

Lesson Plan Template

Date: _____

Grade: 10	Subject: English
Materials: novel, passage, pens, handouts	Technology Needed: Document camera, projector
Instructional Strategies: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>*Direct instruction</p> <ul style="list-style-type: none"> <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) </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate *Modeling </div> </div>	Guided Practices and Concrete Application: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>*Large group activity</p> <p>*Independent activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </div> </div>
Standard(s) <u>CCSS.ELA-LITERACY.RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>CCSS.ELA-LITERACY.RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Differentiation <p>Below Proficiency: Students below proficiency may be able to understand PACs but may be unable to do PACs on their own. This is why I will allow them to be able to confer quietly with a neighbor. I will also be around to help them as well.</p> <p>Above Proficiency: Students above proficiency will be able to help struggling students. They will also be able to take what they learned in the modeling PACs and be able to replicate their own PACs without much guidance.</p> <p>Approaching/Emerging Proficiency: These students will be able to learn from the model PACs and be able to somewhat replicate their own version but will need some guidance.</p> <p>Modalities/Learning Preferences: Students who prefer to learn through visuals might enjoy this lesson more.</p>
Objective(s) Students will be able to complete each step of PACs independently with guidance. Students will pick out a passage that has a deeper meaning in the text. Bloom’s Taxonomy Cognitive Level: Understanding, Applying, Analyzing.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be seated in their pods for the whole of class time.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <p style="text-align: center;">Students will be expected to treat everyone in the classroom with respect.</p>
Minutes	Procedures
	Set-up/Prep: Pick the passage. Type out the passage. Set up document camera.
15	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)

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	Have them read their book for 15 minutes.	
15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>I will introduce and explain PACs (Passage, Analysis, and Connections). I will then model PACs with a passage from the third chapter (page 30) the “you never know a person-until you walk around in their skin” passage.</p>	
15	<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 modeling how to do PACs on my passage, I will then ask the students to find their own passage in the first three chapters of <i>To Kill A Mockingbird</i> and have them analyze and make a connection to the real world.</p>	
5	<p>Review (wrap up and transition to next activity):</p> <p>After they work independently on their PACs, then they will be able to share their passage with their pods.</p>	
	<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>During the lesson, I will continually ask if anyone has any questions. I may also ask certain students to summarize if they do not ask many questions. I will be walking around during independent and group work time to help with any questions or clarifications. I will also have students be turning in their papers at the end of the class to give them feedback.</p> <p>Consideration for back-up plan:</p> <p>There may have been some students who have not read the second or third chapters, but they have read the first chapter together in class, so they will be able to pick from that chapter. Students may not be able to handle working while talking, in which case I will ask them to work silently and maybe turn on some music in order for students to keep the quiet.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The students will be doing PACs throughout this unit with <i>To Kill A Mockingbird</i>.</p>
	<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Well, I think this will definitely help me in moving forward in knowing what not to do. One positive was that I had more of a teaching presence this time around and I was able to interact more with the students when they were working individually.</p> <p>I planned for the lesson, but it was not engaging. When I had students turn and talk with their groups, that was the best part of the lesson besides helping students during individual work time. I should have presented the material in another way or reworked the material in some way. I got caught in thinking that the material had to be presented in a certain way just because that was my initial idea. For future reference, I should not be afraid to re-work the lesson plan over and over again.</p> <p>The students collectively did well on their PACs, which makes me think that it was probably aimed too low for most of their ZPDs, especially for 6th period.</p>	