

East Tennessee State University

LESSON PLAN TEMPLATE

Name: Morgan Williams

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Lesson Title: Harry Potter

Grade/Level: 6<sup>th</sup> Grade Language Arts

Program: MAT

| Curriculum Standards  | Focus Question/Big Idea/Goal                                    | Rationale/Theoretical Reasoning  |
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| <p><b>CCSS.ELA-Literacy.W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>   | <p>How can I support an argument by using textual evidence?</p> | <p>The focus question is aligned with the Common Core standard listed.</p>   |
| <b>Lesson Objective(s)</b>  |   |  |
| <p>The learner will:</p> <ul style="list-style-type: none"> <li>• compose an essay</li> <li>• create a double entry journal</li> <li>• support arguments using textual evidence.</li> </ul>   |   | <p>These objectives are measurable and aligned with the Common Core standards used in this lesson. These objectives can be measured over the duration of analyzing a text.</p>                               |
| <b>Academic Language</b>  |   |  |
| <ol style="list-style-type: none"> <li>1. Muggle: a person who does not possess magical powers</li> <li>2. Spectacles: glasses</li> <li>3. Rubbish: trash</li> <li>4. Cauldron: large pot used for brewing potion</li> <li>5. Contrary: opposing view or stance</li> <li>6. Chortle: laugh</li> <li>7. Ruddy: a red complexion in the face</li> <li>8. Abysmal: terrible, unbelievable</li> <li>9. Babble: ramble</li> <li>10. Trudge: press onward, though the circumstances seem bleak</li> </ol> |   | <p>Students will use this academic vocabulary throughout the lesson. Words from the three tiers are found in this list. Students are expected to use this vocabulary correctly in writing and speech.</p>    |
| <b>Assessment/Evaluation</b>  |   |  |
| <p>Formative:</p> <ol style="list-style-type: none"> <li>1. Students will write a "Facebook Summary" of the previous day's lesson.</li> <li>2. Students will complete a double entry journal entry.</li> <li>3. Students will identify the theme in the chapter for the day.</li> <li>4. Students will complete a text to an absent student.</li> </ol> <p>Summative: Students will complete an essay comparing and contrasting two characters from the novel.</p>                                  |   | <p>These assessments will measure the objectives determined by the Common Core standard. Gardner's Theory of Multiple Intelligences gives cause to differentiate the assessments students must complete.</p> |

| Instruction   |  |
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| <p>Set/Motivator: The students will update their “Facebook Status”. The teacher will give each student a Post-It. There will be a poster board with the Facebook logo on the top. Each student will complete a short summary of the previous day’s chapter. The summary can be written just as they would write a Facebook status, but it must be short enough to fit on the post it, but long enough to cover the main events of the chapter. The students will place their Post-It on the poster. Their names will be on the back of the Post-It.</p> <p>Instructional Procedures/Learning Tasks:</p> <ol style="list-style-type: none"> <li>The teacher will say, “Today, we will be reading chapter 4 of <i>Harry Potter and the Sorcerer’s Stone</i>. I need a quick summary of the events of chapter 3. Who can give me a quick summary?” Pause for student response. The teacher will verbally note correct responses.</li> <li>The teacher will orally read chapter to the class.</li> <li>The students will keep a double entry journal as they read the novel. The students will divide the pages of their journal into two columns. One column for quotes from the text and one column for their thoughts on the evidence they have pulled.</li> </ol> <p>Questions and/or activities for higher order thinking:</p> <ul style="list-style-type: none"> <li>Give a thorough summary of the previous chapter.</li> <li>How can we see character development in this chapter?</li> <li>Describe some characteristics of the characters we have met so far in our reading.</li> <li>What do you think will happen next in the story?</li> </ul> <p>Closure: The teacher will say, “Today, we have read chapter 4. Please write a text message to an absent student explaining to them the events that happened in this chapter. Feel free to use abbreviations.” The teacher will give each students to put their “text message” on a Post-It and stick it to a designated place in the back of the room.</p> <p>Material/Resources/Technology:</p> <ol style="list-style-type: none"> <li><i>Harry Potter and the Sorcerer’s Stone</i></li> <li>Journal</li> <li>Pencils</li> <li>Post-Its</li> </ol> <p>Co-Teaching Strategies Used: (circle al that apply and explain): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching<br/> One Teach, One Assist. The teacher will deliver instruction while the other monitors the students as they write in their journals and listen to the teacher read. The co-teacher can also assist with managing behavior issues during reading.</p> | <p>This will serve as a daily review, tying new information that will be gained though that day’s readings to the previous day’s reading.</p> <p>The double entry journal will keep students accountable throughout the reading of the book. The instruction is designed to personalize the education to meet individual students’ needs. The different learning styles are addressed through oral reading, journaling, and discussion.</p> <p>These activities and questions are identified in the top three levels of Bloom’s Taxonomy.</p> <p>The closure will reinforce the essential question for today’s lesson.</p> <p>These materials are necessary for a successful lesson.</p> <p>Co Teaching will allow for further monitoring of the students. Teachers can also answer more questions and guide discussions easily.</p> |
| <p>Adaptations to Meet Individual Needs/Learning Styles: Each student is responsible for their own double entry journal. This offers an opportunity for personalization as each student can respond with their personal thoughts to quotes they thought were important. Students are given their own copy of the book so that they may follow along. By giving an activity that takes place while reading, students can focus on the material and write down questions to be answered at a later time to avoid interruption and promote fluent reading.</p>   | <p>Many theories state that all students learn differently. All learning styles have been reached in this lesson.</p>  |

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| <p>Management/Safety Issues: All materials will be distributed according to classroom management policy. Students should be reminded of appropriate behavior during reading if behavior gets out of hand.</p>  | <p>All classes require different management strategies. Classroom management is just as important as delivering instruction effectively. Students need to follow classroom protocol during all lessons. This protocol has been established from the beginning of the year.</p> |
| <p>Reflections/Future Modifications: <i>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> |  |