

ELA 2: Lesson Plan Deep-Dive

2010 Teach For America Summer Institute

TEACHFORAMERICA

Do Now

Handout 1 features two descriptions of ELA lessons. Which of these lessons is likely to drive students towards the outcomes we seek, and why?

Activity Time: 2 minutes

Session Objectives and Agenda

OBJECTIVES

Upon engaging as learners in a model lesson, CMs will justify why the modeled plan is effective given the student outcomes we're driving toward and the hallmarks of effective ELA instruction.

AGENDA

Time	Focus
5 min	Opening
68 min	Facilitator Modeling: Lesson-Level Instruction that Leads to Outcomes
15 min	Debrief
2 min	Closing

“The Lottery” – Paragraph #1

The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th, but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

“The Lottery” – Paragraphs #2 and 3

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play, and their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix-- the villagers pronounced this name "Dellacroy"-- eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather, surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

Small-Group Debrief

Debrief Instructions

In groups of 3-4, take 4 minutes to discuss how the outcomes for this lesson – which are represented in their responses to the questions on the exit ticket – reflect the three outcomes we’ re striving for in ELA instruction.

ELA is about building students who...

- As readers, can read texts across genres and understand the basic plot/ flow of ideas.
- As analytical thinkers, can analyze the themes and ideas within texts and determine how – and why – the author created that meaning.
- As writers and communicators, can lucidly and logically demonstrate an understanding of how authors created and conveyed meaning.

Activity Time: 4 minutes

Elements of Pre-Reading

This segment of the lesson entails:

- Pre-teaching a small number of unfamiliar vocabulary in the text that students will need to comprehend key ideas in the text.
- Activating relevant prior knowledge to get students thinking about the text's key ideas.
- Building essential background knowledge that students will need to comprehend the text.
- Introducing basic knowledge, skills, and/or strategies that students need to reach the daily objective and understand the text.

If students aren't familiar with key vocabulary in the text, aren't primed to consider the text's big ideas, lack key background knowledge, or lack understanding of key literary terms and skills, they'll be wholly unable to comprehend the text or unlock the text's key ideas.

Elements of During-Reading

This segment of the lesson entails:

- Helping students reach a basic comprehension of the text.
- Guiding students to identify and interpret key elements, devices, and structures that are relevant to the daily objective.
- Priming the pump for ideas and understandings that are relevant to unlock key meanings of the text for future days.
- Providing students with regular opportunities to reflect, clarify, question, and discuss the text's meaning.

During-reading is the heart of the lesson, the component in which the bulk of students' thinking work occurs. An ELA class isn't an ELA class without during-reading!

Elements of Post-Reading

This segment of the lesson entails:

- Reflecting, clarifying, and discussing the text's meaning and how it was created.
- Reflecting on the reading process and what students did to comprehend.
- Demonstrating the understanding, knowledge, and skills they've built on a daily assessment.

Without post-reading, we cannot be sure if our students truly pulled the right takeaways from the day's lesson and are on track to eventually grasping the text's most critical themes. We need this knowledge to make adjustments for our future days of instruction.

Bottom Line

The part reflects the whole.