

Practicum II: Lesson 4

Grade: 8		Subject: English/Language Arts	
Materials: Projector, laptop, for students → Chromebooks, paper, and writing utensils		Technology Needed: Projector (with sound) and laptop, Chromebook for each student	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) RL.6 Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.		Differentiation <p>Below Proficiency: Students below proficiency will have the opportunity to ask questions throughout the lesson as well as within their groups.</p> <p>Above Proficiency: Students above proficiency will be challenged by asking probing questions within their groups by the teacher when applicable/appropriate. For example, students will be asked to expand during the Wooclap activity</p> <p>Approaching/Emerging Proficiency: Students approaching proficiency will be accommodated for because this lesson incorporates several different learning types.</p> <p>Modalities/Learning Preferences: This lesson has direct instruction, group work, video and visual elements, and technology integration; many learning preferences are accommodated for</p>	
Objective(s) 1. Students will understand the difference between the different types of narrators in literature. 2. Students will apply their knowledge to their specific novel and analyze the novel from a different perspective.			
Classroom Management- (grouping(s), movement/transitions, etc.) Students are used to transitions within their classroom. I will, however, cue them ahead of time and outline expectations before having students transition to the next activity		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be reminded when necessary about appropriate voice levels and group inclusivity. However, students have been working in their groups for weeks, so they are pretty used to sharing with one another and working together in general.	
Minutes	Procedures		
5 mins	Set-up/Prep: <ul style="list-style-type: none"> Set-up projector, make sure sound is working Make sure Wooclap activity will work on the computer 		
5-10 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Ask students to answer the bell ringer question (refer to side 2) <ul style="list-style-type: none"> What is a narrator? What makes them important? Allow students to write for a few minutes, then have them turn and talk with the person next to them Allow a few students to share their answer with the large group 		
10-20 mins	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Explain (& review) to students the difference between 1st and 3rd person (refer to slide 3) Explain point of view to students → The difference between narrator and author, reliability of a narrator, and how perspective can really change the way a story is told (relate this back to last lesson and power relations) (refer to slide 4) <ul style="list-style-type: none"> Go through <i>Flipped</i> example with students These two videos show two perspective of two different children in a novel; https://www.youtube.com/watch?v=uNPU0cPPsmA & https://www.youtube.com/watch?v=5aa_kvfxMxBs To get student to briefly apply this knowledge, I will ask students to share how the two perspectives as different and write a chart on the board of the difference to add a visual element (Venn diagram) 		
10 mins	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Have students get into their groups and discuss the questions on slide 5 <ul style="list-style-type: none"> They will write down all the main characters in the book and discuss the ways in which the story would change if 		

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	<p>the story was told from their perspective</p> <ul style="list-style-type: none"> ○ Making sure to encourage student to continue thinking about power relations in the novel (review from the last lesson) → have students share what they wrote for their “exit ticket” from the last lesson
10 mins	<p>Review (wrap up and transition to next activity)</p> <ul style="list-style-type: none"> • Have students log onto www.wooclap.com/HKTHYY (refer to slide 6) • Students will be asked questions and their answers will be reflecting on the screen (similar to Kahoot, but with a bit more variety) • These are the questions they will be asked <ul style="list-style-type: none"> ○ How different would the story be if it was told from a different perspective? (Poll of a little different, a bit, or a lot) ○ True/False question: First person narration uses “he/she” ○ Describe your narrator in one word (answers will be projected in a “word wall”) ○ Would you consider your narrator to be reliable (yes/no question, answers will appear in the form of a pie chart) ○ Please explain why your narrator is/isn’t reliable (open question; answers will be explained on the screen and I can ask some students to elaborate on their answers when they appear) • Wooclap allows students to write free-writing responses, which will allow for everyone in the class to participate in the “discussion” • When someone writes something I think is particularly interesting/revealing, I will have students expand on their thoughts to the class • If there is a lot of time left still (which I find unlikely, but just in case) I will have students answer the journaling question “If you wrote a novel, what kind of narration would you use and why? Would your narrator be reliable or not?” (refer to slide 7)
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will commonly be encouraged to ask clarifying questions throughout the lesson which will serve as progress monitoring, similarly, when they are discussing I will be traveling around the room to ask probing questions.</p> <p>Consideration for Back-up Plan: If Wooclap does not work for some reason, I will ask the question verbally to the students instead. Similarly, if we run short on time, I will offer less detail to the lecture.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The Wooclap will serve as the end-of-lesson assessment</p> <p>If applicable- overall unit, chapter, concept, etc.: The students are working on a project for the end of their unit, so this will be able to give them more material to consider for their final.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I think students enjoyed this lesson, and they particularly found the Wooclap activity to be different and intriguing. It was my first time using this technology in the classroom, so there were a few kinks to work out along the way such as helping students log in, reminding students to be school-appropriate, and dealing with the fact that students’ responses were anonymous. However, I am still glad I incorporated this activity because it allowed for students who normally do not talk to be able to participate fully in the discussion in a new way. Students hesitated to write down the answers to the questions that I projected on slide 5, so the next time I teach this lesson, I will make sure to emphasize that I want them to write down their responses. It helped me to gauge the understanding of the class by traveling around the room and asking students if they had any questions.</p>	