

Lesson Plan Template

Grade: 10th		Subject: English	
Materials: Copy of Antony's Speech, highlighters, pencils, notebooks		Technology Needed: desk camera & projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input checked="" type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) <ul style="list-style-type: none"> RL.1 Read closely to comprehend texts of grade-level appropriate complexity: <ul style="list-style-type: none"> a. Determine what the text says explicitly and implicitly. b. Provide an objective summary of the text. RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone 		Differentiation Below Proficiency: <ul style="list-style-type: none"> They'll be working in groups of differing levels of proficiency, so the students who are below proficiency will be paired with those of higher proficiency, who can teach them and help them work through things they're still struggling with. Above Proficiency: <ul style="list-style-type: none"> They'll be working in groups of differing levels of proficiency, so these students will grow in that they will help the students who need some more help, deepening their understanding. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> If the students are getting close to understanding these concepts, this assignment will push them a little bit farther and, with the aid of the students already above proficiency, and helping other students to understand, they'll move into proficiency. Modalities/Learning Preferences: <ul style="list-style-type: none"> They'll have the speech in front of them that they can use highlighters and pencils to tear it apart and write all over it for those who are visual and hands-on learners. For our kinesthetic learners, the other part of the lesson (included in a different plan) will be much more active. 	
Objective(s) <ul style="list-style-type: none"> Analyze Antony's speech (3.2.270) in Julius Caesar to determine the meaning, paying special attention to significant words. Restate the point that Antony is trying to get across. Distinguish what lines, words, and phrases are necessary in getting that point across and which are less necessary. Collaborate to create a paraphrased version of the speech in 10-11 lines (half the original length), including only significant information. Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> Understand, Analyze, Create 			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> They'll be grouped in the tables that they're already assigned to. In order to get to everything in this class period, I'll have to give them a time limit on this, but I also want to make sure everybody finishes, so I'll keep my eyes out and be flexible about timing. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> This will be my first lesson, so I hope they're kind to me... but I'm not entirely sure what to expect from them, so it's hard to plan there. I do know I'll have to pay special attention to keeping them on task in their groups and not chatting about other things, so I'll walk around the room and ask them what they're thinking if I can see they're off task. 	
Minutes	Procedures		
-5-0	Set-up/Prep: <ul style="list-style-type: none"> This will have to be together with prepping for "Follow the Blood" activity Have speeches printed and on desks when the students come in 		
0-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> First: Tell them they'll need highlighters, pencils, and their notebooks so they can get that all ready. Ask: "Does anybody remember this speech from yesterday? Who said it? What's happening at this point in the action of the play?" <ul style="list-style-type: none"> Mark Antony, he's alone with Caesar's dead body after he just told the conspirators that he understands why they killed Caesar. Ask: "Does anybody think he's a little long winded here? Does anybody wish he'd just spit out what he means? That's what we're going to do today. Spit it out for him." 		
10-15	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> What we're going to do with this speech is take what Antony says here and cut it down only to what is necessary to his point. In your groups, then, you're going to read the speech, decide what the point is that he's trying to make here, and rewrite it in half of the space. 		

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	<ul style="list-style-type: none"> • This speech is 21 lines, so your speech that you write should be 10-11 lines. • In order to do this, you'll want highlighters (to highlight significant words and phrases that really get to the heart of what he's saying) and pencils. • You only need one person in your group to write down your new speech on a spare sheet of paper – that will be turned in at the end of class. • If the whole class seems confused, take time to use the projector to exemplify picking out key words and phrases. • Questions?
15-35 (be flexible)	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • They'll complete the activity in groups at their tables. • I'll walk around and help where I can (asking prompting questions located in the formative assessment section) and make sure they're on task.
35-50 (be flexible)	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Have the youngest person at each table read what their table came up with. • Ask what similarities people saw and what differences people had between their paraphrased speeches. • Come up with a general main idea for the whole class. <p>• TRANSITION TO FOLLOW THE BLOOD (if time): We're going to switch gears now and do a little bit of acting.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • If students are struggling, ask: • "What is it that Antony is really saying here?" • "What are some words or phrases that seem especially important?" • "What are some words or phrases that we could get rid of without changing much of what he's trying to get across?" <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> • Let them take the time that they need for this. If we don't get to Follow the Blood, that can be okay. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • They'll be reading their paraphrased speeches to the class. <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> • I think they really got the objectives down! They participated more than I expected and really worked to do a good job. • Looking through their finished products, I can see they did a lot of critical thinking. • Mrs. Mueller said she'll use this lesson in the future, which means, I think, it taught the standards well and they really got it. • If I taught this lesson again (and I think I will) I would make sure to give myself plenty of time beforehand to really understand the speech, so I can best assume the areas that the students will struggle with. • We didn't get to Follow the blood, and I didn't really think we would, so in the future, I'll stick to just scheduling a whole class period to do this activity. 	