

Lesson Plan Template

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| Grade: 10th | | Subject: English | |
| Materials: <ul style="list-style-type: none"> - PowerPoint - Computer - - - | | Technology Needed: <ul style="list-style-type: none"> - Projector - Computer | |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list) | | Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: | |
| Standard(s) . Gather relevant information from multiple authoritative print and digital sources. a. Use advanced searches effectively. b. Assess the usefulness of each source in answering the research question. c. Integrate information into the text selectively to maintain the flow of ideas. d. Avoid plagiarism. e. Follow a standard format for citation that is appropriate for the discipline and writing type | | Differentiation Below Proficiency: I will be sure to ask these students specifically if they need help on the task at hand. I will have them choose whichever option to find an example of. Above Proficiency: I will challenge these students to find an example of each option and explain thoroughly why it fits into that category. Approaching/Emerging Proficiency: These students should be able to find an example of pathos, logos, and ethos, and give a brief explanation of why it fits in the specific category. Modalities/Learning Preferences: | |
| Objective(s) <ul style="list-style-type: none"> - By the end of the lesson students will understand how to incorporate their sources into an essay. - By the end of the lesson students will be able to distinguish between different uses of sources and understand how they are being used. - | | | |
| Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> - Knowledge - | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - Large group lecture - Individual work - - | | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Listening while lecture - Working hard on their own - Asking questions - | |
| Minutes | Procedures | | |
| 2 | Set-up/Prep: Set up PowerPoint | | |
| | Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Ask the students how they feel they can be easily persuaded. Also ask them what items they might have bought, because of a commercial they saw on TV or online. | | |
| | Explain: (concepts, procedures, vocabulary, etc.) | | |

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| | <p>Use the PowerPoint to give the definition of ethos, logos, and pathos, and explain how they could each best be used. I will explain how each can be useful and how some might be misleading. I will also give them examples of each in the form of commercials from online. After the commercial plays I will explain why it can fit under the certain category. With the few that fall under more than one, I will explain that this can be possible and that we can see which is stronger, but it might be stronger for different people depending on their own individual experiences. I will then have a few examples at the end of the PowerPoint and I will have the students tell me which is being used between pathos, logos, and ethos. I will give the students a chance to answer on their own, but if no one is willing to answer I will give them some leading statements and call on a student or two.</p> |
| | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students on their own will be challenged to find commercials of their own and give a brief explanation as to why it falls under each of the categories. I will walk around and ask the students if they need help and check in with them to see if they are understanding what they are doing and how it will be used.</p> |
| | <p>Review (wrap up and transition to next activity): I will check in with the students and see if they are interested in sharing what they found. If no one offers I will ask one or two students that I know would feel mostly comfortable to share with the class what commercial they found.</p> |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Examples for students to decide the answer for. Finding their own examples</p> <p>Consideration for Back-up Plan:</p> <p>Calling on students instead of letting them answer for themselves if the students are not cooperating. Working in groups if they are struggling to figure stuff out on their own.</p> | <p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> - Will tie in with their essays they will be writing. - <p>If applicable- overall unit, chapter, concept, etc.:</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The commercials used were fun for the students to see and they seemed to be interested in the lesson. I could have been sure they were writing the information down, because they seemed to struggle a little bit on remember what we talked about when they were actually trying to work on the small assignment. Students did better working in groups than working individually, because they were more confident.</p> | |