

Bethany Lesson Plan Template

Name: Morgan Schwarz

Time allotted: 60 minutes

Subject: Reading/Literature

Topic / Title: Of Mice and Men

Approved by Cooperating Teacher: N/A

Date: May 2nd, 2016

Grade level: 8th grade

Course: EDUC 370

Introductory Materials

A. Standards: N/A- Used for IEP Analysis

B. Objectives

(**Condition** + **Behavior** + **Criteria**) “*At the completion of this lesson, learners will be able to ...*”
Use observable / measurable terms + strong verbs. **LABEL** the objective as cognitive, affective and/or psychomotor)

1. **COGNITIVE:** At the completion of this lesson, given the text, learners will be able to apply vocabulary skills to build reading comprehension.
2. **COGNITIVE:** During this lesson, learners will use context clues to determine the meaning of 75% unfamiliar words in reading materials.
3. **AFFECTIVE:** During this lesson, learners will accurately and appropriately identify issues that may lead to conflict and relate it to the book and/or their personal life.
4. **PSYCHOMOTOR:** At the completion of this lesson, learners will be able to appropriately name types of behaviors and language that are acceptable and unacceptable in the book and in reality.

C. Multiple Intelligences Addressed

Detail if the intelligence is addressed in content, process, and/or product.

 c verbal linguistic musical/rhythmic visual/spatial
 logical/mathematical p interpersonal intrapersonal
 p bodily/kinesthetic naturalistic

D. Assessment plan:

*How will you know that the learners met the objectives? What will you be able to observe and measure? What percentage of the class will be meeting your objectives? **LABEL** your assessments appropriately as: **Pre-Assessment, Formative, and/or Summative**. Be sure to answer how will you know when the learners have reached the objectives? What type of feedback is provided? How is assessment aligned with the objectives / skills? Will students be involved in assessment / reflection upon their own learning?*

- Observation
- Participation
- Discussions
- Graffiti exercise (Pre-Assessment)
 - Verbal feedback
- Vocabulary Building (Formative)
 - Written feedback

Goal: 75% of the class will meet the objectives.

E. Accommodations & differentiation for learners:

Includes all students with emphasis on ELL/ESL/LEP, LD, highly capable, etc. How will knowledge of your students inform your planning, instruction, and assessment?

- Special Needs Student (IEP)
 - Reading: Vocabulary work, encouragement, organization
 - Behavioral: Recognize poor behaviors and language in a novel and relate to reality

F. Materials / equipment needed:

Teacher: *Of Mice and Men*, whiteboard, whiteboard markers, vocabulary definition sheet, quiz

Students: *Of Mice and Men*

Technology needed:

Teacher: N/A

Students: N/A

G. Academic language demands and support

- Vocabulary building
- Definitions
- Full class discussions

H. Connections to research, theory, and best practices

- Class discussions
- Active
- Engaged

I. Assumptions:

What prior knowledge do students hold and how will prior knowledge be activated? What prerequisite skills have learners mastered?

- Right from wrong
- Classroom reading procedures
- Able to recognize and sound out unfamiliar words

J. Anticipated questions & misunderstandings:

- Why can the book say things that we can't say in school?
- Can I write a school inappropriate word on the board since it's in the book?

K. Collaboration:

What, if any, resources or cooperative efforts will be involved during planning and/or instruction?

- Special education teacher (IEP goals addressed)

Lesson planning of instructional activities & learning tasks

Detailed planning: Consider writing plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the statement of objective, transitions, the conclusion, and key questions. At the end of each section write the TIME allotted.

Anticipatory Set: (set induction / introduction / focusing event / activating prior knowledge)

1. Ask the students if they have heard of the word *graffiti* before. (5 minutes)
 - a. If so, call on a student to answer. If not, explain that graffiti is writing or drawings scribbled, scratched, or sprayed illicitly on a wall or other surface in a public place.
 - b. Right or wrong behavior?

Script the following elements

Statement of Objective: Today we are going to use context clues and build reading comprehension by discovering unknown words as well as build background knowledge to acceptable and unacceptable behavior and language in the book and on the streets.



Input: Outline of presentation – steps / strategies / modeling (means of instruction, learning tasks, active engagement)

Include what the teacher will do & what students will do. Script key questions.

1. Discuss chapters 5 and 6 of the book (*Of Mice and Men*) (10 minutes)
 - a. Ask probing questions
 - i. Why isn't Curley's wife named? Is she an evil woman?
 - ii. How does Lennie respond to right and wrong?
 - iii. Having finished the book, what are some examples of foreshadowing?
 - iv. What is George's tragic flaw?
 - v. How is Slim "the voice of reason"?
 - vi. What is the true meaning of friendship? How does George and Lennie's relationship fit this criteria?
 - vii. How is this tragedy related to the title of the book?
 - viii. Why did George lie to the others about what had happened?
2. Graffiti Activity (10 minutes)
 - a. Students must each write one thing on the board related to *Of Mice and Men*
 - b. It can be vocabulary, an observation, comment, question, etc.
 - c. Once every student has contributed to the graffiti, read them over and discuss.
3. Review vocabulary from novel. Visit each word on the page that it was on. Use context clues and discuss as a class. Is the definition hidden in the sentence? (20 minutes)
 - a. bindle
 - b. morosely
 - c. cat house
 - d. anguish
 - e. jack
 - f. recumbent
 - g. apprehensive
 - h. bridled
 - i. complacent
 - j. liniment
 - k. mollified
 - l. ominous
 - m. pugnacious

- n. tart
- o. vicious

4. Discuss, along with vocabulary, the use of explicit and inappropriate words and behaviors in the story. Ask the students to make a list of inappropriate behaviors and words they can find in the novel. (10 minutes)



Guided Practice: Embedded in outline- See above



Closure & Independent Practice: (transfer of learning / assignment) *How does the assignment support mastery of the objectives / skills? How will the assignment be evaluated?*

- Able to relate to self/others (reality)
- IEP goals of behavior and reading skills addressed
- Evaluated based on quiz and discussions

Closing Statement (scripted): Use proper study skills to master the vocabulary words for the quiz tomorrow!

Evaluation & reflection of teaching / learning

How did I teach? What did I learn about my teaching? What specifically do I need to work on for improvement? What missed opportunities for learning can I identify? What is to be taught next? How will data from the assessment guide future instruction?

1. As I reflect on the lesson, to what extent were students productively engaged?
2. To what extent did the students learn what I intended? Were my instructional objectives met?
3. To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?
4. To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?
5. To what extent did I provide closure to the lesson?
6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?