

Lesson Plan Template

Grade: 10		Subject: English	
Materials: Whiteboard, whiteboard marker		Technology Needed: notebooks, laptops for students who prefer typing.	
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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> *Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: *Large group activity *Independent activity *Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) W.1 a. Introduce precise claim(s) and distinguish claim(s) from alternate of opposing claims; engage and orient the reader. W.1 c. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.		Differentiation Below Proficiency: Students may be able to participate in the activity, but they may not yet be ready to synthesize their own arguable claim. They will need assistance from group members or by the teacher. Above Proficiency: These students will be able to actively participate in the activity and will be able to easily create their own arguable claim. They can help their classmates who may be struggling during discussion time. Approaching/Emerging Proficiency: Students will be able to actively participate in the debate and will be able to create their own arguable claim by the end of the lesson. Modalities/Learning Preferences: Students who prefer to talk through their thinking will have an easier time than students who may not like to verbalize.	
Objective(s) Students will be able to synthesize their own debatable claim for an argument. Students will be able to determine which statements are debatable and which are not. Bloom's Taxonomy Cognitive Level: Synthesis		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to follow instructions and to defend their arguments.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be moving to different sides of the classroom in a large group activity, then they will go sit in groups, then work independently.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to follow instructions and to defend their arguments.	
Minutes	Procedures		
	Set-up/Prep: Come up with fun debatable arguments.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Large group activity where I will say a debatable statement and they will go to the side of the room that either agrees or disagrees.		

Lesson Plan Template

	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will explain how a statement can be debatable and what makes for a good argument. Students in their groups will then come up with some of their own, more serious arguments. Each group will share one argument which I will write on the board.</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>After talking about debatable topics, students will then come up with their own debatable argument and start writing on it.</p>
	<p>Review (wrap up and transition to next activity):</p> <p>They will work independently up until the bell and I will clarify any questions that are coming up.</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>I will continually be checking in with students by walking around the room and taking questions at least at the end of each activity.</p> <p>Consideration for Back-up Plan:</p> <p>If the large group activity is not working well, then we will go to groups first. If they are not working well in groups, then they will work independently.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>Students will have their own debatable claim by the end of the lesson.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>This will start their argument paper.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The students were very involved in the lesson. They really enjoyed the activity and although they were slow to start, they got very passionate as the activity progressed. There was really good discussion in the small groups. I could have done a better job of having a teaching presence and in giving students a little bit more time to formulate their thoughts during the activity.</p> <p>My transitions were a little rough. I should have given clearer directions before having students move back to their groups as well as being able to have a clear way to grab students' attention.</p>	