

# ***Lesson Planning***

**Educators must refer to the appropriate educator discipline RUBRIC for completing your lesson plan/pre-observation questionnaire. Only answering the questions in PAETEP will not meet a proficient rating.**

# **Lesson Plan Samples**

The sample lesson plans are examples of lesson plans that meet a proficient rating.



## **Middle School Sample**

### **1a. Demonstrating Knowledge of Content and Pedagogy:**

For this lesson, which is Day #3 in a series of four, students will analyze elements of a short story. Specifically, this lesson focuses on analyzing setting, symbolism, figures of speech, and characterization.

These terms have all been introduced earlier in the year, and analysis of them is ongoing.

Because this story is historical fiction, some background information was reviewed the previous day. Students individually completed an online tutorial called "Forms of Prose" which reviewed the characteristics of historical fiction. Collectively, the class created a KWL chart to keep track of what they know about The Civil War. Students will continue to add to the chart to reflect their learning.

In addition to activating prior knowledge about the content, students will need to be reminded of the group work norms they created in the beginning of the year. These norms guide their cooperative learning.

### **1b. Demonstrating Knowledge of Students:**

The class is an eighth grade Honors class of 19 students, 8 females and 11 males. On the 2016-2017, 5 students scored Advanced and 14 scored Proficient. However, on the TDA component, only 2 scored proficient, 11 scored Basic and 7 scored Below Basic. As a result of this data, strengthening analysis skills has been a focus all year. Next year, 10 of 19 students will be continuing in Honors English, while the other 9 will move down to On-Level English. Socially, the students work cooperatively during group activities. Almost all of the students avidly participate in class discussions and enjoy answering questions. This is a great strength, though some have a tendency for calling out or getting off track during group work. For these reasons, I will review the norms for group work prior to that part of the lesson.

Enhancements to the lesson have been made to reflect the Honors level designation and to meet the needs and learning styles of the students. The lesson appeals to visual, auditory, linguistic and interpersonal learners.

### **1c. Selecting Instructional Outcomes:**

During the lesson, I want students to learn that they need to extend their thinking beyond just identifying a literary device in a piece of text. While that is a starting point, they need to take the next step and be able to explain what the literary device does for the story. For instance, students need to first be able to identify that the General in the story uses idioms when he speaks; then, they need to say what effect his language has on the story. Forming deeper understandings of text is one of the most crucial reading skills a student needs to be successful. The activities in this lesson will help students develop the habits of extending and deepening their thinking.

### **1d. Demonstrating Knowledge of Resources:**

This story is featured in our textbook. In looking over the suggested plan, it was obvious that the important literary elements mentioned earlier were simply reviewed through question and answer. This method of checking for understanding, while helpful at times, puts too much emphasis on the teacher and can quickly dissolve into the scenario of a question being posed and a handful of students repeatedly answering. Therefore, it is not the most effective measure of students' comprehension and analysis of the text. Therefore, I selected the major literary terms that the teacher's edition pointed out and developed more student-centered activities to help them think more deeply about the text. While creating these activities, I also consulted the [achievethecore.org](http://achievethecore.org) website, which contained a lengthy plan for the short story. I pulled some of the questions from this document that reinforced the literary terms I wanted to focus on. The writing piece, which is both creative and analytical, will be part of the summative assessment for this story.



**1e: Designing Coherent Instruction:**

- Review the KWL chart from yesterday
- Review vocabulary
- Review the literary terms that will be the focus of each station
- Review group work norms
- Divide students into groups
- Allow students approximately 8-10 minutes per station
- While students are working, check on students at each station and offer help as necessary
- Close as a whole class using google form exit ticket

**1f: Designing Student Assessments:**

I will circulate around the room during the station rotation to make sure students are on track and offer assistance as necessary.

At the conclusion of the lesson, students will turn in their work so that I can be sure they came away with the level of understanding I was looking for. This type of formative assessment will help me identify student needs going forward.

Success looks like all students working effectively and efficiently in groups. Specifically, this means each student moves to each station with prepared materials, contributing to the group's work, and staying on task at each station.

Success also looks like papers turned into me that reflect a high level of thinking and analysis.