|  | **TEACHER NAME:** Billie Beginner  **SUBJECT/GRADE:** English II  **STANDARD(S) ADDRESSED:** RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | **Peer Observation:**  **+ Good job with shared planning in PLT!** |
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| **ESSENTIAL QUESTION (EQ):** How do effective readers analyze details within a text to understand how themes emerge and develop? | **+ Clear Question** |
| **LESSON HOOK:**   * Students read the Essential Question chorally and copy it into their interactive notebooks. * Partners use vocabulary diagram rings to tell the other what *theme* and *emerge* mean. * Write “viewers” above the word *readers* and “movie” above the word *text* and have the class read the Essential Question chorally again. * Show the movie trailer for *Moana* and have students identify a likely theme of the film. * Prompts students to agree on a single theme. * Students watch the *Moana* trailer again and record supporting details, considering visuals, sounds, dialogue, and character actions and expressions. (Record in interactive notebooks.) * Share and compile details reminding students of comparable elements in written texts. | **+ Choral reading good way to introduce the Essential Question.**  **+ Great scaffolding of vocabulary with diagram rings and partner review.**  **+Students highly engaged by movie trailer.**  **Mike, Ella, Olive, and Tim seem to really enjoy the movie trailer!** |
|  | **GRAPHIC ORGANIZER:** Theme Development  **VOCABULARY STRATEGY:** Vocabulary Diagram Ring  **LESSON INSTRUCTION:**   * With partners, students use Essential Question, notes, and vocabulary to compose a statement about theme in Moana using two of the key words (*analyze, theme, emerge, develop*). * Display graphic organizer using projector and prompt students to draw a copy in their interactive notebooks. * Teacher Read Aloud— Kate Chopin’s “The Story of an Hour”—read 1-2 paragraphs at a time * Pause to check for understanding through Think-Pair-Share. * Continue read aloud and checks for understanding until entire story is complete. * Discuss how a new theme emerges. * Model for students how to complete first sections of the graphic organizer, leaving the second theme and two details open for students to complete. | **+ Scaffolding is a strength—great use of partnering, interactive notebooks, and modeling.**  **∆ Teacher read-aloud engaged some students but seemed to annoy others. Saw some students express frustration at frequent stops for discussion.**  **Tad, Juan, Clara, and Andy were texting during this time.** |
|  | **LEARNING TASK:**   * Students finish their graphic organizers with a partner. * If partners finish before others, they may begin the homework together. * With 15 minutes remaining, partners begin “Got Your Back” checks with neighboring tables. * Students make corrections as needed. | **+ “Got Your Back” check helped students who were struggling.**  **+ Circulated and helped students think through conflicting ideas. The inclusion teacher assisted struggling students as well!** |
|  | **SUMMARY STRATEGY (i.e., Ticket Out the Door):**   * Roses and Thorns: Think about today’s lesson on theme development; what do you understand very well (roses) and what do you still find confusing (thorns).   **Homework:**   * Read opening excerpt from Amy Tan’s *The Joy Luck Club, pp. 19-26.* * Make a list of unknown words and phrases. * Identify one possible theme and write it in your own words. * Copy two quotes from the text that helped you to determine the theme. | **+ Great use of summary strategy to uncover any remaining confusion.**  **∆ Not sure if pace and level of rigor is working for all students.** |

\*This sample lesson plan is for training purposes only and is not meant to serve as an exemplar.