.
- 2) Students will then be put into breakout rooms so each person is with someone from a different article group.

Face to Face Teaching:

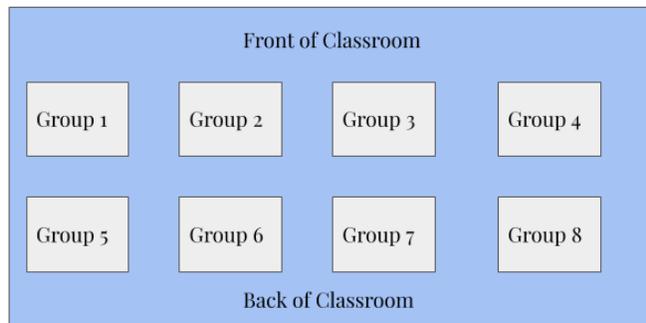
1) Students will be assigned to a particular area in the room to meet with their group

You will work in groups of 4.

Look for your name here



Go to your group on the map



Group 1:
Student 1
Student 2
Student 3
Student 4

Group 5:
Student 17
Student 18
Student 19
Student 20

Group 2:
Student 5
Student 6
Student 7
Student 8

Group 6:
Student 21
Student 22
Student 23
Student 24

Group 3:
Student 9
Student 10
Student 11
Student 12

Group 7:
Student 25
Student 26
Student 27
Student 28

Group 4:
Student 13
Student 14
Student 15
Student 16

Group 8:
Student 29
Student 30
Student 31
Student 32

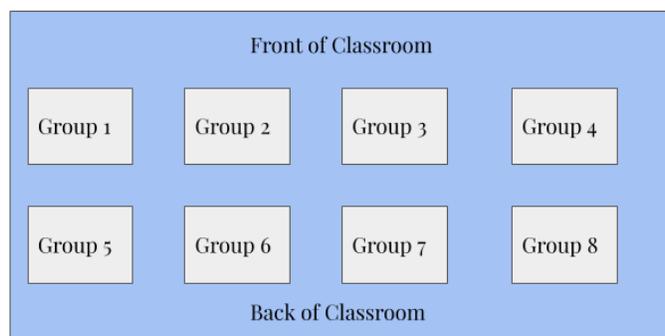
2) Students will then be directed to new seats

You will work in **NEW** groups:

Look for your name here



Go to your group on the map



Group 1:
Student
Student
Student
Student

Group 5:
Student
Student
Student
Student

Group 2:
Student
Student
Student
Student

Group 6:
Student
Student
Student
Student

Group 3:
Student
Student
Student
Student

Group 7:
Student
Student
Student
Student

Group 4:
Student
Student
Student
Student

Group 8:
Student
Student
Student
Student

Informal
Assessment

The teacher can walk around during the discussions and evaluate the quality of the students' conversations. The teacher can interact with each group and ask questions.

Rationale for
Decisions

The rationale for the different levels of text is to accommodate different reading levels and ELs in the classroom.

The Jigsaw strategy requires the students to perform a lot of

speaking and listening.

Students must be prepared to share their summary of the article with other students. I put the students in groups first so that the students can help each other in case they have any issues understanding their article.

However, the students will then be challenged to share the article with a different group of students that did not read the same article.

These decisions support CCSS standard. **S.11-12.1**

Reflection
(Completed
after the
lesson)

Since there were only two classmates in my break out room, I assigned the highest level text to them to read. I gave them five minutes but they were done with the two page article in two minutes, which is expected since they are English majors. We discussed one of the key points from the article which was the relationship between happiness and money. We were able to tie the text back to our own lives and how it is useful information to know that happiness tapers off after making \$75,000 or more. Happiness still increases but not as exponentially compared to increasing from \$40,000 a year to \$75,000 a year in salary.

Overall, the lesson went very smoothly and both of my classmates were engaged. The content was relevant and appropriate.

Closure

Instructional
Strategies

Students will prepare a two minute speech to answer the following questions:

- 1) What are the top three things you learned from these readings?
- 2) What changes do you want to see regarding economic inequality in your community?

Students can do their speech alone or do a speech with a partner.

Students will have time in class to craft their speech and work with their classmates to get ideas or receive feedback before presenting.

Formal
Assessment

The teacher will use the speech to evaluate what each student learned from the activity. This is the summative assessment for the lesson.

Rationale for Decisions

This summative assessment gives students the opportunity to tie the readings back to their own lives. They are able to share what they learned and how it connects to their lives.

This assessment supports CCSS standard **S.11-12.4** because students have to share their ideas orally using evidence from the text. However, the prompt is short and open ended to give students the opportunity to practice public speaking but without making it as overwhelming as a formal speech assignment.

Finally, students can work with a partner because some students are shy about public speaking. Students can work together to make the experience less nerve-wracking. However, students that are confident speakers can do the assignment alone.

Reflection (Completed after the lesson)

N/A – Only had 20 minutes to teach the lesson.

Rationale

1. What is the underlying theoretical base for your lesson decisions?

The theoretical base for this lesson is the SIOP model:

SIOP components include: building background, interaction, strategies (graphic organizers, jigsaw strategy), and lesson delivery (students are active in the lesson with almost no lecturing from the teacher).

This lesson is designed to be highly interactive with multiple activities including reading, discussion, listening, and public speaking. Multiple supports are embedded in the lesson such as leveled text, working in groups, and the ability to work with a partner for the summative assessment.

This lesson also draws upon Stephen Krashen's language learning vs language acquisition hypothesis. One of the strategies for language acquisition is small group conversation. Since this lesson uses a lot of small group

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| | work, there is a lot of opportunity for producing language and listening to language. |
| 2. Explain how the learning plan connects to the social and emotional needs of the students. | <p>Economic inequality is a relevant topic that can be applied to the students' lives. Every student is impacted by this topic so it would lead to meaningful discussions. The summative assessment asks the students to think about what changes they want to see regarding economic inequality in their own community.</p> <p>As the teacher, I would want to preface the lesson to let students know that this could be a heavy topic and students should not feel obligated to share personal details.</p> |
| 3. Explain how your choice of technology supported the learning goals and student engagement. | <p>Newsela.com provides a wealth of articles that are meant to be used in the classroom for informational text. The lexile level of the text can be changed to meet the reading levels of different students. I used this feature to provide different level texts for the students.</p> <p>Jamboard allows students to share their ideas anonymously. I think this is helpful for the building background knowledge section of the lesson because students can share their ideas freely. The teacher can discuss those ideas to connect the mind mapping activity to possible topics that will appear in the articles later in the lesson.</p> |
| 4. How are you going to know that students are actively engaged? | <p>The teacher is able to monitor the students' engagement during the following sections:</p> <ol style="list-style-type: none"> 1) Mind map activity 2) Posting mind map answers to Jamboard 3) Reading and discussion of the articles 4) Regrouping of the students where they share their article with other students that did not read the same article 5) Speech activity <p>There are multiple opportunities that the teacher can intervene to get students back on track.</p> |
| 5. What procedures and routines are | The teacher needs to rehearse procedures for breaking up into small groups. This section could possibly turn chaotic. I |

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| <p>needed for student activities and materials?</p> | <p>intentionally have the students break up into groups before going over the directions for the discussion so that way the students are already in place for the discussions.</p> <p>This is a situation where virtual learning is advantageous because the teacher just needs to break the students into breakout rooms.</p> <p>But for face to face learning, the teacher would need to go to each area of the room and call the names of the students that are supposed to go to that area (even with the diagram on the PowerPoint, the students will need the verbal direction from the teacher).</p> |
| <p>6. Describe how the lesson supported students' academic language.</p> | <p>In Stephen Krashen's language learning vs language acquisition hypothesis, one of the strategies for language acquisition is small group conversation. The Jigsaw strategy primarily relies on small group conversation. Students are able to practice creating language verbally and listen to language production.</p> |
| <p>7. Describe how the lesson supported students' content knowledge.</p> | <p>This lesson allows the students to practice different literacies for English Language Arts such as reading informational text, speaking and listening in small groups, summarizing information, evaluating author's purpose, evaluating author's effectiveness, organizing information for a presentation, and practicing rate of speech, volume, and eye contact for public speaking.</p> |