Direct Instruction Lesson Plan

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| **Teachers: Beatriz Perez** | | **Subject: English, Honors 11th Grade** | |
| **Common Core State Standards:**   * 11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. * 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. * 11-12.RI.5 Analyze and evaluate the effectiveness of the author's choice of structural elements and text features. * 11-12. SL.2 Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.   ISTE Standards   * 3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. * 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. * 7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. | | | |
| **Objective (Explicit):**   * Students will be able to identify an appropriate topic and thesis used in a cause and effect essay and determine whether an essay is a primary, multiple, or chain cause and effect. | | | |
| **Evidence of Mastery (Measurable):** | | | |
| * Students will answer the question on their foldable “Is this article focused on cause or effect?   Is this a primary, multiple, or chain cause/effect?” Students should be able to identify which type of cause/effect essay it is, what factors make it so, and if it can also fit into another category.   * EX: “This is a primary cause and effect essay because it focuses on the effects insomnia has on just the mind and body, rather than a variety of different body parts.” * They will also confirm the thesis statements of each article in a mini quiz. | | | |
| **Sub-objectives, SWBAT (Sequenced from basic to complex):** | | | |
| **SWBAT:** Activate their prior knowledge regarding the cause/effect article “Romantic Attraction” [*https://academichelp.net/samples/academics/essays/cause-effect/romantic-attraction.html*](https://academichelp.net/samples/academics/essays/cause-effect/romantic-attraction.html) and make predictions based on previous essays read in class to determine what the article will be about.  **SWBAT:** Make connections to previous lessons taught on identifying thesis statements in order to identify the thesis statements in these cause/effect articles  **SWBAT:** Do a close reading of the articles provided in order to understand the content necessary to develop a strong cause/effect paper  **SWBAT:** Understand and analyze how cause/effect papers are a valuable source to inform readers on important issues or interesting topics | | | |
| **Key vocabulary:**   * Cause * Effect * Prior Knowledge * Absolute Claims * Direct Evidence * Primary, Multiple, Chain cause/effect | | **Materials:**   * Laptops * Construction paper * Scissors * Pencils | |
| **Opening (state objectives, connect to previous learning, and make relevant to real life)**   * How will you activate student interest? * How will you connect to past learning? * How will you present the objective in an engaging and student-friendly way? * How will you communicate its *importance* and make the content relevant to your students? | | | |
| * Articles are directed towards student interests * Students will be introduced to cause/effect essays * Using podcast as in interactive and engaging presentation tool as well as collaborative reading * The importance of using cause/effect essays to inform an audience, having them think of their own topics that connect to their lives to write a cause/effect paper | | | |
| **Instructional Input** | **Teacher Will:**   * How will you model/explain/demonstrate all knowledge/skills required of the objective? * What types of visuals will you use? * How will you address misunderstandings or common student errors? * How will you check for understanding? * How will you explain and model behavioral expectations? * Is there enough detail in this section so that another person could teach it? | | **Student Will:**   * What will students be doing to actively capture and process the new material? * How will students be engaged? |
| * **I will walk students through the foldable making process, as well as the thought process I would use in answering the IEPC chart.** * **I will read the first article aloud to them and demonstrate close reading skills** * **Ask students if their predictions were correct or not** * **Explain why this is a cause essay and a multiple cause paper** * **I will be using a nearpod presentation and a foldable** * **Misunderstandings will be addressed as a class and in their foldables** * **Understanding will be checked by asking comprehension questions “Do you get why this is a cause essay vs an effect?”** * **Reveal the answers to the quiz** | | * **Create a foldable to answer the IEPC chart** * **Read the article along with the teacher using nearpod, thinking of the predictions they made** * **Answer the “confirm” box at the end of the chart** * **Discuss with their table if their predictions were correct or not** * **Ask any questions on this article** * **Popcorn read the remaining two articles** * **Answer the mini quiz question at the end of the article working as a group** * **Discuss if their answers were correct or not** |
| **Co-Teaching Strategy**   * One teaches, one assist | | |
| **Differentiation Strategy**   * Accommodations will be made for students who don’t have a large group at their table in order to participate in class discussions * Don’t anticipate any students will need additional challenge | | |
| **Guided Practice** | **Teacher Will:**   * How will you ensure that all students have multiple opportunities to practice new content and skills? * What types of questions can you ask students as you are observing them practice? * How/when will you check for understanding? * How will you explain and model behavioral expectations? | | **Student Will:**   * How will students be engaged? * How will you elicit student-to-student interaction? * How are students practicing in ways that align to independent practice? |
| * Students have three different articles to read from to ensure exposure to different materials/content * As students are reading ask them to consider “What are some important factors that make this a cause/effect paper? Why is this topic important to know?” * Understanding will be checked through answering the questions on their foldables as well as through class discussion | | * Students will be engaged using Nearpod and writing in their foldable * Students will have group discussion about their predictions/answers * Independent close reading while the teacher reads |
| **Co-Teaching Strategy**   * One teaches, one assist | | |
| **Differentiation Strategy**   * Group discussions will be available to assist students who may not process the information as fast as thei peers and allow them to answer the quiz question as a group | | |
| **Independent Practice** | **Teacher Will:**   * How will you plan to coach and correct during this practice? * How will you clearly state and model academic and behavioral expectations? * Did you provide enough detail so that another person could facilitate the practice? | | **Student Will:**   * How will students independently practice the knowledge and skills required by the objective? * How will students be engaged? * How are students using self-assessment to guide their own learning? * How are you supporting students giving feedback to one another? |
| * While students make their foldable I’ll offer assistance * During independent practice students will be reading so I will be available to answer any comprehension questions * Walk around class quietly | | * Quietly fill out their boxes in their IEPC chart starting with Imagine, then Elaborate, Predict, and confirm after reading * Answer the questions on the mini quiz in nearpod by discussing it as a group * Discuss their answers * If students don’t finish reading the articles, they can take home as homework to annotate |
| **Co-Teaching Strategy**   * One teaches, one assist | | |
| **Differentiation Strategy**   * If students struggle with making a foldable they can chose to just write regular notes | | |
| **Closing/Student Reflection/Real-life connections:** | | | |
| On the back of their foldable they’ll write down two reasons why they think cause/effect essays are important and one potential topic they have in mind based on any of the articles we read or their own experiences. | | | |