

Name: Hanah Sims	Grade: 11th
Lesson Title: "The Love Song of J. Alfred Prufrock"	Date: 3/27/18 Revisions from live lesson in yellow
I. Learning Central Focus	
Central Focus -What is the essential question of the learning segment (lesson)?	How can different elements of a text help us analyze and understand character traits and themes?
Content Standards -What standard(s) are most relevant to the learning goals? <i>These will come from the Alabama Course of Study or CCRS website</i>	[RL 11-12.4] Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
Student Learning Objectives -What are the skills and/or procedures that the students will learn? -What are the concepts and reasoning /problem solving/thinking strategies the students will learn? -How will you <u>differentiate the content</u> for learners with diverse needs?	<p>Students will:</p> <ul style="list-style-type: none"> Evaluate vocabulary predictions alongside the text. Apply their understanding of vocabulary through written responses. Reflect and Revise predictions into summaries based on their new knowledge after reading the text. <p>Students will learn:</p> <ul style="list-style-type: none"> How to use their vocabulary understanding to make predictions. How to synthesize information to illustrate their understanding of a text. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> I will differentiate the content for learners with diverse needs by using modeling and scaffolding strategies to lend teacher support as well as peer support that will benefit all students. Students who may not catch on as quickly as others will be provided with teacher examples of the process as well as how to take notes of text information. I will explain each portion of the text as we progress to help fill any gaps in notes, knowledge, or understanding. The vocabulary charts from Lesson 1 can be used as comprehension support as well.
II. Preparation	
Materials & Resources -What materials and resources will need to be available for this lesson to be successful?	<p><u>Resources:</u> Dry Erase Board/Markers</p> <p><u>Text Materials:</u></p> <p>"The Love Song of J. Alfred Prufrock" poem text by T.S. Eliot in the assigned Holt McDougal textbook (pgs. 970-973).</p> <p>YouTube access to a reading of poem by Eliot: https://youtu.be/JAO3QTU4PzY</p>
Theoretical Principles and Research-based Best Practices -Why are the learning tasks for this lesson appropriate for your students?	By using an audio recording of the text and the textbook, students with auditory and visual learning preferences needs are met. Through physical notetaking while reading the text, tactile learners are not passive during the activities. In regards to Gardner's Multiple Intelligences Theory (1983) the learning tasks and activities in this lesson also appeal to students with verbal-linguistic, interpersonal, and

intrapersonal intelligence through the written and oral discussion of the poem. ~~the Gradual Release of Responsibility embedded during the middle of the lesson.~~ Vygotsky's research on the zone of proximal development in children and young adults also reinforces the importance of modeling instruction in an effort to prime students for peer collaboration, interaction, and independent learning. By utilizing GRR and chunking strategies paired with teacher-guided modeling throughout the weekly learning segment, students are also developing and preparing for the independent summative assessment at the end of the lesson.

III. Academic Language Demand(s)

Function (*the purpose of the language as related to comprehension; see Bloom's Taxonomy or Webb's Depth of knowledge chart*)

- What language function do you want students to develop in this lesson?
- What must students understand in order to be intellectually engaged in the lesson?

Vocabulary (Tier 2 or Tier 3 Words)

- What content specific terms (vocabulary) do students need to support learning of the objectives?

Demands (Reading, Writing, Speaking, Listening)

- What specific way(s) will students need to use language to participate in learning tasks and demonstrate their learning for this lesson?

Function: Understanding and Applying (see Bloom's Taxonomy)

Students must understand the vocabulary and literary techniques in order to be engaged in the lesson and understand the content of the poem. Students must have a thorough understanding of the vocabulary and comprehend the text in order to apply both to summarization and analysis tasks later.

Vocabulary (Tier 2 or Tier 3 Words)

Dramatic Monologue
Stream-of-consciousness
Deferential
Presume
Allusion
Digress
Metaphor/Simile
Protagonist

Demands (Reading, Writing, Speaking, Listening)

Students will need to use language to participate in learning tasks to:

- Write initial predictions.
- Listen to the text while following along.
- Listen to each other in small group discussion.
- Write revisions of predictions following reading and discussion using appropriate syntax.

IV. Student Support Considerations

Differentiation/Planned Support

- How will you provide students access to learning based on individual and group needs?
- How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?
- What strategies for responding to common errors and misunderstanding, developmental approximations, misconceptions, partial understandings, and/or misunderstandings will you use?

Whole Class:

Students will have access to the text through a variety of mediums, including their textbooks, through audio recordings, and from my re-readings of portions under discussion. Through teacher guidance and peer comparisons, students' notes on the text are completed to prevent any gaps in information later. For whole class misconceptions, I will take time to explain why they are misconceptions and focus on students' understanding of new knowledge.

<p>Student Interactions</p> <ul style="list-style-type: none"> -How will you structure opportunities for students to work with partners or in groups? -What criteria will you use when forming groups? 	<p>Groups of students with similar needs:</p> <p>For students with similar needs, I may group them to address similar misunderstandings or allow them to work together to support one another. Based on their summary responses, I will also structure groups with similar misconceptions in order to reteach the major plot ideas behind the poem. By using scaffolding strategies and pair activities, all students are able to help one another during the learning process. I will group students based on proximity in larger classes, but also randomly pair students to allow them to see different perspectives and work with other peers.</p> <p>Individual students:</p> <p>For individual students who need support with writing, I will allow them to work with a notetaking buddy to compare notes and ensure that everyone has the same information to refer to at a later date. In seeing what the students noticed from the recording, I will use this to guide what I emphasize during note explanation.</p> <p>Students with IEPs or 504 plans:</p> <p>There are 8 students with IEPs and 1 student with a 504 in the classes I will be teaching. To assist these students and differentiate instruction, they will have extended time to complete writing activities as designated by their learning plans. To assist in responding to any writing prompts, students may also use any handouts from previous lessons as noted in their IEPs.</p>
<p>-During all parts of instruction be sure to include what the students will be doing and what you as the teacher will be doing.</p> <p>-How will you <u>differentiate the learning process</u> based on the needs of diverse learners?</p>	
<p>Instruction: Beginning</p> <ul style="list-style-type: none"> -How will you start the lesson to engage and motivate students in the learning? -What will you do to engage students in developing understanding of the lesson objectives? 	<p>To begin this lesson, I will ask students to consider five vocabulary terms from the previous day's lesson I have listed on the board, and write a brief 5 Word Paragraph Prediction/Bulleted List on how they think these words relate to the poem, title, themes, or characters before reading the text using their graphic organizer from Monday. To help all students, they will be allowed to use their notes and materials from the previous lesson to assist in answering the prompt. Next, I will ask volunteers to share their predictions before we read the text. I will provide a brief author overview before we begin listening to the text. As a planned support to help students in reading and comprehending the text, we will listen to the text while following along in the textbook at different intervals. The particular elements in focus for this lesson include: plot, allusion, stream-of-consciousness, and dramatic monologue.</p>
<p>Instruction: Middle</p> <ul style="list-style-type: none"> -How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets? -What will you say and do? What questions will you ask? -How will you engage students to help them understand the concepts? 	<p>Next, I will direct students to take out note-taking materials to use while we listen to the poem being read by T.S. Eliot. Before reading, I will demonstrate how I would like students to divide their note paper in "chunks" on the board. As the text is rather difficult, rather than scaffolding and using GRR for note-taking, I will engage students in discussion following the reading, and we will work together to take notes on the material in each</p>

<p>-What will students do? -How will you give students the opportunity to practice so you can provide feedback? -How will students apply what they have learned? -How will you determine if students are meeting the intended learning objectives? <i>This section should include both small group and independent practice.</i></p>	<p>section. By chunking the material, students should be better able to follow the overall plot of the poem despite the difficulties with the author's stream-of-consciousness style. As we discuss the poem, students will take notes on specific line numbers and answer questions when prompted. I will engage students by asking probing questions about the content of particular chunks to gauge their levels of understanding; for example, I may ask questions like: what is the character doing in this line/section? What does: "I have measured out my life in coffee spoons" mean? (line 51), and what literary element is being used here? Although the text difficulty is not conducive for small group and independent practice, I will give students the opportunity to demonstrate their understanding from our discussion and notes by completing a summary that I will provide feedback on. For "chunk 1," students will listen, follow along in the textbook, and jot notes about the section. Following chunk one, I will discuss elements of the section and model some of the ways I took notes as well as what I wrote down while students add any information. Next, we will listen to "chunk 2," and students will help generate notes for "We Do" scaffolding. For section three, students will work in partners/small groups to discuss key notes and we will add those to the running list on the board. I will add any missing information and provide time for students to add to their notes before moving to chunk four. Following our listening to chunk four, students will work independently to jot/complete their notes, and then we will return to discuss the final section as well as the poem as a whole.</p>
<p>Instruction: End -Assessment(s) What type of assessment will best determine if the learning objective has been met? (Informal or formal) -How will you <u>differentiate the product of assessment</u> based on the needs of diverse learners? -What are the modifications to the assessments for individual learners?</p>	<p>To conclude our study of the poem, I will ask students to revisit their predictions now that we have discussed the terms and the impact on the work as a whole. Students will revise their predictions into a summary using these vocabulary terms; this will be a formal formative assessment of their understanding of the text, concepts, and vocabulary. I will differentiate the product of the assessment based on the needs of diverse learners and for individual learners by giving students time extensions for written responses as required by their IEP and 504 plans. Students will not have points deducted due to their individual learning needs. Based on the information provided by my cooperating teacher, there are no students whose IEPs and 504s require modifications to their course of study in ELA.</p>
<p>Closure -How will you extend this lesson? What will you do next?</p>	<p>I will extend this lesson by asking students to use their vocabulary organizer and text notes to help them analyze the character of J. Alfred Prufrock during lesson #3. Students will connect the meanings of the vocabulary they have been working with throughout the week to analyze and describe his character.</p>