|  | **TEACHER NAME:** Billie Beginner**SUBJECT/GRADE:** English II**STANDARD(S) ADDRESSED:** 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. | **Peer Observation:****+ Good job with shared planning in PLT!** |
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| **ESSENTIAL QUESTION (EQ):** How do effective readers analyze details within a text to understand how themes emerge and develop? | **+ Clear Question** |
| **LESSON HOOK:** * Students read the Essential Question chorally and copy it into their interactive notebooks.
* Partners use vocabulary diagram rings to tell the other what *theme* and *emerge* mean.
* Write “viewers” above the word *readers* and “movie” above the word *text* and have the class read the Essential Question chorally again.
* Show the movie trailer for *Moana* and have students identify a likely theme of the film.
* Prompts students to agree on a single theme.
* Students watch the *Moana* trailer again and record supporting details, considering visuals, sounds, dialogue, and character actions and expressions. (Record in interactive notebooks.)
* Share and compile details reminding students of comparable elements in written texts.
 | **+ Choral reading good way to introduce the Essential Question.****+ Great scaffolding of vocabulary with diagram rings and partner review.****+Students highly engaged by movie trailer.****Mike, Ella, Olive, and Tim seem to really enjoy the movie trailer!**  |
|  | **GRAPHIC ORGANIZER:** Theme Development **VOCABULARY STRATEGY:** Vocabulary Diagram Ring**LESSON INSTRUCTION:** * With partners, students use Essential Question, notes, and vocabulary to compose a statement about theme in Moana using two of the key words (*analyze, theme, emerge, develop*).
* Display graphic organizer using projector and prompt students to draw a copy in their interactive notebooks.
* Teacher Read Aloud— Kate Chopin’s “The Story of an Hour”—read 1-2 paragraphs at a time
* Pause to check for understanding through Think-Pair-Share.
* Continue read aloud and checks for understanding until entire story is complete.
* Discuss how a new theme emerges.
* Model for students how to complete first sections of the graphic organizer, leaving the second theme and two details open for students to complete.
 | **+ Scaffolding is a strength—great use of partnering, interactive notebooks, and modeling.****∆ Teacher read-aloud engaged some students but seemed to annoy others. Saw some students express frustration at frequent stops for discussion.****Tad, Juan, Clara, and Andy were texting during this time.**  |
|  | **LEARNING TASK:*** Students finish their graphic organizers with a partner.
* If partners finish before others, they may begin the homework together.
* With 15 minutes remaining, partners begin “Got Your Back” checks with neighboring tables.
* Students make corrections as needed.
 | **+ “Got Your Back” check helped students who were struggling.** **+ Circulated and helped students think through conflicting ideas. The inclusion teacher assisted struggling students as well!** |
|  | **SUMMARY STRATEGY (i.e., Ticket Out the Door):** * Roses and Thorns: Think about today’s lesson on theme development; what do you understand very well (roses) and what do you still find confusing (thorns).

**Homework:** * Read opening excerpt from Amy Tan’s *The Joy Luck Club, pp. 19-26.*
* Make a list of unknown words and phrases.
* Identify one possible theme and write it in your own words.
* Copy two quotes from the text that helped you to determine the theme.
 | **+ Great use of summary strategy to uncover any remaining confusion.****∆ Not sure if pace and level of rigor is working for all students.** |

\*This sample lesson plan is for training purposes only and is not meant to serve as an exemplar.