

Lesson Plan

Name: Danielle Cook

Date of Lesson:

Content Area: Language Arts

Grade/Age:9

Cooperating Teacher: Ms. Kaple

Duration of Lesson: one 90 minute block; 1 days

Topic of Lesson: Themes in Literature

Prerequisite Knowledge: Students must already have an understanding about other literary elements such as the types of conflict, characterization, setting, title, plot structure, and author’s message. Students must also have a basic understanding of what theme is in a work of literature, how to identify the theme, what other literary elements can impact the theme, and an understanding of what some of the common themes in literature are.

Goal or SPA (NCTE) Standards:

Standard	
<i>Standard 3</i>	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
<i>Standard 6</i>	Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
<i>Standard 11</i>	Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Objective/ Ohio Academic Content Standards/ Common Core

Standard	
----------	--

L.9-10.6.	<i>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</i>
S.L.9-10.1	<i>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</i>
R.L.9-10.2	<i>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i>
R.L.9-10.3	<i>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</i>
S.L.9-10.4	<i>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i>

Materials/Technology:

- Children's' Books
- pencil and pen
- white board and markers

Activities/Procedures:

- Bellwork: Grammar Practice (15 mins)
- Review the concept of theme and common themes in literature. (10 mins)

- Review rules for group work, instructions for group projects and break students into groups while assigning a role to each member. (15 mins)
- Distribute books to each group. Students will read the book and determine what the theme of the book is and explain how they know the theme. (30 mins)
- One student from each group will present their book by giving a short summary of the book, explaining the theme of the book and how they know the theme. (20 mins; 5 mins for each group)

Accommodations/Differentiated Instruction: Students will receive both written and verbal instruction. Students will be grouped by ability level so struggling students will be paired with students who can help them.

#### Assessment/Evaluation:

- During classroom/group discussion I would be observing students to formatively assess their ability to acquire and use accurately domain-specific words and phrases (i.e. theme, character, Author's message, etc), sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- During the classroom/group discussions I will be observing students to formatively assess their ability to initiate and participate in collaborative discussions that draw on the text being studied (the children's book and the concept of theme), respond to questions in such a way that it broadens the discussion, and make new connections to the material by responding to others' ideas in either agreement or disagreement with support of their contributions. I will also be looking to see if students are able to set rules for group discussions while maintaining them as well as their roles.
- During the group discussions and presentation of analysis I will be formatively assessing students' ability to determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- During group discussions and presentation of the group analysis I will be formatively assessing students' ability to analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Reflection