

High School ELA Lesson Plan

<p>Learning Targets: Using The Warmth of Other Suns and the evidence collection catalog, TSWBAT develop a 5-7 sentence paragraph that addresses how the three different migrants interact and connect with one another. [Bloom- Create]</p> <p>Sub-Objectives:</p> <ul style="list-style-type: none"> • TSWBAT demonstrate their understanding of an audience and why it is important to keep one in mind while writing. [Bloom Apply] • TSWBAT examine the evidence chosen, choosing at least 2, during partner work and establish the significance in order to create the final product. [Bloom- Analyze] • TSWBAT critique and participate in group work of other migrant groups in order to produce a 5-7 sentence paragraph. [Bloom Evaluate] <p>Posted Objectives: (Video 1:19)</p> <ul style="list-style-type: none"> • Understand audience and why it is important to keep one in mind while writing • Examine the evidence chosen from the evidence collection catalog choosing at least 2 during partner work • Participate in group work of other migrant groups in order to produce a 5-7 sentence paragraph • Undergo the peer review process 	<p>State Standard:</p> <p>RI.11-12. 2</p> <p>W.11-12.6</p> <p>(see crosswalk below)</p>	
<p>How will I know if the students have mastered the standard?</p>		
<p>Criteria for Mastery:</p> <ul style="list-style-type: none"> • Does my response answer all parts of the question? • Is my claim well developed? • Is my paragraph logical and easy to understand? • Is my evidence specific to the prompt? • Is my evidence correctly cited? • Do I properly explain my evidence by establishing the connection and/or analysis? • Does my statement of significance effectively establish the connection between other migrants? • Is my paragraph free of major grammar, punctuation or spelling errors? 	<p>Key Vocabulary: Audience: <u>The</u> audience is the reader of the essay. While anyone that reads an essay can be considered a part of the audience, the target audience is the group of readers the essay was intended to reach.</p> <p>Reordered steps based on video</p> <ol style="list-style-type: none"> 1. Students to complete bell ringer focused on audience in literature. 2. Introduce lesson objectives and agenda <ol style="list-style-type: none"> a. Agenda: b. Bellringer c. Introduction to Audience d. Lecture on Audience e. Picking sufficient pieces of evidence during partner work f. Writing final paragraph in group work g. Exit ticket. 3. Whole Group Instruction (I Do) <ol style="list-style-type: none"> a. Hook: Nonexample and Example Email b. YouTube Video: How to Write for Your Audience: <ol style="list-style-type: none"> i. Students independently complete half sheet ii. Students check answers with shoulder partner iii. Review together c. Audience instruction and introduction of criteria for mastery d. Model – display a quote from The Warmth of Our Suns <ol style="list-style-type: none"> i. Demonstrate to students that it is important to introduce the quotes with proper background like who said the quote, what the actual text is, and who the author is so that if anyone (even someone who has never read that text) reads that specific paper, they are able to make out what the writer is communicating. ii. Demonstrate using criteria for mastery iii. Check for understanding 4. Guided Practice <ol style="list-style-type: none"> a. Review directions for Stage One – Migrant Evidence Collection 	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint • YouTube video • Group color/letter cards • Looseleaf paper • Pen/pencils • Colored pens • Chromebooks • Audience Worksheet • Evidence Collection Catalog

	<ul style="list-style-type: none"> i. Compare evidence already collected ii. Choose two good examples (evidence and explanation) <ul style="list-style-type: none"> b. Students work with one partner from their migrant group <ul style="list-style-type: none"> i. 13 minutes to compare evidence collection from previous week c. Review directions for Stage Two – <ul style="list-style-type: none"> i. Students get in groups of 3 (same colored card) ii. Students in migrant groups collaborate to write a paragraph that connects what two migrants have in common and includes a claim, evidence, explanations and significance iii. 16 minutes to complete d. Peer assess classmate’s work using criteria for mastery <p>5. Independent Practice</p> <ul style="list-style-type: none"> a. Revisit objectives b. Exit Ticket (google form) c. 8 minutes 	
<p>How will I respond when students experience initial difficulty in learning?</p>	<p>How will I enrich and extend the learning of students who have mastered the learning?</p>	
<p>The teacher will actively monitor students and groups during work time by checking in with all groups and providing support as necessary.</p>	<p>The teacher will modify student support based on their individual levels and prompt students with questions to extend their thinking and writing.</p>	

Standards Crosswalk	
Lesson Standards	TN Standards
<p>RI.11-12. 2: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p>	<p>Literature 11-12.R.KID.2 - Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p>
<p>W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Writing 11-12.W.PDW.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.</p>
	<p>Speaking and Listening 11-12.SL.CC.1 - Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing one’s own ideas clearly and persuasively.</p>
	<p>Language 11-12.L.KL.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex topics.</p>