

Name: Amanda Crumpler
Lesson Title:

Date: September 7, 2013
Grade/Level: 6th Grade English/L.A.

Day 3
Program: MAT/TEML

Curriculum Standards	Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
<p><i>State Curriculum Standards</i></p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><i>What question(s), big idea(s), and/or goals drive your instruction?</i></p> <p>How can I write an allegory using research from a historical event?</p>	<p>This is what the state mandates as their standards; therefore, this is what I shall teach. Focus questions should be based off of Blooms Taxonomy.</p>
Lesson Objective(s)		
<p><i>Objectives are measurable.</i></p> <p>The students will research a historical event. The students will write an allegory based on a historical event.</p>		<p>The objectives should answer the focus questions through activities and assessments in the lesson. This should match the curriculum standard.</p>
Academic Language		
<p><i>What is the key language demand? What Academic Language will you teach or develop? What is the key vocabulary and or symbols? What opportunities will you provide for students to practice content language/vocabulary and develop fluency?</i></p> <p>Tier 2 Words: Inference, Infer, Support, Construct, Summarize, Questioning, Analyze, compose</p>		<p>This language is included in the lesson so that the students can be successful in fulfilling the goals of the objectives.</p>

<p>Tier 3 Words:</p> <p>Ensconce, Superannuated, Ignominious, Impromptu, Vivacious, Taciturn, Sordid, Reverent, Cryptic, Indefatigable, allegory, satire, theme, symbolism, personification, grammar, spelling, organization, historical fact</p> <p>Students are required to use the proper academic language throughout the lesson by speaking and using vocabulary words.</p> <p>The students will review the words in class. The students must write using proper academic language.</p>	
<p>Assessment/Evaluation</p>	
<p><i>Formative: How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback? How will feedback promote student understanding?</i></p> <p>Teacher observation and questioning.</p> <p><i>Summative: What evidence will you collect and how will it document student learning/mastery of lesson objective(s)?</i></p> <p>Completed allegory story.</p>	<p>These assessments are included so that students and teachers can identify the strengths and weaknesses of a particular topic or subject area.</p> <p>The summative assessment will allow the teacher to evaluate student learning at the end of a particular task or unit.</p>
<p>Instruction</p>	
<p><i>Set/Motivator: How to engage student interest in the content of the lesson? Use knowledge of students' academic, social, and cultural characteristics.</i></p> <ol style="list-style-type: none"> Set (10 Minutes): "If you could write about any historical event, what would it be and why?" Students will respond to the question. This historical event will be the event they use for their allegory. 	<p>The motivator is used to draw students into the lesson in order to engage and motivate.</p>

Instructional Procedures/Learning Tasks: *Provide specific details of lesson content and delivery based on students' prior knowledge, strengths and weaknesses.*

1. **INSTRUCTION (10 Minutes):** Since we finished *Animal Farm* yesterday, the students will write their own allegory.
 - a. "Today you'll write an allegory. Your allegory will be based on the historical fact you talked about in your activator."
 - b. The teacher will ask the students to help her recall what they have been talking about over the course of reading the novel as it relates to literary concepts. The students and teacher will review allegory, satire, theme, symbolism, personification, grammar, spelling, organization, and historical fact.
 - c. The teacher will give more examples of allegory.
 - d. "Before you write your short story, you will complete a graphic organizer to organize your thoughts. Once you've completed your organizer, you should bring it to me to check before you begin writing."
 - e. "During the writing process, I will call you up individually to check your progress and guide you. You will have about the rest of the time to write your allegory!"
 - f. The teacher will provide a rubric for the students.
2. **ACTIVITY (60 Minutes):**
 - a. The students will fill out their graphic organizer and write their allegory.
 - b. The students will write their allegory.

Questions and/or activities for higher order thinking: *These cannot be answered by yes or no.*

How can we identify allegory, satire, symbolism, personification, and theme?

Closure: *Verbalize or demonstrate learning or skill one more time. May state future learning.*

3. **CLOSURE (5 Minutes):** After the students complete their allegory, they will turn to their shoulder partner and answer these questions with their partner:
 - a. What historical event did you use?
 - b. What is your allegory called?
 - c. What is your favorite quote from your story?
 - d. What is an allegory?

Giving clear directions for tasks allows for students to know exactly how to perform a task.

Rubrics are important so that students know the criteria for an assignment.

This activity will demonstrate exactly if the student understands the goal of the lesson.

HOT questions allow students to gain a deeper understanding of the material being presented.

The closure will restate the learning again in order to determine any holes or gaps in the learning.

<p><i>Material/Resources/Technology: What do you need for this lesson? Identify the specific instructional technologies that you will use.</i></p> <p>Pencil, paper, smart board, allegory examples, clock, rubric.</p>	
<p><i>Adaptations to Meet Individual Needs/Learning Styles: How will you adapt the instruction to meet the needs of individual students?</i></p> <p>For early finishers, they will be able to illustrate their short story.</p> <p>For struggling students I will allow them to have extra time, or may be pulled out for special help!</p> <p><i>Management/Safety Issues: Are there any management and/or safety issues that need to be considered when teaching this lesson?</i></p> <p>Students chairs should be pushed in, students feet should be on the floor, and walkways must be clear.</p>	<p>Meeting the needs of the learner is most important and lesson plans need to be tailored to the students needs so that they can be successful.</p>
<p><i>Reflections/Future Modifications: To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?</i></p>	