**LESSON PLAN TEMPLATE**

**Teacher: Brianna Pearce Date: May 18, 2022**

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| **Topic/Subject/Grade Level: 9th Grade English Literacy and Reading Comprehension**  **Aim/Objective: What are your specific learning goals in this lesson?** What will the students be able to do at the end of the lesson?   * Students will be able to read and understand the central idea of a text. * Students will be able to pull evidence from the text to support the main idea. * Students will be able to use evidence from the text to correctly answer questions. |
| **Common Core or State Standard addressed in the lesson:**   * **CCSS.ELA-LITERACY.RL.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. * **CCSS.ELA-LITERACY.RL.9-10.2**: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| **Essential Questions:** (What are the key questions that students will answer by the end of the lesson?)   * Students will be able to answer, “What’s the main idea/ central idea of the text?” * Students will be able to provide evidence from the text to support their answers. |
| **Motivation/Link:** (How will the students hook into the lesson? How will you connect this lesson to other subjects?)   * I will use the media as a hook technique to grasp my students' attention. I will play a song and play it with the lyrics and have the students determine the song writer's main idea or purpose of the song. Breaking the song a part stanza by stanza or verse by verse. * As they focus more on central ideas, they will be able to filter out supporting details and distinguish between main ideas and supporting details. This skill will be useful in the other classes that require heavy reading and understanding of a text. For example, if they're reading a text about the Cold War, and they do not know how to distinguish and determine the main idea of a text they will miss the entire point and never fully grasp the meaning of the text. |
| **Materials & Primary Sources:** Please list the materials and primary sources you will use   * [American literature for secondary schools, | Library of Congress](https://www.loc.gov/item/14016776/) * <https://www.thriftbooks.com/w/prentice-hall-literature-timeless-voices-timeless-themes-the-american-experience_oriental-institute/285287/> * [Language of Literature book by McDougal Littell](https://www.thriftbooks.com/w/language-of-literature_mcdougal-littell/268510/) * <https://www.loc.gov/resource/ihas.100008071.0/?st=pdf&pdfPage=3> |
| **Guided Practice:** (How will the teacher practice and/or model with the students? How will this be differentiated for individual students?)   * First, the teacher will provide students with a text to read. Then, the teacher will have students answer guided reading questions. This will test their reading comprehension. * At first they will practice together and then they will do it independently. * The teacher will use the I do, you do, we do method coined by Doug McCurry. It starts with direct instruction, guided practice and then independent practice. The teacher will begin by delivering key information or modeling the process she wants students to learn as directly as possible. Then, the teacher will walk students through examples. This is considered the “I” step. In the “we” step, The teacher will ask students for help at key moments and then gradually allow them to complete examples with less assistance as they get through the task. Finally, in the “you” step, the teacher will provide students the opportunity to practice doing the work on their own. This is very important because it will help the teacher to filter out which tasks students are able to do on their own and which tasks they will need additional help and time with. |
| **Independent Practice:** (What will the students do independently to practice the skills being taught?)   * They will read a text and answer guided reading questions. |
| **Classroom staffing roles/ grouping:** (What type of groups are the students in and why?)   * They will be working independently at first. Then I will place them into smaller groups and have them work together. The pairs will have one person who understands the assignment and another student who still needs help. This will foster peer mentoring. * ELL students will be grouped in a classroom setting with other ELL peers and slowly integrate in a classroom setting with non-ELL peers. This way, I do not overwhelm them with culture and language barriers. * As a teacher, I will follow and check to see if students have an IEP in place, and if they do, I will follow it and teach that student according to their IEP so that I can optimize their learning in my classroom and they will learn according to their needs. |
| **Formative Assessment:** (How will you determine what students already know?)   * By how well they do on the practice assignments. * The practice assignments will be a reading from the Language of Literature text followed by guided reading questions to keep students on track. |
| **Share:** (How will students demonstrate mastery?)  -When they are able to confidently answer the questions correctly. |
| **What questions/problems might the students have about the material being covered?** (Write at least two.)   * Students may wonder if the central idea is always found in the same place. * They may also ask how do they find and use textual evidence to support their answers? |
| **Homework:**   * Read the following text on pages 27-28 in the Language of Literature textbook and answer these questions: * What is the main/ central idea of the text? * Please provide evidence from the text that supports your answer. |