

Lesson Plan Template

	<ul style="list-style-type: none"> ○ Students are then asked to highlight evidence that supports the theme and underline anything that doesn't support the theme. ○ After Students have read the article they will then be asked to get out their notebooks and answer the question, "What is the argument of the article? Do you agree/disagree with the argument and what two pieces evidence can you find to support it?" ○ The instructor will collect students answers at the end of class.
<p>1-2 Min.</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - As students go along in the PowerPoint they will be asked an Essential Question: <ul style="list-style-type: none"> ○ How do we analyze theme? - After students read the First Amendment they will be asked to Turn and Talk with their peers: <ul style="list-style-type: none"> ○ Based on what you read about the First Amendment, what does this mean for your rights in school? - At the end of the PowerPoint students will be asked to get out their notebooks and answer the question: <ul style="list-style-type: none"> ○ What is the argument of the article? Do you agree/disagree with the argument and what two pieces evidence can you find to support it?
<p>3 Min.</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - At the end of the period the instructor will ask for any final questions. - Students will be given a brief intro into what will be taught in the next lesson. - Students will then be asked to put stuff away, get their things organized, turn in the assignment to the instructor, and then wait to be dismissed.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Students will learn through a Formative Assessment in the form of an entrance and exit slip. This is designed to help students evaluate what they knew before and then what they learned after the presentation.</p> <p>Consideration for Back-up Plan:</p> <p>If the lesson does not take up all of the class time students will be given another article to read and will be asked to find the argument/theme in the article. Students will then be given a discussion post on Google Classroom being asked to compare the themes of both articles and whether or not they agree or disagree with the arguments made in the articles.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>At the end of the lesson students will take an exit slip in the form of answer a question about identify theme and then will hand it in to the instructor at the end of class.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p> <p>Concept: Analyzing and identifying theme.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>By the end of the lesson students will understand the importance of the First Amendment in our schools as well as how to better identify and analyze the theme of specific articles. Students will be able to collaborate with their peers through turning talking to each other about the questions given in the presentation. Students will also be able to answer and turn in their response to the final question as a way to reflect on what they learned over all in the lesson as well as work to find evidence to support their answer to the question.</p> <p>In the future I would like to give students more time when it comes to reading the article as a way to accommodate for the variety of readers that there are in the classroom. In the future I would give more examples of finding theme before I let the students go and find theme on their own just as a way to help students to identify exactly what they're looking for in a theme and what a theme looks like.</p>	

Lesson Plan Template