**Accommodations**

* Extended Time
* Preferential Seating
* **Segmented Assignments**
* Assignment Length
* Communication Methods
* **Peer Tutors**
* **Instructional Assistance**
* Other

**Remediation**

**Enrichment**

**Materials Needed**

Text: \_\_\_\_\_\_\_\_\_\_

Pages: \_\_\_\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_\_\_

**Bloom’s Taxonomy**

My lesson provides opportunities for:

* Creating
* Evaluating
* Analyzing
* Applying
* Understanding
* Remembering

**Types of Activities:**

* Co-op Learning
* Independent Work
* Small Group
* Teacher-Assisted
* Hands-on

**UNIVERSITY OF ARKANSAS - FORT SMITH**

**LESSON PLAN TEMPLATE**

**NAME:** Ashley Gorham **DATE** October 3-6th, 2016 **PI\_\_\_\_\_ PII\_\_\_\_\_ INTERNSHIP\_X\_\_\_**

**GRADE/LEVEL:**  12  **SUBJECT AREA:** English **SCHOOL AND DISTRICT:** Southside High School Fort Smith

**Pre-assessment:** (What will I use for pre-assessment, and how will I use the results of the pre-assessment?)

For this lesson, I had a multi-tiered system of pre-assessments. First students completed graphic organizers and worksheets on the individual elements and themes of the Beowulf unit (Archetypes, Stages of the Hero’s Journey, Themes, and Context). Using these notes, students then (individually) completed graphic organizers over these elements combined for each section of Beowulf throughout the period of a week. I periodically collected, provided feedback, and then returned the organizers to the students to assess their competency. The students demonstrated increasing competency in the elements on the organizer (pre-assessment). The results from the pre-assessment helped me to shape the summative assessment, which will be similar to the pre-assessment, but without the aid of notes.

**Standard(s):** (Include specific state standards.)

* **RL 11-12.1** Cite strong and thorough textual evidence to

support analysis of what the text says explicitly as well as

inferences drawn from the text, including determining

where the text leaves matters uncertain.

* **RL 11-12.2** Examine a *grade-appropriate* literary text.

Provide an *objective summary*. Determine two or more

*themes* or central ideas of a text and analyze their

 development over the course of the text, including how

 they interact and build on one another to produce a complex account.

**Objectives:** (What should students be able to do at the end of the lesson?)

* Students will be able to create a comic that summarizes a text.
* Students will be able to determine theme.
* Students will cite textual evidence to support analysis of text.

**Anticipatory Set, Hook or Engaging the Learner:** (How will I gain students’ attention?)

* To gain the students attention I will have a display popular memes on the screen.

**Instruction:** (How will I present new material and make learning relevant? Bullet the order and content you plan to teach in the lesson. Include proposed questions and anticipated responses from students.)

* After I have gained the students attention with the engager I will ask the following questions:
	+ Ask: “How many of you are familiar with, or have ever read comics or comic strips?”
	+ State: “have you ever heard the saying a picture is worth a thousand words? That is what is so great about comics and graphic novels. They can represent a thousand words (figuratively speaking).
* I would then present a brief PowerPoint lesson(Using excerpts from the Beowulf graphic novel) on how to read and create graphic novels/comics
* I will model **with the students** what I expect with *Shrek*. As I model, I will ask their opinion of what they think, based on what they just learned in combination of what we have been learning, should be included to convey the overall plot summary and theme.
* I will then explain to students that for their assignment they will be given a section of Beowulf to depict via comic.
	+ A visual representation summarizing the assigned section, displaying the theme(s), archetype(s), theme, setting, and actions.

**Guided and Independent Practice:** (How will I get students to practice/apply what has just been taught?)

* Students will practice this by working in pairs to analyze a text and create a short comic (3-5 scenes) using a *Shrek* reiterating the analysis.
* We will then review and model with some of the students work and reiterate the key elements to include when creating a comic/graphic novel.
* Students will then assign each student a section of Beowulf and go over the assignment requirements.
	+ Create four scenes that depict the overall plot summary, theme, archetypes, action, and setting for their section of Beowulf.
	+ They must fill out the sections on the analysis side of the paper before beginning the comic side.
	+ This assignment will be used as a summative assessment for plot summary, theme, and story elements. They will work individually on this part.
	+ After students have completed their comic, (they have the remaining time of this class, then all of the second day to complete). On the third day, we will break into groups and the students will jigsaw their sections of Beowulf. (Groups of six will explain their section, piecing together the whole story).
* **This is a 3 day lesson: day one for introduction and assignment explanation; day two to complete assignment; day three to finish and share.**

**Closure:** (How can I bring closure to summarize learning and enhance retention of the material?)

* To close reiterate what we learned:
	+ Pictures are worth a thousand words, when including the right elements and structuring, a comic can effectively convey the meaning, plot, and theme of a story.

**Alternate Plan “B”:** (What will I do if students do not understand the material? What will I do if technology doesn’t work?)

* If technology fails I can always use a poster board and notes.
* Students will be given more examples with familiar text for comprehension if needed.

**Post-Assessment:** (What data will give me information about students’ understanding of the lesson, and how will this assessment be used?)

* The students’ comic strip of their section of Beowulf with the accompanying explanation (drafting sheet) will serve as the summative assessment for this lesson as well as for the unit. This comic will serve as an analysis of the standards and objectives covered throughout this unit. By this assessment I will determine if students have a firm understanding of the themes and content, as we will build on these concepts in future units.

**Resources/Materials/Equipment:** (Technology, Visuals, Supplies, Professional References)

* **Smartboard**
* **Powerpoint**
* **Comic strip**
* **Analysis sheet**

**Reflection:** (Complete the checklist and write a summary of your teaching experience. Address your instruction, classroom management, and student engagement. Include self-efficacy, professionalism, and use **academic language**.)

**Reflection: Today I….**

Used data to plan the lesson.

* Stated my objectives clearly
* Actively engaged students
* Integrated Bloom’s Taxonomy
* Provided time for interaction
* Gave feedback
* Kept the lesson aligned with standard(s) and objectives

**Candidate’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Campus Supervisor’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Adapted from Sigmon and Associates plan)**