

Name: Hanah Sims **Grade:** 11th **Lesson Title:** "The Love Song of J. Alfred Prufrock"

Date: 3/30/18 Revisions based on 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?

These will come from the Alabama Course of Study or CCRS website

[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.

[RI.11-12.2] Determine two or more 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 provide a complex analysis.

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 differentiate the content for learners with diverse needs?

Students will:

- Analyze themes of Modernism.
- Examine how themes are evident in the text.
- Support themes with textual evidence.

Students will learn:

- How to cite textual evidence that supports different themes.

Differentiated Instruction:

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 Modernist themes. I will refer to students' prior knowledge and previous lesson discussions to help fill any gaps in notes, knowledge, or understanding. Peer discussions will help students self-monitor and practice prior to independent work. The materials from Lessons 1, 2, and 3 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?

Resources: Dry Erase Board/Markers Text Materials:

"The Love Song of J. Alfred Prufrock" poem text by T.S. Eliot in the assigned Holt McDougal textbook (pgs. 970-973).

Theoretical Principles and Research-based Best Practices

-Why are the learning tasks for this lesson appropriate for your students?

The learning tasks in this lesson are appropriate for students as they are meeting levels I, II, and III of Webb's

Depth of Knowledge through recalling plot information, quoting and citing evidence, and interpreting themes through text evidence. The learning tasks also allow students to meet several levels of Bloom's Taxonomy through remembering, understanding, applying, and analyzing their knowledge from current and previous lessons. Vygotsky's scaffolding instruction approach is also reinforced in the learning tasks through teacher and peer support prior to independent practice. The use of the Think-Write-Pair-Share activity with Turn and Talk enables students to focus in on the lesson prior to engaging in a larger discussion of the content. By turning and talking to a partner, students are able to see different perspectives in order to have more information towards making meaning with the concepts. The exit slip 3-2-1 response allows students to reflect on their learning and understanding from the day's lesson while allowing the teacher to adjust planning according to the students' responses.

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 Analysis

Students must understand and recall previous discussions of vocabulary, character traits, and citing evidence to be able to engage and participate in the lesson. In understanding the text and recalling vocabulary, students will be able to analyze the selection for evidence that supports specific themes.

Vocabulary (Tier 2 or Tier 3 Words)

Modernism

Theme

Analyze

Textual Evidence

Stream-of-consciousness

Explicit/Implicit

Demands (Reading, Writing, Speaking, Listening)

Students will:

- Discuss and listen to each other during "turn and talk" and Think-Write-Pair-Share activities.
- Read the poem searching for textual evidence that supports different themes
- Write responses and record understanding in 3-2-1 exit slips.

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?

Student Interactions

- How will you structure opportunities for students to work with partners or in groups?
- What criteria will you use when forming groups?

Whole Class:

Through scaffolding, I will guide all students in the learning process and allow them to work with peers prior to independent activity; students' notes on the text are also completed to prevent any gaps in information later. For whole class misconceptions, I will take time to explain any misconceptions and focus on students' understanding of new knowledge.

Groups of students with similar needs:

For students with similar needs, I may group them to address similar misunderstandings or allow them to work together to support one another. For any character misconceptions, I will ask students to justify their points with text evidence and supply alternatives that might clarify their misconceptions and misunderstandings. 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.

Individual students:

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 theme notes and discussion, I will use this to guide what I emphasize during whole group explanation.

Students with IEPs or 504 plans:

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.

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?

Instruction: Beginning

- 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?

I will begin the lesson by answering student questions received from the character map 3-2-1 exit slip. Next, I will ask students to write "Modernism" on a sheet of paper. Students will use this sheet to take notes in a semantic map style, but before we begin the notes, they will complete a Think-Write-Pair-Share exercise on what they think "Modernism" refers to. To meet the learning needs of students and given them time to complete the activity, I will allot 5-10 minutes for these activities. After students have thought about and recorded their responses, they will talk to a partner and record his/her answers. After partner discussion, we will return to whole group and discuss what we think Modernism means.

Instruction: Middle

- 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?
- 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?

This section should include both small group and independent practice.

After we have discussed their predictions about Modernism, I will introduce how we will be taking notes on important points associated with the period as well as themes specific to "The Love Song of J. Alfred Prufrock." I plan to "web" the notes in different sections and discuss each point as the students write the terms. Once I have established the historical and literary qualities of Modernism, we will move to the themes. In the theme section, I will ask students what they think one theme might be and use this to guide my modeling. I will model ("I Do") the process for finding textual evidence to support themes, and I will connect the process to students' prior knowledge and experiences from our previous lesson on character traits. I will remind them how to cite quotes, and we will move to the "We Do" section where they will help me find textual evidence. Next, students will work in pairs/small groups to complete the third theme. For final practice, students will collectively choose a final theme and find supporting textual evidence on their own. As students work, I will be monitoring their progress, seeing which evidence they picked, and answering any questions they may have. We will return to whole group and discuss different options for different themes, and how these may or may not support their chosen theme (address any misconceptions).

Instruction: End

- Assessment(s)

What type of assessment will best determine if the learning objective has been met? (Informal or formal)

- How will you differentiate the product of assessment based on the needs of diverse learners?
- What are the modifications to the assessments for individual learners?

To conclude this lesson, I will ask students to complete a 3-2-1 exit slip (three key themes in Prufrock you think are the most important, 2 ways this information relates to other things we have studied in the learning segment/real-world/your life, and one question/comment you still have) and turn in their notes, so I can formally assess their understanding of finding themes and citations and provide feedback that will be helpful for the summative assessment later. 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. 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.

Closure

- How will you extend this lesson? What will you do next?

I will extend this lesson by examining any common issues found in students' notes and addressing these prior to their summative assessment. Lesson 5 will build on this lesson as students will write one paragraph on a relevant theme using textual evidence.