College of Saint Mary

Lesson Plan Maker Variation for Undergraduate Students

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| LESSON/ACTIVITY INFORMATION | | | | |
| Title: **All But My Life** | | | | |
| Your name:  **Molly Brown** | Age or Grade Level: **8th grade** | | Integrated Disciplines/Subjects:  **English** | Time frame for Lesson:  **3 weeks** |
| STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS | | | | |
| [Nebraska State Standards](http://www.education.ne.gov/academicstandards/index.html); [Nebraska Early Learning Guidelines](http://www.education.ne.gov/OEC/elg.html) and [NET-S](http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2) (as appropriate for the lesson):  **LA 8.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.**  **LA 8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.** | | | | |
| Objectives:  **Students will be able to answer six out of the eight essay questions correctly for each chapter quiz.**  **Students will extend their abilities to read fluently and verbally show their understanding of the novel during group discussion.** | | | | |
| **I will have small quizzes for the kids to take after each chapter so I can evaluate how they are doing in the reading.**  **Also after they have all finished the book, there will be a final test.**  **The students will have options of what they want to do for a their project on the book. They can either make a poster of map that shows the different location throughout the book, write a research paper that’s 3-4 pages long, or make a collage of at least 12 different scenes from the book and descried there importance of the story.** | | | | |
| Materials:  **Book, pencil, notebook, worksheets, presentation materials\*** | | | | |
| LESSON PROCEDURES | | | | |
| Anticipatory set:  **I will first ask the students to tell the class something that they are thankful for and something that they don’t think they could live without. And then I would ask where their knowledge is at about the holocaust.** | | | | |
| Input/Modeling/Guided Practice/Check for Understanding: *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*  **At the beginning of the lesson, I will start with group discussion to get the entire class involved. And then to see what there knowledge is about the holocaust.**  **After group discussion, I will begin to tell them about the book they are going to read while I hand them out each a book.**  **I will set certain chapters to be read for certain days. After each chapter is read, we will have class discussion and short quizzes to see if the kids understand the book. I will make sure that we have a worksheet they can fill out as we go to use for the final test.**  **After they take the final there will be a project choice for them to do and present to the class.** | | | | |
| Teacher will do:  **Begin group discussion and answer question that the students will have.** | | Student will do:  **Read the book and bring back any questions they have and be prepared for the test.** | | |
| Closure: *Can be whole group review or opportunities for individual responses.*  *Examples might include: Thumbs up/thumbs down (whole class assessment); 3-2-1 Three things you learned, two questions you have and one thing you liked. 3 What’s: What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our unit outcomes?)* | | | | |
| Differentiation:  *Describe how will you differentiate for varying student needs by identifying at least two distinct areas of learning needs and describing appropriate accommodations related to methods of instruction and student(s)’ ability to show evidence of learning*. | | | | |
| References: *Include references used to prepare the lesson plan and references for items used in the lesson (ex. Books read to the students). NOTE: Make sure to acknowledge any co-authors if you are modifying a lesson that you may have created with another person,* | | | | |
| LESSON ANALYSIS  *Review all of the previous sections of your lesson plan and*  *complete item in the following section prior to teaching your lesson.* | | | | |
| Content Knowledge:  *Describe how your lesson addresses required content knowledge that you must help the students to understand.*  Teaching Methods/Strategies:  *Identify the specific teaching method(s) that are included in this lesson and describe why you believe this/these method(s) will be effective in helping students meet the learning objectives?* | | | | |
| REFLECTION  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Modified by Dr. M. K. Felton

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