

Hybrid Lesson Plan

Name: Kahlan Weir	Grade: 9	Date: 2/4/2021
Subject: ELA	Lesson Title: Introducing the Dreams and Aspirations of <i>Dear Martin</i>	

Background Information:

Briefly describe the students in this class including culture, disability, social-emotional needs, socioeconomic status, English language learners, gifted, etc. Describe any accommodations you will make?
This is a co-taught classroom with predominately white and a small percentage Black students. Many students are lower-middle class with ranges of cognitive disabilities. One student is blind and will be granted accommodations based on text-to-audio help. Most of the classroom is low-achieving, struggling readers, and has low confidence in their own ability to work with novels and writing.
Differentiated Instruction: How will you differentiate for different individuals or groups of students in the class based on data/observations? Include plans for those who need to be challenged as well as those who struggle with content.
Students who are unable to read physical or e-copies of the book will be provided with recorded audio to take home. Those who are able to physically read but improve greatly when given the audio option will be expected to listen and read. Summaries will be provided after each chapter with guided notes. Students who are higher achievers will be given the option to read separately from the class and complete the work on their own rather than go through the assignment question-by-question.
Classroom Management Techniques: Give examples of techniques you may use to ensure your lesson will be successful.
Reminders to put phones away while reading as well as verbal reminders to keep class-wide topics on track when discussing topics. Stopping until noise has decreased and calls to attention if necessary.
Cross-Curricular Connection: In what way does this lesson connect to another content area?
Explanation of historical connection to why the dreams featured in this story (Dear Martin) are so important to our main character.
What would you like me to specifically observe during the lesson?
Do I engage the students with the content? Am I in risk of “spoiling” the book, or giving away details unnecessarily early? Do the students seem pulled in by the way we are handling the reading?

Instructional Components:

Common Core/State of Michigan Standards (include a brief explanation of what the standard requires – think about how your lesson objectives meet this standard)	Lesson Objective: What will the students know and be able to do at the end of your lesson?
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	The students will... Understand the differences between the vocabulary and be able to explain the plot/purpose of our next text being taught/read

Assessment Approaches: How will you know students have learned the lesson objectives?
There will be 2 assessments expected to be completed: <ol style="list-style-type: none">1. A vocabulary checklist to ensure students know what the definitions (see: Academic Vocabulary) of the unit/chapter 1 are.2. A deeper look at the synopsis and purpose of reading Dear Martin asking students to read the synopsis and watch the “book trailer” on their own time, then writing their own take on the synopsis/why we are reading this specific novel for the unit.

Materials/Resources/Technology/Supplies:
<ul style="list-style-type: none">• YouTube video of “book trailer”• Schoology access• Google Drive Access (student accommodation)• StudySync video “Dreams and Aspirations”

Academic Vocabulary: What terms will students need to know and use to be successful in this lesson. Provide the term(s) and a student friendly definition.	
1. Dreams	1. Someone’s goal or aim, another word for aspiration
2. Aspirations	2. A person’s goals or aims
3. Vulnerable	3. Easily injured/hurt
4. Catatonic	4. Unresponsive, in a daze
5. Upstanding	5. Respectable, likeable, regarded highly

Anticipatory Set: How will you excite students or connect with prior knowledge, create interest, set the “hook”? This should be brief, just enough to get the students hooked into the lesson.	Statement of Objective and Purpose of Lesson: What will you say to STUDENTS about what they will learn and why it is important?
We will watch a brief video about dreams and aspirations to ask some questions and get the students’ attention.	They will learn about the next unit as well as the book we are reading, the plot line and some trigger warnings, as well as why we learn about dreams and aspirations (the reason being to better understand ourselves and the obstacles we face)

Questions: What questions or prompts will you ask students while delivering your lesson? What might you ask to advance high-level thinking and/or discourse?
Why is it important to have dreams/aspirations? What in our makeup drives us to achieve? What do our dreams say about us? What makes a dream worth pursuing?

Provide a detailed description of the following steps (this is the main content/steps of your lesson), include timing.

Modeling (you do)	<ul style="list-style-type: none"> • Show the video (1 min) • Introduce the plot of the book (10 min) • Explain the purpose of the unit (5 min)
Guided Practice (we do)	<ul style="list-style-type: none"> • Vocab (5 min) • Big question discussion (20 min)
Independent Practice (I do)	<ul style="list-style-type: none"> • Watch Book Trailer (at home virtual) • Read synopsis (at home virtual) • Answer 2 questions (at home virtual)
Closure/Check for Understanding	<ul style="list-style-type: none"> • Any questions? (3 min) • Reminder of due dates (1 min)