

A.S.S.U.R.E. Model Instructional Plan

GENERAL INFORMATION

District: Ashland County Community Academy (Charter School)

Instructor: Shannon N. Lusk

Grades: 7-12

Subject(s): English 201 American Literature I

Topic or Unit of Study: Early American Lit: Edgar Allan Poe

Grade/Level: 9th and 10th grade

Period: 6th Period

Location: Classroom is the last one towards the end of the hall on the left near the Exit door.

Classroom Environment:

Classroom space is dominated by 4 rectangular-large tables, each table seating 4 students. There is a medium sized square table that seats 4 four students. Classroom seats maximum of 20 students for classroom instruction, 26 students in virtual lab is in use. My desk is behind the medium table and in front of the back wall across from the door. There are computers near the left wall, all with available seating. There is an Art Center for the Fine Arts class across the room from the computers. A Smart Board is at the front of the room. There are three bookshelves throughout the front of the room and a student center in the back near the door.

ANALYZE LEARNERS

Demographics

Staff: One teacher, no in class aides (aides available/resource room access if needed)

Number of Students: 10 students: 6 males/4 females

Age Range: 14-16 years old

Learner Profile: 40% of class IEP, 40% average ability, 20% advanced ability (2017 MAP Scores) -at risk, low socio-economic population

Prior Knowledge

Identification of Prerequisite Skills Needed for Lesson:

- Knowledge of Literary Elements (Short Stories)
 1. Literary Elements were introduced and rehearsed in prior lessons
 2. Pre-asses recall of plot by POST IT! Activity (Question of Inquiry)
“What is a plot as it pertains to a short story?”
- Knowledge of Google Slides
 1. Used on numerous occasions in previous lessons to create organizers
 2. Will assess progress individually while working independently

Learning Styles

Average Class Lexile: 1100L (SRI Scores)

(preference surveys administered in first grading period)

- Visual: 40%
- Auditory: 10%
- Kinesthetic: 50%

STATE OBJECTIVES

STANDARDS

State Standards: *Ohio English-Language Arts Standards*

Ohio English-Language Arts: Reading Standards for Literature

Grade Level: 9-10

Key Ideas and Details

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.9-10.2.b: Analyze literary text development: Provide an objective summary of the text that includes the theme and relevant story elements.

OBJECTIVES

Lesson Objective(s): (ABCD)

1. Given the chart of 11 literary elements (condition), students (audience) will identify the elements in a plot and illustrate them by providing examples from the story, *Pit and the Pendulum*, and writing them in their journals (behavior). The student will list the five elements required to make a plot map and provide appropriate examples from the text that illustrate them at 100% accuracy (degree).
2. Given the Plot Map rubric (condition), students (audience) will apply plot notes and create a plot map for the *Pit and the Pendulum*, on Google Slides (behavior). The student's Plot Map must score at least 15/20 points, which is a proficient rating on the rubric (degree).

SELECT METHODS, MEDIA, AND MATERIALS

METHODS:

Pedagogical Strategy (or strategies):

- *Interactive Instruction (Discuss Objectives/POST IT discussion/Rubric) auditory*
- *Project-based (Creating a Plot Map on Google Slides) visual*
- *Active Learning (using computer program to create map) kinesthetic*

MEDIA AND MATERIALS:

Instructional Media and Materials:

- Teacher’s Power Point for Lesson (will be shared with class on Google Chrome) (attached)
- *The Pit and the Pendulum* by Edgar Allan Poe- story in student folder
- POST IT notes/Pencil or pen- found in student center
- Plot Map Rubric (attached)
- Student Journals/Folders- in student center boxes and drawers
- Google Chromebooks – reserved 10 from computer lab

UTILIZE MEDIA, MATERIALS, AND METHODS

PREVIEW: Power Point (prepare for discussion)

PREPARE MATERIALS: 12 Plot Map Rubrics/Google Chromebooks (on/working)

PREPARE ENVIRONMENT: Two students per table, facing front towards Smart Board/Lights on/Two Chromebooks per table

PREPARE LEARNERS: Students get journals and folders and have a seat/Have each student get a POST IT note and writing utensil/ Handout Plot Map Rubric/Go over posted objectives

PROVIDE EXPERIENCES: *see instructional plan

REQUIRE LEARNER PARTICIPATION

INSTRUCTIONAL PLAN **Length: 3 Class Periods (39 mins each)**

Sequence of instructional procedures/activities/events:

Presentation of New Information or Modeling: (Day 1)

*The Powerpoint for Literary Elements will be in front of the class on the Smart Board. Students will already have supplies at each table and will be facing forward. Lesson objectives will be reviewed *see slide #1. We will begin with slide #2 “Plot: Lesson Opener Q&A”. Students will be recall prior knowledge about the literary element, plot, and answer the following question on their POST IT notes: “What is a plot as it pertains to a short story?” Students will write down answers along with their names and post their POST IT responses on the Smart Board under the question. Once everyone has posted, I will read answers aloud, omitting names. This will spark a discussion and I can evaluate through this discussion and from POST ITs how much review is need before moving forward. (learner participation- interpersonal)*

-I will lead facilitate discussion by using student responses to ask questions such as:

A. Could a story function without a plot? Why/Why not?

B. What do you think helps us to identify plot in the story?

Guided Practice: (Day 1)

*The Powerpoint for Plot will be in front of the class on the Smart Board. Students will already have supplies at each table and will be facing forward. We will move on to slide #3 “Plot”. We will review plot. We will move onto slide #4 “Literary Elements”. We will briefly review terms. At this time I ask students to choose the five elements that would be used to make up a plot map and write them in their journals. I will go over the directions for the independent practice and provide an example *see slide #6. (learner participation- visual)*

Independent Student Practice: (Day 1-2)

Students will illustrate the elements found in a plot map by using examples from the story, the Pit and the Pendulum, and write them in their journals. They will do this at their tables and may help their table partner when appropriate. I will be walking around the room observing independent practice, checking for understanding. Before students can move onto assessment, they must have the required information to construct the Plot Map listed. (learner participation- cognitive/interpersonal)

Culminating or Closing Procedure/Activity/Event (Day 2-3)

*Directions for the Plot Map will be reviewed *see slide #7. Students will use Slides on their Chromebooks to create a Plot Map. The rubric will be reviewed for accuracy *see slide # 8. They will use the information in their journals to assist them in creating it. All Plot Maps should include the five elements found in a plot map with appropriate examples from the story. The rubric will provide grading requirements. A 75% score is required for a proficient rating. Students will title their assignment, “Plot Map”, and share it with the teacher via Google Email: slusk@accaaces.com. (learner participation- kinesthetic/spatial/visual/cognitive)*

Differentiated Instruction:

_____ No ELL students, no students with hearing or physical disabilities, and/or gifted/accelerated learners.

-Students with learning disabilities will receive all accommodations listed in their IEPs. Extended time, distribution of templates, scribing, and reduction of assignment are among the accommodations that may be used for this lesson.

-Learning Styles and Preferences were incorporated and Bloom's Taxonomy was used to stimulate higher order thinking

Use of Technology:

Teacher will facilitate lesson with the use of a Smart Board with projector. The students will use Google Chromebooks for access to Google Slides and their Google Accounts.

Student Assessment/Rubrics:

The Plot Map is a formative assessment and will be assessed by rubric.

Those students who do not meet the goal of 75% formative accuracy will receive RTI.

EVALUATE AND REVISE

Student Performance:

Plot Map Rubric/Students must reach a 75% proficiency rating

Media Effectiveness:

Was the Power Point visually stimulating and understandable?

Were students able to use computers and access Google Slides with ease?

What problems occurred during the lesson or independent practice?

What was the overall response to the presentation and use of Google Slides?

Instructor Performance:

*Hand out "Rate My Teacher" survey: students will rate teacher in four categories

Rating 1= poor 2= needs some improvement 3= proficient

Questions

- | | | | |
|---|---|---|---|
| 1. The teacher effectively communicated the content to the class. | 1 | 2 | 3 |
| 2. The Plot Map was a fair way to assess my knowledge of the content. | 1 | 2 | 3 |
| 3. The technology was easy to figure out and access. | 1 | 2 | 3 |
| 4. The teacher created a lesson that was interesting and meaningful. | 1 | 2 | 3 |

Comments or Suggestions for Future Lessons: (especially if 1s or 2s were circled)

