

## **LESSON PLAN**

**Name:** Lauren Caputo

**Date:** December 5, 2019

**Cycle Day:** 1

<b>GENERAL INFORMATION</b>
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**Lesson Title & Subject(s):** Tier III English Language Arts (2<sup>nd</sup> period)

**Topic or Unit of Study:** Holes by Louis Sachar

**Grade:** 7<sup>th</sup>

**Instructional Setting:**

There are 14 students in the class. The desks are set up in two horseshoe-shaped rows. There is a Smart Board at the front of the room connected to the teacher's computer, which allows students to have access to technology throughout the lesson. The classroom has a text-rich environment.

<b>STANDARDS AND OBJECTIVES</b>
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**Your State Core Curriculum/Student Achievement Standard(s):**

- CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

**Lesson Goals:**

Collaboratively analyze fiction text for elements of plot and character. Build reading stamina and academic vocabulary. Identify basic sentence parts for writing clarity and style.

**Lesson Objective(s):**

After reading a passage from the text, students will be able to answer study guide questions with 100% accuracy.

<b>MATERIALS AND RESOURCES</b>
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**Instructional Materials:**

- Holes by Louis Sachar
- Study Guide
- Text audio played on Youtube
- Laptop
- Smart Board

INSTRUCTIONAL PLAN
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**Sequence of Instructional Procedures/Activities/Events****Identification of Student Prerequisite Skills Needed for Lesson:**

Introduce today's agenda. Let students know what will be expected of them this period. (ESSICK)

Display reading recap question (from previous day's reading) on the Smart Board. Read question aloud and allow time for students to think of an answer. Have students partner up and share their answer with their partner. Ask students to return to their seats after a few minutes and discuss as a whole group the answer to the recap question. (CAPUTO)

**Presentation of New Information or Modeling:**

Play the audio for Holes chapter 17-21 and have students follow along in their books.

**Guided Practice:**

Pause the audio every so often and discuss the study guide questions that correlate with the text. Vary questioning techniques, asking students to answer some questions on their own, and discussing some questions as a whole group prior to writing answers. (ESSICK AND CAPUTO WILL ALTERNATE QUESTIONS)

**Independent Student Practice:**

Students will have the chance answer some study guide questions on their own before we discuss what the correct answer is.

**Culminating or Closing Procedure/Activity/Event:**

Administer emoji exit ticket to the class. Direct them to reflect on one specific passage they read in the text today. They should circle no more than two emojis that symbolize how they feel about the passage and write at least one complete sentence explaining why they chose that particular emoji(s). (CAPUTO)

**Pedagogical Strategy (or Strategies):**

Direct instruction and partner work were used during this lesson.

**Differentiated Instruction:**

This Tier III class covers the material at a slower pace than a traditional 7<sup>th</sup> grade Language Arts class. All lesson materials are adapted to accommodate the students' abilities.

**Student Assessment/Rubrics:**

Use of informal, on-going assessment will be used during this lesson. The teachers will walk around the room throughout the lesson to ensure the students have written the correct answers in their study guides.

## EMOJI EXIT TICKET

Circle the Emoji(s) that reflects how you felt about what you read today. Explain your reasons why.

### How are you feeling?



I chose this emoji because...

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Mrs. Caputo & Mrs. Essick co-teach a 7th grade Tier III ELA class. The lesson was on Holes by Louis Sachar. The students were very engaged during this unit!

