

Practicum II: Lesson 2

Grade: 8		Subject: English/Language Arts	
Materials: Laptop, projector, loose-leaf paper, writing utensils		Technology Needed: Laptop for teacher	
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)		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)	
Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) RL.1 Read closely to comprehend text a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly. b. Cite the textual evidence that most strongly supports inferences drawn from the text. <input type="checkbox"/> c. Provide an objective summary		Differentiation Below Proficiency: Students below receive accommodations through the concrete examples of summaries. There is also peer teaching/collaboration, so students will be able to ask questions Above Proficiency: Students above proficiency will be accommodated for because I will ask probing questions as they are writing their summaries. Approaching/Emerging Proficiency: Students at all levels will be considered because this lesson teaches from several different learning perspectives. Modalities/Learning Preferences: This lesson uses audio and visual elements, examples, mimicking, peer teaching, and individual learning to accommodating several different preferences.	
Objective(s) 1. Students will understand what an objective summary is and the reasons why we should remain unbiased when summarizing literature. 2. Students will formulate their own, original summaries and present them to their classmates.			
Classroom Management- (grouping(s), movement/transitions, etc.) Students are already placed in groups because they have them formulated for their book clubs. As far as transitions, students will be given cues in advance to try to make transitions smooth, although they are generally used to the format of the class that I am doing.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be reminded of respectful group behavior and collaboration techniques prior to splitting into groups.	
Minutes	Procedures		
5 mins	Set-up/Prep: Set up projector and laptop computer		
5-10 mins	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Have students answer the bell ringer question (refer to slide 2) <ul style="list-style-type: none"> ○ What is a summary? When do you normally read or write them? • Let students write for about three minutes. Have students turn and talk to the person next to them and share what they wrote. • Have a few students share their answers with the whole class 		
10-15 mins	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Go through the importance of summary with students (refer to slide 3) <ul style="list-style-type: none"> ○ Inform students of the overall reasons why we summarize → not just for English class, although that can also help us • Go through the basics of how summaries should be written (refer to slide 4) <ul style="list-style-type: none"> ○ Emphasize the importance of objectivity (review from last time) ○ Tell students that there is no “formula” with writing; it is very dependent on the book and the audience ○ For today’s lesson’s purpose → we will focus on kinds of summaries you read on the back of novels • Compare the two summaries (refer to slides 5 & 6) to each other and have the class offer suggestions as to which one they thought was more objective <ul style="list-style-type: none"> ○ The first summary is subjective → offers opinion, generalizations, false material, and does not leave the reader wanting to read the book ○ The second summary is better → more detail, more intriguing, and allows the reader to make their own opinions • Have one student volunteer to read the summary on the back of their book club novel → have students share whether or not they think this summary is effective/good/objective → emphasis that it is okay if we disagree! 		
10-15 mins	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)		

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	<ul style="list-style-type: none"> • Have students practice the material by attempting to write a 3-5 sentence summary of their novel. Prepare them by telling them that they will have to share their summary with another group. (refer to slide 7) • Give students about 5-10 mins to write, and then randomly pair them with another group • Have students read the summaries to each other aloud, the other group will then give critiques by telling them what they thought was intriguing and if they would consider reading the book
5 mins	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • If time, have a few student groups volunteer to read their summary out loud → the partner group will then share their feedback out loud as well • Invite whole class to participate in discussion and decide way in which the group could perhaps improve → have all groups share if there is time • Have students turn in their summaries to me so that I can give written feedback myself and see if any areas need improving still so I can prepare for the next lesson.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Throughout the lesson, I will be asking if students have questions that I can answer. I also will be monitoring and consulting with groups throughout their writing of the summary in order to offer guidance.</p> <p>Consideration for Back-up Plan: No technology is needed for this lesson, so I will not have to worry about accommodating for that. If time is an issue, I can eliminate the sharing with the whole class at the end of the lesson.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The assessment at the end of class is the sharing of the summaries with each other as well as offering ways to improve. This will show me whether or not the students understand the material enough to apply it.</p> <p>If applicable- overall unit, chapter, concept, etc.: The act of summarizing will be a helpful thing for students to learn for their final project because it helps them be objective in their analysis of their novel and its plot.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I had the privilege of teaching this lesson twice, so I was able to modify this lesson when things did not work the first time and actually implement my improvements. Originally, I had way too much direct instruction in this lesson. I was giving unnecessary information, and students were getting bored because of this. I consolidated a lot of the information in this modified version because of this. The first time I taught this lesson, I used an example from <i>The Hunger Games</i> instead, but I changed it to <i>The Giver</i> because students seemed to be more familiar with this book. I think students did a good job with grasping the material, and the summaries they wrote were pretty good. I think a good follow-up lesson for this lesson would be to have students take the feedback they received and edit their summaries for improvement. This way, both reading and writing comprehension could be combined in a more intricate way.</p>	