

Review Day Lesson Plan

<b>Grade: 8</b>	<b>Subject: English Language Arts</b>
<b>Materials: Expo markers, transparent sleeves, station worksheets</b>	<b>Technology Needed: iPad</b>
<b>Instructional Strategies:</b> € Direct instruction                      € Peer teaching/collaboration/ € Guided practice                            perative learning € Socratic Seminar                      € Visuals/Graphic organizers € Learning Centers                      € PBL € Lecture                                      € Discussion/Debate € Technology integration              € Modeling € Other (list)	<b>Guided Practices and Concrete Application:</b> € Large group activity                      € Hands-on € Independent activity                      € Technology integration € Pairing/collaboration                      € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:
<b>Standard(s)</b> 1. <b>W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks.</b>  2. <b>RL.8.1: Read closely to comprehend and cite text evidence tasks, purposes, and audiences.</b>  3. <b>SL.1-3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>	<b>Differentiation:</b>  <b>Students are intentionally placed into heterogeneous groups based on their practice tests: students who excelled in one particular area will be paired with students who struggled in that particular area.</b>  <b>Because there are students who would rather just sit in the background and not participate, I will have them each fill out their own worksheets as they go along on their iPads and submit that after class.</b>
<b>Objective(s)</b> 1. I can identify rhetorical devices and appeals in speeches from complex moments in history.  2. I can analyze speeches using the SOAPStone + Effect method to understand complex moments in history.  3. I am prepared for my test tomorrow.  <b>Bloom’s Taxonomy Cognitive Level: Remember, Understand, Apply, Analyze</b>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>The students will be grouped based on their performance on the practice tests, but will be intentionally grouped away from people who will distract each other/the rest of the class if they were paired.</li> <li>This class will involve movement – every ten minutes, I will have them move to the next station. (I’ll be circulating the room and evaluating if we need to move on more quickly or if we need to wait a little bit longer.)</li> <li>They will move as an entire group.</li> <li>I’ll also create an extra of each station, so that if a group is moving at a very different pace than everyone else, I can give them a new station, even if someone else is working on it at that time.</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):</b> <ul style="list-style-type: none"> <li>This will not be a silent class period by any means – the students should be collaborating with each other, so I expect a buzz in the room.</li> <li>If the students cannot handle the group activity, I can have them simply fill out the stations on their own silently (the files will be in canvas for them to do so if needed).</li> <li>Without question, there will be students with dead iPads. I will give these students clipboards and notebook paper, and they can turn that in after class.</li> </ul>

Minutes	Procedures
	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> <li>● Put the worksheets in sleeves for the stations.</li> <li>● Be sure that all of the documents are uploaded &amp; published to Canvas</li> </ul>
0-5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> <li>● Start the class by asking the students the Essential Question again: How do words change the world? (Help them towards answers about rhetoric, too).</li> <li>● Tell them that their final assessment on SOAPSTone + Effect begins TOMORROW!</li> <li>● Ask them if they feel ready (raise hands).</li> <li>● Tell them that we'll spend the day preparing for the test!</li> </ul>
5-10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> <li>● "I looked at your practice tests! Lots of great work! If you turned it in, I left you feedback. Take a few minutes to look through that. If you didn't submit it before last night, look through the answers you started from Thursday &amp; Friday as a refresher. "</li> <li>● After a few minutes of letting them do that, bring their attention back to the front.</li> <li>● Tell them: "I'm going to split you into groups. There will be stations set up at the tables. At each station, you and your group will have an activity to complete that covers some content for your test tomorrow that I noticed were points of struggle in your practice tests. You'll work on this as a group, but you'll each have something to fill out in Canvas to submit at the end of class as you go."</li> <li>● "I'll give you about 10 minutes at each station."</li> <li>● Give them their groups and have them move to the correct station.</li> </ul>
10-40	<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"> <li>● The students will go through each station and collaborate in completing the task for that station.</li> </ul>
40-45	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> <li>● Send them back to their normal desks.</li> <li>● Ask them if they have any lingering questions before the test tomorrow.</li> <li>● Guide them through their questions.</li> <li>● Take some time here, if they don't have any questions, to review what answers the students got at their stations.</li> </ul>

**Formative Assessment: (linked to objectives)**

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- I will be walking around the classroom to keep an eye on timing and to keep them on task.
- If I notice a problem that kids are continually having, I will address that issue with the entire class.

**Consideration for Back-up Plan:**

- If the stations set-up doesn't work, I can have them work through the stations independently on their iPads (through Canvas).

**Summative Assessment (linked back to objectives)**

End of lesson:

- They'll submit their station work for a completion grade, but I'll look through them to see how well they're grasping the concepts.

If applicable- overall unit, chapter, concept, etc.:

- They'll take their assessment tomorrow over this material.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**