

WOODLAND HILLS SECONDARY LESSON PLAN

Name Sarah Kielar
 Content Area: LS English 9/10

Date September 2, 2014

Length of Lesson 4 weeks

STAGE I – DESIRED RESULTS

LESSON TOPIC (Module, if applicable):

Reading the novel Bleachers by John Grisham
Comprehending what they read
Identifying the components of a novel, including:
Setting, characters, story structure, theme, plot, subplot, dialogue, narrative, irony, foreshadowing, protagonist, antagonist, etc
Answering all parts of an essay question

BIG IDEAS:

(Content standards, assessment anchors, eligible content) objectives, and skill focus)
 CC.1.4.9–10.B
 Write with a sharp, distinct focus identifying topic, task, and audience
 C.C.1.4.9-10.F
 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 C.C.1.2.9-10.K
 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 C.C.1.2.9-10.L
 Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

UNDERSTANDING GOALS (CONCEPTS):

- Students will understand:*
- the components of a novel.
 - how to comprehend what they read.
 - the various aspects of plot and theme.
 - ways to identify important information in novel.
 - the steps necessary to completely answer an essay question
 - the various literary elements present in the novel

ESSENTIAL QUESTIONS:

- What are the main components of a novel?
- What are the steps to finding information in a specific chapter?
- How do graphic organizers help to summarize a piece of writing?
- How do comprehension questions help to understand what is happening in a novel (chapter by chapter)?
- What are the steps to fully answering an essay question?

<p>VOCABULARY: Various vocabulary depending on student knowledge. Each student will identify new or difficult vocabulary words from the novel they are reading. They will then define the words in order to increase understanding of the story. Each chapter has new and difficult vocabulary from within the story that students will read in context to further understand the definition.</p>	<p>STUDENT OBJECTIVES (<i>COMPETENCIES/OUTCOMES</i>): <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the main components of a novel • define vocabulary related to the novel • record information in a graphic organizer • answer comprehension questions for each chapter • distinguish between the components of a novel • read a novel and understand the plot, theme and overall message of the story. • Identify evidence necessary to fully answer an essay question.
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STAGE II – ASSESSMENT EVIDENCE

<p>PERFORMANCE TASK: Students will complete workbook pages and supplemental materials. Daily attendance and participation will be assessed. Students are administered various probes throughout each unit to check for understanding, skill development and knowledge of skills presented</p>	<p>FORMATIVE ASSESSMENTS: Graphic Organizers Open-ended Questions Collins Writing</p>
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STAGE III: LEARNING PLAN

<p>INSTRUCTIONAL PROCEDURES: WEEK 1 of 4 <i>Do Now:</i> Collins Writing I – Various prompts</p> <p><i>Mini Lesson:</i> Literary Elements (Tuesday, Wednesday); Character Attributes (Thursday); Review of Week (Friday)</p> <p><i>Guided Practice/Independent Practice:</i> Students will complete examples related to mini-lesson for the day.</p> <p><i>Summative/Formative assessment:</i> Students will find examples of Literary Elements within the novel <i>Bleachers</i>, by John Grisham. The students will also describe each character.</p>	<p>MATERIALS AND RESOURCES:</p> <ul style="list-style-type: none"> - Chapter questions - Summary Notes - Bleachers by John Grisham (novel) - open ended responses - dictionaries - notebook paper - highlighters - chalk/chalkboard 	<p>INTERVENTIONS:</p> <ul style="list-style-type: none"> • Specially Designed Instructions: • One-on-one instructions • Small group instruction and discussion • Individualized attention • Peer tutoring • Step-by-step directions and redirection • New concepts broken down into clearer steps • Practice and repeat drills for difficult concepts 	<p>ASSIGNMENTS:</p> <p>Students will read the novel (as a class), complete comprehension questions, defining difficult words and writing assignments for each chapter. They will then use the comprehension questions to help them complete a comprehensive exam on the novel. Most assignments will be completed with the help of the teacher or aide and all reading will be done as a whole class. The students will also complete a book review after the completion of the novel.</p>
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