

<b>Name:</b> Hanah Sims	<b>Grade:</b> 11th
<b>Lesson Title:</b> "The Love Song of J. Alfred Prufrock"	<b>Date:</b> 3/29/18 adjustments in yellow
<b>I. Learning Central Focus</b>	
<b>Central Focus</b> -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?
<b>Content Standards</b> -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 11-12.1] 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.
<b>Student Learning Objectives</b> -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"> <li>Analyze a text for character traits.</li> <li>Examine the connections between vocabulary and character traits.</li> <li>Support character traits with text evidence.</li> </ul> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>How to use vocabulary knowledge to understand character traits.</li> <li>How text evidence can support character trait analysis.</li> </ul> <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> <li>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 cite text information on character traits. I will refer to prior knowledge and previous lesson discussion to help fill any gaps in notes, knowledge, or understanding. Peer discussions will help students self-monitor and practice prior to independent work. The vocabulary charts from Lesson 1 and text notes from Lesson 2 can be used as comprehension support as well.</li> </ul>
<b>II. Preparation</b>	
<b>Materials &amp; Resources</b> -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> "The Love Song of J. Alfred Prufrock" poem text by T.S. Eliot in the assigned Holt McDougal textbook (pgs. 970-973).</p> <p>Character Map Graphic Organizer developed by Laura Candler (Teaching Resources at <a href="http://www.lauracandler.com">www.lauracandler.com</a>)</p>
<b>Theoretical Principles and Research-based Best Practices</b> -Why are the learning tasks for this lesson appropriate for	Following Vygotsky's principles of cognitive scaffolding to assist in eventual independent practice, the activities and guidance in this lesson provide students

<p>your students?</p>	<p>opportunities to practice skills prior to summative independent assessment. The learning tasks for this lesson are also developmentally appropriate as they allow students to engage in cooperative learning following Johnson &amp; Johnson's learning theory. By using the GRR method, students are gradually gaining the confidence to complete activities on their own with less direct instruction by the teacher. The Think-Pair-Share activities enable students to focus in on the topic of the day and discuss it with peers before a more in-depth discussion. The exit slip allows students to reflect on their learning at the culmination of the day's discussion and activities.</p>
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**III. Academic Language Demand(s)**

<p><b>Function</b> (<i>the purpose of the language as related to comprehension; see Bloom's Taxonomy or Webb's Depth of knowledge chart</i>)</p> <ul style="list-style-type: none"> <li>-What language function do you want students to develop in this lesson?</li> <li>-What must students understand in order to be intellectually engaged in the lesson?</li> </ul> <p><b>Vocabulary (Tier 2 or Tier 3 Words)</b></p> <ul style="list-style-type: none"> <li>-What content specific terms (vocabulary) do students need to support learning of the objectives?</li> </ul> <p><b>Demands (Reading, Writing, Speaking, Listening)</b></p> <ul style="list-style-type: none"> <li>-What specific way(s) will students need to use language to participate in learning tasks and demonstrate their learning for this lesson?</li> </ul>	<p><b>Function:</b> Understanding and Analysis</p> <p>Students will strengthen their analytical skills by returning to the text to cite evidence that supports different character traits of J. Alfred Prufrock. By analyzing the character traits in the text, students will have a better understanding of the structure and plot of the poem. In order to analyze the poem, students must follow directions, understand the academic vocabulary, and work with one another to determine meaning.</p> <p><b>Vocabulary (Tier 2 or Tier 3 Words)</b></p> <p>Character Traits          Protagonist          Cite          Textual Evidence          Analyze          Explicit          Implicit</p> <p><b>Demands (Reading, Writing, Speaking, Listening)</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Discuss and listen to each other during Think-Pair-Share participation activities.</li> <li>• Read sections of the text to find supporting textual evidence.</li> <li>• Write responses involving character trait study to conclude the lesson.</li> </ul>
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**IV. Student Support Considerations**

<p><b>Differentiation/Planned Support</b></p> <ul style="list-style-type: none"> <li>-How will you provide students access to learning based on individual and group needs?</li> <li>-How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</li> <li>-What strategies for responding to common errors and misunderstanding, developmental approximations, misconceptions, partial understandings, and/or misunderstandings will you use?</li> </ul>	<p><b>Whole Class:</b></p> <p>Through scaffolding, I will guide all students in the learning process and allow them to work with peers prior to independent activity. 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> <p><b>Groups of students with similar needs:</b></p>
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<p><b>Student Interactions</b></p> <ul style="list-style-type: none"> <li>-How will you structure opportunities for students to work with partners or in groups?</li> <li>-What criteria will you use when forming groups?</li> </ul>	<p>For students with similar needs, I may group them to address similar misunderstandings or allow them to work together to support one another. 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><b>Individual students:</b></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 students include in their own character trait notes, I will use this to guide what I emphasize during whole group explanation.</p> <p><b>Students with IEPs or 504 plans:</b></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 any 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 according to their IEPs.</p>
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**V. Instructional Strategies and Learning Tasks**

-During all parts of instruction be sure to include what the students will be doing and what you as the teacher will be doing.  
 -How will you differentiate the learning process based on the needs of diverse learners?

<p><b>Instruction: Beginning</b></p> <ul style="list-style-type: none"> <li>-How will you start the lesson to engage and motivate students in the learning?</li> <li>-What will you do to engage students in developing understanding of the lesson objectives?</li> </ul>	<p>I will start the lesson to engage and motivate students in the learning by opening with a review of the previous day's discussion and a Think-Write-Pair-Share response on describing the character of J. Alfred Prufrock in one word. Once students have discussed traits with one another, I will jot some of the responses on the board, and discuss our lesson objectives as I pass out the character map graphic organizer we will be using to analyze the implicit and explicit traits described in the text. Time will be allotted to allow learners with writing difficulties to complete the activities and stay on pace with their peers. The particular elements in regards to the central focus include textual evidence and the vocabulary.</p>
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<p><b>Instruction: Middle</b></p> <ul style="list-style-type: none"> <li>-How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets?</li> <li>-What will you say and do? What questions will you ask?</li> <li>-How will you engage students to help them understand the concepts?</li> <li>-What will students do?</li> <li>-How will you give students the opportunity to practice so you can provide feedback?</li> <li>-How will students apply what they have learned?</li> <li>-How will you determine if students are meeting the</li> </ul>	<p>In order to move into the modeling lesson and connect new content to prior academic learning, I will ask them to refer to their vocabulary sheet to see if any of the terms could be used to describe Prufrock. Using the terms originally generated and the new terms from the vocabulary, I will demonstrate how to use the graphic organizer and complete the "I Do" scaffolding for one character trait. I will think-aloud my process for finding textual evidence that supports my trait, and I will model how to cite this information. Next, I will ask students to pick a character trait that we can complete together. Once I have modeled and students have</p>
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<p>intended learning objectives?  <i>This section should include both small group and independent practice.</i></p>	<p>assisted in the process, I will ask students to work with a partner or in small groups to complete a decided upon third character trait. As the students complete this section, I will be circling and monitoring their progress. We will return and add this information to the board graphic organizer. To conclude this character analysis activity, I will ask students to apply their knowledge and understanding by selecting their own character trait and finding supporting textual evidence. As students work independently, I will be giving individual feedback on their traits and textual evidence before we share a few examples in a whole group setting.</p>
<p><b>Instruction: End</b></p> <ul style="list-style-type: none"> <li>-Assessment(s)                      What type of assessment will best determine if the learning objective has been met? (Informal or formal)</li> <li>-How will you <u>differentiate the product of assessment</u> based on the needs of diverse learners?</li> <li>-What are the modifications to the assessments for individual learners?</li> </ul>	<p>To wrap-up this lesson, I will be asking students to complete a 3-2-1 exit slip where they: List the top 3 traits they believe are the most important, Write 2 ways the text confirms our view of Prufrock, and Write 1 question/comment they have about the poem, character, or how the lesson helped them better understand the selection. <del>Write 3 ways the text confirms our views of Prufrock, Write 2 character traits that make Prufrock a unique/unusual character, and Write 1 question they still have about him OR how the character map helped them better understand the poem/character.</del> The assessment process for this will be formative formal, and I will use this information to address any questions at the beginning of the next lesson. 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><b>Closure</b></p> <ul style="list-style-type: none"> <li>-How will you extend this lesson? What will you do next?</li> </ul>	<p>I will extend this lesson by incorporating the character analysis and textual evidence in the summative assessment later in the week. I will also use the exit slip questions to shape how I begin my Day #4 lesson.</p>