

Share Content Knowledge with Your Students

SUCCESSFUL LESSON PLANNING FOR THE ELA CLASSROOM, 6-12



NC NTSP 2016 Fall Institute

Successful Lesson Planning for the ELA Classroom



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Session Outcomes



- **Objective:** Participants will be able to create a daily lesson plan that promotes student engagement & higher-order thinking skills.
- **NC Professional Teaching Standards:**
 - **Standard 3:** Teachers Know the Content They Teach
 - **Standard 4:** Teachers facilitate Learning for Their Students.

[The Standards:](http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf) <http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf>

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Mix & Mingle



With your “Mix & Mingle” page, travel around the room while the music plays. When the music stops, pair up to answer question number one. Record your partner’s name on your sheet. When the music begins again, move around the room until the music stops, & pair up with someone to answer question number two. Repeat this process until all questions have been answered.



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“Me We Few You” Lesson Plan Template



Why this template?

- Insures multiple types of participation
 - Me - you, the teacher
 - We - the whole class
 - Few - small groups (usually two to four in number)
 - You - individual students
- Focuses on Objectives, Standards, Themes
- Encourages teachers to both plan for, & reflect on, lesson planning

How does it work?

- For each lesson aspect, a series of statements/questions guide you through the process
- As you fill in the right-hand column with details, simply delete guiding statements/questions
- Note: This template is most often used for **DAILY** planning rather than weekly or unit planning

See Sample template in participant materials.

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Objectives



What should students accomplish at the end of this lesson?

- Please write 3 to 5 objectives in your own words.

*Students will be able to **analyze** a text & **cite** textual evidence.*

*Students will be able to **create** an argument that synthesizes two texts' central idea, includes supporting details, & makes connections.*

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Essential Questions



Please write **TWO** essential questions

- The first question (or “I Can” statement) should be a question that is posed for your students. This question should be worded so that it motivates students.
- The second question should be a question for you. This question should be worded so that it reminds you, & your administration, of your academic purpose.

For Students: Are we in charge of our destiny?

For Educators: How might I foster my students’ critical analyses of informational texts?

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Standards



Please include **NO MORE** than three standards from CCSS

(<http://www.corestandards.org/read-the-standards/>) or NCES (<http://www.ncpublicschools.org/acre/standards/new-standards/>).

These can be copied & pasted from the document.

RI.9-10.1 (Reading - Informational Texts - grades 9 & 10 - standard 1) Cite strong & thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 (Reading - Informational Texts - grades 9 & 10 - standard 2) Determine a central idea of a text & analyze its development over the course of the text, including how it emerges & is shaped & refined by specific details; provide an objective summary of the text.

RI.9-10.3 (Reading - Informational Texts - grades 9 & 10 - standard 3) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced & developed, & the connections that are drawn between them.

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Thematic Connections



Please note the unit theme/concept(s) to which this lesson aligns.

Be sure to include texts (fiction, non-fiction, informational, etc.).

For example, for the lesson plan example in this presentation, one theme might be:

Our belief in destiny often drives our day-to-day decision making process.

Note that the central concept of destiny is included in this theme.

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Materials



Please list all materials you will need for this lesson.

Be sure to include multimedia you plan to use.

EXAMPLE:

- *Romeo & Juliet* by William Shakespeare
- Taylor Swift “Love Song” music video
- Audi Commercial - “My Dad’s An Alien”
- Mini-lesson PPT notes on supporting details, central idea, & making connections
- CNN Video Clip - “Romeo & Juliet in Bosnia”
- NY Times Editorial - “Romeo & Juliet in Bosnia”
- Textual Evidence Graphic Organizer
- PowToon website

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Procedures



This lesson is intended to scaffold student learning. **One of the BEST strategies to use in any content area is the Me, We, Few, You Technique for a specific lesson/activity.**

1. **Opening:** How will you hook your students? Consider pulling from something they know, such as music, television, graphic novels, etc.
2. **Me:** How will you model the learning task/strategy?
3. **We:** How will you do the learning task/strategy together as a whole group?
4. **Few:** What kind of small group work can students do to practice this task/strategy? How will you hold them accountable? Remember, it is best to keep students in groups of two or three.
5. **You:** What kind of individual work will you expect students to do in order to demonstrate the skill or understanding associated with the task/strategy?
6. **Closure:** How will you close up the lesson? How will you return to the objectives & essential questions? Please explain how you will do this in the form of an exit slip or ticket-out-the-door or some other brief formative assessment.

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Romeo & Juliet Example Procedures



1. **Opening:** [Taylor Swift "Love Story"](#) - Double Bubble Map-compare/contrast Romeo & Juliet with music video; *Writing Response* - Have you heard of any similar cases of young lovers from different worlds trying to be together? What would happen if two students from different social worlds fell in love (for example a member of the Muslim community & a Christian student)? Would their friends be supportive? Their families?
2. **Me:** Mini-lesson on defining & identifying a central idea, supporting details, & making connections, PPT notes, [Audi Commercial](#)
3. **We:** [CNN video clip](#) - Romeo & Juliet in Bosnia
4. **Few:** NY Times Editorial - [Romeo & Juliet in Bosnia](#); Graphic Organizer (Text Selection, Meaning, Inference, Connections, Central Idea); Group Presentations
5. **You:** In both *Romeo & Juliet* & the editorial, the writers imply that the quest for peace & harmony amongst people is a hopeless pursuit. Citing evidence from both the editorial & the play, explain whether you agree with this implication. Why or why not? [Time permitting, Create a [PowToon](#) based on your written response]
6. **Closure:** *Exit slip:* Which statement most applies to the death of Bosko & Admira?
 - a) When individual needs are in conflict with group obligations, the group should prevail.
 - b) There are forces in life over which one has no control.
 - c) Even well-intentioned secrets can be destructive. Justify your opinion.

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Assessment



Please list all informal & formal assessments you plan to use for (only) this lesson.

Make sure that your assessments will help you to know if students met the stated objectives.

EXAMPLE:

Graphic Organizer

Group Presentation

Exit Slip

[Formative Assessment Resource](#)

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Modifications



Because you will have a variety of learners in your classroom, please explain how you will modify for each of them.

For example, you could state that you will provide all instructions on a power point for visual learners; you will state the directions twice for auditory learners; you will have students stand up & sit down during an anticipation guide for kinesthetic learners; you will ask students to work in pairs to assist students who are learning English.

Visual

Auditory

Kinesthetic

English Language Learners

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Reflection



One of the tactics that successful teachers use is prediction; they ask themselves, “what could happen & how will I modify for it when I’m teaching?” This helps teachers become more comfortable trying new strategies when planned lessons are not working.

In this section, write down what you think will be the strengths of the lesson. Also write down what areas might be weak & how you could modify for it with different learners.

Strengths:

Areas of improvement & how to modify:

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Content Work Time



With a partner or small group, work to create a lesson that promotes student mastery of your grade level standards.

Consider the topics we have discussed today as you begin your work:

- Standard analysis & connections
- Lesson planning elements

Consider the following guiding questions:

- What do I want students to master?
- What will I put in front of them to help them master it?
- What will I do when they need support to master it?



Please create your group lesson plan via a Google doc accessed at

goo.gl/hN7A5B

Be prepared to share some of your examples with the whole group at the end of the work session.

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Feedback Activity



After groups share their lessons, peers will provide feedback.

- Determine what is strong about the lesson, & use specific evidence to state what is strong about it.
- Ask questions that will help the task makers reflect on the task they created.
 - I wonder.....
 - Why did
 - How did.....
 - Tell me about.....
 - I'm curious.....
 - Did you consider.....

Adapted from: http://wnyeducationassociates.wikispaces.com/file/view/Peer_Review.pdf