**Urban Teachers Lesson Planning Template**

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| **Grade Level****10th** | **Subject:****ELA – Generating questions while close reading in order to promote discussion and develop greater understanding of a text.** | **Date:** **12/10/18** |
| **Materials/Texts:** *The House of the Scorpion* handout and booksACES paragraph sheets Sticky notes/copy paperCollege Skills class PowerPoint slides |
| **Lesson Component** | **What will you do? / What will students do?** |
| **TEKS (C.1)*** What Language Arts and Reading Standards does this lesson address?
* How do you know the students need this lesson?
* Unpack the standard(s) by identifying the strategy(ies) and/or skill(s)
 | English II:2: Reading/Comprehension of Literary Text/Theme and Genre: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.13.B: Writing: Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations25: Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| **Lesson Objective (C.1, A.3)*** Objectives must be
* specific-(clearly defined learning)
* measureable-(assess student achievement)
* aligned (with standards)
* rigorous (written with verbs for expectations of high rigor)
* posted shared aloud with students in student friendly language.
 | SWBAT:* Close read a text for annotations, including the development of two text-based questions
* Respond to a text-based prompt using the ACES (assertion, claim, evidence, significance)
* Generate multiple text-based questions in pairs and discuss possible responses
* Participate in a formal discussion about a text. Use ACES structure and simple academic language sentence stems to form responses
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| **Assessment (B.1, B.2,C.1, C.2)*** How will students demonstrate their mastery of the objective?
* What evidence will you collect to assess understanding?
* Are assessments differentiated for diverse learners?
* How will the data inform tomorrow’s lesson?
 | Students will demonstrate mastery by generating open-ended, text-based questions through close reading that lead to a greater understanding of the text.Students will demonstrate mastery through their written responses on the ACES handout, as well as through their participation during the discussion. Mastery will be demonstrated through responses composed of a claim, evidence, explanations and significance.Data will prepare Socratic seminar focus for the following day and the writing needs for future lessons. |
| **Connect and Engage (A.2, B.1, C.1)*** How will you gather background knowledge and make connections to previous learning?
* How will you hook the students?
 | Reference prior learning and experiences with ACES paragraphs, close readings, Socratic seminars, and generating questions.Students will begin the lesson by watching the movie trailer for *Birdboy* and then generating three questions about the text (this is a review of the prior lesson). Video: 0-7:30Hook students with examples of how close reading and analysis can breed greater appreciation and enjoyment of a text. Examples include *Mo Bamba*, *The Swimmer* (a prior text) and Soccer. Video: 8:30-18:30 |
| **Teacher Modeling (A.1, A.2, B.1, B.2, C.1, C.3, D.1, D.2, D.3)*** A brief teacher directed lesson aligned to the objective.
* Model thinking using think-alouds. Think about the instruction necessary for students to be successful.
* Engage students using turn and talk or other student response checks to monitor understanding.
* Utilize organizational tools (anchor charts, process charts, graphic organizers) when appropriate.
 | Teacher will demonstrate how to close read a text for both interesting and confusing elements on the handout. Teacher will read aloud and think aloud the process for finding these elements, and then demonstrate how to formulate a question relating to each item. This will be completed on a white board that the projector is facing with the given text. Video: 18:30-24:20 |
| **Guided/Collaborative Practice (A.2, B.1, B.2, C.1, C.2, C.3, D.1, D.2, D.3)*** Identify guided practice needed before releasing students to practice on their own
* How will students practice with the teacher and with one another to ensure there is understanding?
* Consider
* Cooperative groupings
* Conceptual difficulties that might arise and how will you address them
* How students can initiate discussion
* How tasks are differentiated
* How the tasks advance students’ understanding and learning
* Ways to check for understanding or need for further support
 | For the third and fourth paragraphs of the handout, students will collaboratively select and interesting and confusing component of the text, and work towards a question they can ask for each.After completing the handout, students will get into pairs to develop a text-based question together. They will then post this question on one of the walls, and each pair will go around developing responses together to each question on a sticky note. Video: 24:20-28:0032:30-37:00 |
| **Independent Practice (A.1, A.2, A.3, B.1, C.1, C.2, C.3)*** What opportunities will students have to use the new skills/concepts in a meaningful way?
* How will students demonstrate their mastery of the objective?
 | Students will complete the remainder of the handout individually, finding one interesting and one confusing item on the handout and writing a question pertaining to each. Video: 28:00-29:40Students will also independently complete an ACES paragraph response, with an option of responding to the given prompt or making an assertion of their own relating to the text. Provided prompt: What might Matt’s motivation to learn tell us about him as a character? What inference might we be able to make from this information? Video: 29:40-32:30Collaborative/Independent: Students will participate in a student-led Socratic seminar. Students will be given explicit instruction regarding the expectations and grading of the discussion. Students will need to use two of the given discussion stems (agree, disagree, ask a question, complicate) and use ACES structure for each of their spoken responses. Finally, students will be directed on how to maintain a respectful conversation.Video: 37:50-50:45 |
| **Closure (A.3, B.1, D.1, D.2, D.3)*** Assessment of student learning including student reflection on what was learned which may include one or more of the following:
* Connections to previous learning
* A review of the objective and if it what achieved
* An exit slip or other means of informal assessment
* Student sharing and peer feedback
* Celebration of learning
 | Following the discussion, instructor will lead a debrief regarding the strengths and weaknesses of the discussion, and any potential focuses for improvement or change moving forward. Video: 50:45-51:55Finally, instructor will remind students that the lessons began by developing questions, then in this lesson students learned how to use these questions as they close read a text. In the coming days, students will learn how to go about formulating possible responses to the questions they are asking.Video: 51:55-53:12 |
| **Reflection (B.2, E.2)*** What does the data show you regarding student learning?
* How did the pacing impact the enactment of the lesson?
* Did all materials support student learning?
* Were there places where students required additional supports, or places where acceleration occurred?
* How would you gauge student engagement (academic and behavioral)?
 | See reflection paper. |