Lesson Plan Rationale

_An Eighth Grade Lesson in Language Arts:_

During the summer of my junior year as a pre-service teacher in the Nazareth College Inclusive Education Program, I developed this lesson to be taught to a group of students with special needs. The lesson dealt specifically with the topic of short stories in a language arts class.

I designed the lesson to include individual works as well as group collaboration to give the students a chance to work with both learning techniques. There was also some hands-on work for each of the students to help them stay involved in the task they had. I referred to Piaget’s stages of developmental growth. I was careful to adapt my lesson to fit with in the ability range of concrete operational thinkers. At the same time I created challenges for the students to help push them to formal operational thinking.

As I had prior knowledge about the class and their abilities I was able to implement Danielson’s _Components of Professional Practice_. One of the main expectations of my lesson plan was to “design coherent instruction.” With the group of Students that I was working with it was imperative that each student understood the instructions and what was expected of them.

I think that what I learned most from preparing and teaching this lesson was that the students need to be able to see the connections between different things that they are learning. This in itself is an important learning tool.
Lesson Plan

Sarah Andre 6/2/03
Language arts Topic- Critical Thinking
Lesson -The Lady or the Tiger Grade -8

Lesson Rational -

NYS Learning Standards

NYS ELA Standard Two-
Students will read, write, listen, and speak for literary response and expression- Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Key ideas:

1.) Listening and reading for literary response involves ~ comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

2.) Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered.

NYS ELA Standard Three-
Students will read, write, listen, and speak for critical analysis and evaluation -As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Key ideas:

1.) Listening and reading to analyze and evaluate ~ experiences, ideas, information, and issues requires ~ using evaluative criteria from a variety of perspectives and recognizing the differences in evaluations based on different sets of criteria.

2.) Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas,
information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Instructional Objectives:

1.) Given the story, “The Lady or the Tiger” by Frank Stockton, the students will be able to read the story with assistance of the instructor and understand the series of events that occurred with 90% accuracy. (Comprehension)

2.) Given the series of events in the story, the students will be able to analyze what happened and compose a graphic organizer explaining what they think would have happened had the story continued. (Comprehension & Analysis)

3.) Given the story, the students will be able to select information from the story with instructor guidance and they will be able to fill in the graphic organizer making inferences with precision. (Application)

4.) The students will be able to work cooperatively in a group and present to the class in a clear and precise way. (Application)

Adaptations:

- Students will have a written version of the story as it is read to them so that they can follow along (visual) as well as hear it (auditory), to promote better understanding of the series of events.
- A guide for creating their written diagram in response to the story will be provided in order to give some structure and initiative ideas for those students who require this type of structure.
- The instructor will provide interpretation and a vocabulary list for all students as the story is read in order to ensure understanding of the language and clear knowledge of the story’s events.

Materials:

*The Interactive Reader
*"The Lady or the Tiger"
*Paper
*Pencils
*Large construction Paper
*Markers
*Student workbook (example graphic organizers)
Lesson Opening:

Anticipatory Set:

“Today we are going to continue reading in our Interactive Reader book, please turn to page 231 I you will see the story The Lady or the Tiger. We’re going to read this out loud and then make a chart of all the different facts in the story that lead us to be able to make conclusions about the story. Please remember to look at the different contextual cues that are presented in this story. Would anyone like to predict what they thing the story will be about after reading the preview?”

Lesson Body:

Activities:

- I will read the preview out loud to the students
- The class will discuss and predict the story based on the title and the preview
  1. What do you think this story will be about?
  2. What makes you think this?
  3. What do you think the life or death decision is?

- I will begin reading the story by reading aloud the first paragraph
- In the text there is then a section to pause and reflect
- The students will discuss in a group what the first paragraph is saying
- I will then pick a student to continue reading the next paragraph
- That student will in turn pick another student to continue reading after the first student is done.
- The reading will continue on as such until the story is finished
- At each pause and reflect section the student will stop reading and collaboratively talk about the story up until that point
- I will help the student by giving them leading questions such as:
  1. What has happened so far?
  2. Who are the main characters?
  3. What is the plot up to this point?
  4. Who is the major conflict between?
  5. What do you think will happen next?
• Following the reading of the story I will split up the students into pairs
• Each of the small groups will be given a large sheet of construction paper and markers
• On this paper the students will be asked to make a graphic organizer (students may use their student workbook for reference)
• In the center the students will give their prediction of which door the princess told her love to open, the one with the tiger, or the one with a beautiful woman
• Connecting off from this center part, the students will give supporting facts from the story that led them to make their decision
• Each group of two will then present to the class their poster, they will tell about their choice and their reasoning behind it

Closure:

“Wow you all did a great job taking the information given to you and making inferences from it. I found it very interesting how no two groups had the same response to the story and that the reasoning behind each response was different. All of you did very well coming up with a creative conclusion given the facts in the story. Later in the week we are going to use these graphic organizers to write and essay so please continue to think about the story and why your group came up with the response they did. The essays will be done individually, so if anyone has any questions about what is going to be expected of them please see me before Thursday. We will talk more about this tomorrow.”

Lesson Follow-Up-

Independent practice:

• The individual essay that the students will write about their predictions for the ending of the story

What did I want the Students to learn?

1. How to read and make predictions throughout the reading
2. How to use information from the story to make inferences
3. How to use a graphic organizer to organize complex information
4. How to work cooperatively In a small group
5. To be able to share finding with a large group in a way that is easy to understand
How will I know that the students learned these things?

1. They will be able to share to the large group
2. Other students will be able to understand what each groups reasoning is just by looking at the Venn diagram
3. By how well each group presents their information
4. Later, by the essay that each student will complete as a follow up

Lesson Resources:

References for student use:

1. The Interactive Reader
2. “The lady or the lion”
3. NYS ELA Standards
4. Student workbook

References for teacher use:

1. The Interactive Reader
2. “The lady or the lion”
3. NYS ELA Standards
4. Applied Literacy in the Middle Grades by: Lawrence G. Erickson