



Northeast College Preparatory School Lesson Plan

Teacher(s): Eric Le Roy

Grade: 10

Subject(s): English II

Date of delivery: 9/10/12

- Common Core Learning Standards Addressed:
- **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.9-10.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL.9-10.5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

1. Learning Target(s): (What will the students know and be able to do as a result of this lesson?)

- Identify cultural elements in a literary text
- Choose textual evidence to answer guided questions about a poem

--

2. Essential Question(s)/Guiding Question(s):

How does one's culture shape who they become as an individual?

3. Higher Level Thinking Questions to be used during the lesson:

See Guided Reading Questions

4. Bridge/Connections/Hook:

Students will discuss their cultural mini-posters that they created in the previous class. They will then be introduced to the poem "My Mother Pieced Quilts". We will discuss the importance of quilts as a whole class.

5. Materials/Resources/Technology Integration:

Springboard Books
SmartBoard
Copy of Guided Reading Questions

6. Mini Lesson/Process/Procedure:

Teacher will guide the class through reading the poem, allowing different students to read each stanza.

7. Work Time/Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

After the poem is read through once as a whole class, students will work in pairs to reread the poem and answer each of the guided reading questions. As pairs work together, teachers will walk around the room to check answers and discuss individual stanzas and ideas with students as they work.

8. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

Both classroom teachers will circulate as students work on rereading the poem and answering the questions.

9. Homework/Extensions/Enrichment:

None

10. Formative Assessment Criteria for Success: (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)

After students are done working on their questions, groups will share their answers with the whole group. Teachers will add to the answers given if pertinent information is missing.

11. What adjustments will be made for students that do not meet the Criteria for Success?

Co-teacher will work with individual students to make sure they understand the poem and the questions that go along with it.

Reflections:

12. How does this lesson reflect academic rigor?

This lesson is from Springboard and is necessary in order to create a definition of culture that will be used for embedded assessment #1.

13. How does this lesson cognitively engage students?

- By forcing students to read and write for literary analysis and work with peers to choose examples from the text.
- Students will also have a chance to discuss elements of culture as presented in the poem.

14. How does this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Students work together to make meaning out of the poem and closely analyze the text.



Northeast College Preparatory School Lesson Plan

Teacher(s): Eric Le Roy

Grade: 10

Subject(s): English II

Date of delivery: 9/11/12

15. Common Core Learning Standards Addressed:

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

16. Learning Target(s): (What will the students know and be able to do as a result of this lesson?)

Students will be able to define and examine components of culture

Students will create and revise a working definition of culture

Students will begin building their vocabulary with words that help analyze and discuss culture

17. Essential Question(s)/Guiding Question(s):

What is culture?

18. Higher Level Thinking Questions to be used during the lesson:

How does one's culture make them who they are?

Why is culture important?

Why is it necessary to learn about the cultures of others?

19. Bridge/Connections/Hook:

Using prior knowledge, students will complete the prompt culture is.... on page 10 of the SpringBoard book

20. Materials/Resources/Technology Integration:

Springboard book

SmartBoard

Chart paper

Journals

21. Mini Lesson/Process/Procedure:

Teacher will lead a discussion with students on the prompt culture is... on page 10. One student will fill in the ideas shared by students on a large sheet of chart paper. We will then come up with a whole class definition of culture that will be posted and used for the rest of the school year.

22. Work Time/Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

After the class has created the definition of culture, students will be broken into groups to complete the culture vocabulary section of page 10 in the Springboard book. Each group will define one of the following words on chart paper: assimilation, stereotypes, custom, diversity, ethnocentrism, cultural norms. For their word, each group will provide a definition, visual representation, and examples of that word. The posters will be presented to the class, and students will then take notes in their binders of these key cultural words.

23. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson?
Consider all aspects of student diversity.)

I will be walking around monitoring groups as they complete their posters. As each group presents, I will add to their definitions and examples for their word where necessary and allow time for questions.

24. Homework/Extensions/Enrichment:

For homework, students will brainstorm a list of films, television programs, or texts that they have encountered that have dealt with some aspect of culture.

25. Formative Assessment Criteria for Success: (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)

Many informal checks for understanding throughout the lesson. Each group presenting an accurate representation of their word determines a successful product.

26. What adjustments will be made for students that do not meet the Criteria for Success?

One-on-one conversations with those who are not meeting criteria for success will take place.

Reflections:

27. How does this lesson reflect academic rigor?

Students are given a chance to create their own meaning for the idea of culture, and also will be participating in classroom discussion to enhance their understanding of this topic. They will also be working with vocabulary in this lesson that will require them to think deeply and apply prior knowledge.

28. How does this lesson cognitively engage students?

Students must think of their previous definition of culture, and use the discussion and information presented in this lesson to create a deeper understanding and meaning for the term.

29. How does this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Students will be working in groups to discuss vocabulary and present information to classmates. There will be students teaching one another and working on their communication skills.



Northeast College Preparatory School Lesson Plan

Teacher(s): Eric Le Roy

Grade: 10

Subject(s): English II

Date of delivery: 9/12/12

- Common Core Learning Standards Addressed:
- **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from

the text.

- **RL.9-10.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **RL.9-10.5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research
- **W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

30. Learning Target(s): (What will the students know and be able to do as a result of this lesson?)

- Identify cultural elements in a literary text
- Use prior knowledge and experience to connect to a literary text
- Write a short response to a literary text

31. Essential Question(s)/Guiding Question(s):

- What obstacles can one face when coming to live in a culture they are unfamiliar with?
- Should you hold on to pieces of your old culture even when you are living in a new one?

32. Higher Level Thinking Questions to be used during the lesson:

See journal entry

33. Bridge/Connections/Hook:

Class will discuss once again the definition of culture. Students will then predict how one's culture may make it hard to attend a new school with people of a very different culture from your own.

34. Materials/Resources/Technology Integration:

Springboard Books
SmartBoard
Journals

35. Mini Lesson/Process/Procedure:

Teacher will lead class through reading "Funny in Farsi", stopping periodically to discuss elements of culture presented in the text. Students will be asked to keep track of cultural references by underlining or highlighting them in their workbooks.

36. Work Time/Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

After the story is read, students will respond to the journal entry #1 prompt. This prompt is an opportunity for students to reflect on the reading, as well as to connect their own cultural experiences to that of the narrator in the story.

37. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

Both classroom teachers will circulate as students work on rereading the story and responding to the journal prompt.

38. Homework/Extensions/Enrichment:

None

39. **Formative Assessment Criteria for Success:** (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)

After students are done writing their responses, teachers will read them over and look for use of details from the text, organization, mechanics and ability to establish a connection between the text and their own experience.

40. What adjustments will be made for students that do not meet the Criteria for Success?

Co-teacher will work with individual students to make sure they understand the poem and the questions that go along with it.

Reflections:

41. How does this lesson reflect academic rigor?

This lesson is from Springboard and gives students a chance to write about their culture. They will also deeply analyze texts, which they need to practice for the NYS Regents exam.

42. How does this lesson cognitively engage students?

- By forcing students to read and write for literary analysis
- Students will also have a chance to discuss elements of culture as presented in the story
- Writing skills are practiced and reinforced

43. How does this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Students are given a chance to share ideas and responses with the class.



Northeast College Preparatory School Lesson Plan

Teacher(s): Eric Le Roy

Grade: 10

Subject(s): English II

Date of delivery: 9/13/12

- Common Core Learning Standards Addressed:
 - **RL.9-10.5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
 - **RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
 - **W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research
 - **W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - **L.9-10.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

44. Learning Target(s): (What will the students know and be able to do as a result of this lesson?)

- Students will read and analyze quotes
- Students will put quotes into their own words
- Students will choose literature that they have read that apply to each quote

45. Essential Question(s)/Guiding Question(s):

What literature can I use to apply to several widely used, popular quotes?

46. Higher Level Thinking Questions to be used during the lesson:

See quotes practice work sheet

47. Bridge/Connections/Hook:

Teacher will discuss the Critical Lens task from the NYS Regents exam and how today's lesson is practice for that essay.

48. Materials/Resources/Technology Integration:

NYS Regents Exam
SmartBoard
Quotes Practice Worksheet

49. Mini Lesson/Process/Procedure:

- Teacher will model analyzing one of the quotes on the practice worksheet, showing students how to interpret, agree or disagree, and apply literature and literary elements to that quote.
- Teacher will also provide definitions for many of the popular literary elements that they are expected to know and apply to literature that they have read. Students will take notes in their binders to use throughout the year.

50. Work Time/Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

Once teacher has modeled the process of analyzing a quote and setting up for a critical lens intro, students will work individually to repeat this process with each of the other quotes.

51. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson?
Consider all aspects of student diversity.)

Both classroom teachers will circulate as students work on analyzing the quotes. If students are having a hard time with any part of the task, teachers will help students think of examples, etc.

52. Homework/Extensions/Enrichment:

Students will choose one of the quotes that they are most comfortable with and turn it into a critical lens introductory paragraph.

53. Formative Assessment Criteria for Success: (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)

Teachers will look over each students' worksheet and see which parts of the task they are struggling with. Once the strengths and weaknesses of the group are determined, teachers will work together to create mini-lessons to improve weak areas.

54. What adjustments will be made for students that do not meet the Criteria for Success?

Co-teacher will work with individual students to make sure they understand the quote and are able to provide examples for each one.

Reflections:

55. How does this lesson reflect academic rigor?

This lesson requires analyzing someone else's words and also applying works of literature to each one. Students will also be required to think of literary elements that authors use to display the ideas in the quote.

56. How does this lesson cognitively engage students?

- By forcing students to read and write for literary analysis

- Students will also have a chance to apply literary elements
- Writing skills are practiced and reinforced
- Students become familiar with the requirements of the NYS Regents exam

57. How does this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Students are given a chance to discuss their ideas with the teacher verbally and through writing.



Northeast College Preparatory School Lesson Plan

Teacher(s): Eric Le Roy

Grade: 10

Subject(s): English II

Date of delivery: 9/14/12

- Common Core Learning Standards Addressed:
 - **RL.9-10.5.** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
 - **RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
 - **W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research
 - **W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - **L.9-10.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

58. Learning Target(s): (What will the students know and be able to do as a result of this lesson?)

- To apply the practice of close reading of text to a visual image
- To analyze the stylistic elements of a visual medium
- To create an interpretive statement about meaning and effect of a visual text

59. Essential Question(s)/Guiding Question(s):

How can you read visual art using close reading techniques?

60. Higher Level Thinking Questions to be used during the lesson:

See culture and art graphic organizer

61. Bridge/Connections/Hook:

Teacher will ask the class how reading art can be similar to reading text. Class discussion will take place getting ideas on the similarities.

62. Materials/Resources/Technology Integration:

Culture and Art Powerpoint
Culture and Art graphic organizer
Smartboard

63. Mini Lesson/Process/Procedure:

- Teacher will show explain Culture and Art Graphic organizer
- Teacher will show culture and art powerpoint and lead class in analyzing each piece of art using the ideas in the graphic organizer

64. Work Time/Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

Once teacher has modeled the process of analyzing art using the organizer, students will complete the organizer using another piece of art provided by the teacher.

--

65. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

Both classroom teachers will circulate as students work on graphic organizer. Teachers will adjust and assist students when necessary.

66. Homework/Extensions/Enrichment:

NA

67. Formative Assessment Criteria for Success: (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)

Teachers will grade graphic organizers that students hand in to look at whether they are able to apply the strategies modeled in class to a piece of cultural art.

68. What adjustments will be made for students that do not meet the Criteria for Success?

Teachers will hand back graphic organizers and give students an opportunity to make corrections or redo using another piece of art.

Reflections:

69. How does this lesson reflect academic rigor?

This lesson is in Springboard and encourages students to apply literary analysis and critical thinking skills to art instead of written text. This is a skill that they will be required to use as the unit progresses as well as in other content areas.

70. How does this lesson cognitively engage students?

- Students are given a chance to practice visual learning skills

--

71. How does this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Students will be given the opportunity to discuss their ideas for the graphic organizer with peers and adults in the classroom.