

Traditional Lesson Plan

Name: Kahlan Weir	Grade: 9 th	Date: 2/10/2021
Subject: ELA	Lesson Title: Envisioning Your Dreams	

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?

The class is predominately white, lower socioeconomic class students, many with either cognitive disabilities or have been low achievers in many previous years. Some of these students appear to have little desire for making goals or having dreams and struggle to communicate with their teachers.

This is a co-taught classroom; accommodations will include adding extra time, repeated instructions, simplified goals, etc.

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 finish early will be encouraged to complete the written analysis portion of this project. Students who are finishing by the end of the hour will be given the written analysis as homework. Students who are unable to finish even when given as homework will be exempted from the written analysis, instead being encouraged to focus on creating the main element of the assignment.

Classroom Management Techniques: Give examples of techniques you may use to ensure your lesson will be successful.

Students who appear to be not paying attention will be given gentle nudges such as proximity and quiet check-ins; students who are distracted during work time will be asked further questions about their plans; whole class will be reminded of time to work and listen.

Cross-Curricular Connection: In what way does this lesson connect to another content area?

Psychology is important in vision board creation as it requires an analysis of what the students need and want, as well as the reasons why.

What would you like me to specifically observe during the lesson?

My time management. Am I rushing too quickly through the lesson? Have I given the students too much free time?

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?
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	The students will... Understand the importance of visualizing dreams, as well as understand how painful it would be to have something promised or something they put work into then be taken away or challenged.

Assessment Approaches: How will you know students have learned the lesson objectives?
Students will submit their own “vision board” along with a written explanation of the purpose for each “dream/aspiration” pictured.

Materials/Resources/Technology/Supplies:
<ul style="list-style-type: none">• Canva/GoogleSlides• Schoology• Google Images• Internet access• Projector

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. Vision Board	1. A collage of pictures/quotes that helps motivate dreams/goals we have
2. Dreams	2. A goal/aim we are really hopeful for
3. Aspirations	3. A goal/aim we are working toward

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?
“Who in here has ever created a collage of pictures and words? Why did you make one?”	The creation of goals not only helps us achieve our dreams, but it also helps us understand the characters we read about when they face obstacles. Determining what we love and then worrying about losing it can be a lot, but it makes the story more real.

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 might people use vision boards?” “What all should you add to a vision board?” “When should you use vision boards?”

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">• List dreams I have (2 min)• Explain what vision boards are (3 min)• Start in Canva (5 min)
Guided Practice (we do)	<ul style="list-style-type: none">• “What should I look up?” (5 min)• “Which grid should I use?” (5 min)• “What dream should I focus on next?” (5 min)
Independent Practice (I do)	<ul style="list-style-type: none">• Creating their base vision board (10 min)• Adding pictures (20 min)
Closure/Check for Understanding	<ul style="list-style-type: none">• Submitting finished project (5 min)