**Lesson Plan Template** 

Grade: 10		Subject: AVID 10
Materials: Preprinted Article, Notebooks		Technology Needed: None
Instructional Strategies:		Guided Practices and Concrete Application:
□ Direct □ Guidec □ Socrati □ Learnir □ Lecture	instruction	Large group activity
Standard(s)  9_10.RI.2B Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details  Objective(s)  Students will be able to identify the theme in a specific text. Students will be able to highlight in the article what directly relates to the theme.  Students will be able to comment on whether they agree or disagree on a specific theme.  Bloom's Taxonomy Cognitive Level: Remembering, Understanding		Differentiation Below Proficiency: Students preforming below proficiency will be given feedback right away after answering a question. Material being taught will also be related to the real world and material will start with a question and end with a question.  Above Proficiency: Students who are preforming above proficiency will have the opportunity to work with the people in their small groups.  Approaching/Emerging Proficiency: Students who are approaching proficiency will be able to receive help from the instructor while still be given the opportunity to utilize their own skills. Students will also be able to relate the material to real world and how it affects our world today.  Modalities/Learning Preferences: Verbal/Linguistic, Visual/Spatial.
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to
"I would first like you to look at the political cartoon on the board and tell me what you see."  "Next I would like you to take out your notebooks and flip to a blank"		the lesson, rules and expectations, etc.)  Students are aware of the routine of entering and taking a seat.  Students are expected to raise hand prior to speaking.
page."		
"I would now like you to read the article and I want you to highlight what evidence supports free-speech and underline what doesn't support free-speech."		
Minutes	Procedures	
0-2 Min.	Set-up/Prep:  Desks will be arranged in their usual spots. (While students are entering and getting ready for class, the teacher will take attendance and use this time as a check in with students.)  The instructor will also take this time to hand out materials for the activity at the start of the notes.	
15 Min.	<ul> <li>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</li> <li>Students will start off with an essential question of, how do we analyze theme?</li> <li>Students will then analyzing a political cartoon and identify what the political cartoon is trying to portray.</li> <li>Students will then read the First Amendment and answer the question, "based on what you read about the First Amendment, what does that mean for your rights in schools today?"</li> <li>Students will answer this question in small groups and then share in front of the whole group.</li> </ul>	
	Explain: (concepts, procedures, vocabulary, etc.)	
25 Min.	<ul> <li>After students have discussed the First Amendment, they will be handed the article, "Student's Snapchat Profanity Leads to High Court Speech Case," from Newsela.</li> <li>As students read the article they are to first find the theme.</li> </ul>	

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- 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.

Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

- As students go along in the PowerPoint they will be asked an Essential Question:
  - o How do we analyze theme?
- After students read the First Amendment they will be asked to Turn and Talk with their peers:
  - o 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:
    - 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?

#### Review (wrap up and transition to next activity):

- 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.

# Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-

#### in strategies, etc.

1-2 Min.

3 Min.

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.

## **Consideration for Back-up Plan:**

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.

# Summative Assessment (linked back to objectives) End of lesson:

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.

# If applicable- overall unit, chapter, concept, etc.:

Concept: Analyzing and identifying theme.

### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

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.

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.

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