|  | **TEACHER NAME:** Chris Confused  **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:**  **+ On pace and clearly planning with PLT teammates.** |
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| **ESSENTIAL QUESTION (EQ):**  How do effective readers analyze details within a text to understand how themes emerge and develop? | **+ Essential Question is clear.**  **∆ Did you ever review the EQ with students?** |
| **LESSON HOOK:**   * Whole class brainstorms titles of their favorite books while I compile a list on the board. * In partners, students select a book title from the board. * Partners use the graphic organizer to recall and record themes and details that contributed to the themes of the book. * Debrief together as whole group; invite at least two groups to report themes and details. | **+ Most students enjoyed discussions of themes in favorite books.**  **∆ Six students didn’t contribute ideas or complete the organizer. (Barry, Mike, Juan, Clara, Paige, and Al)** |
|  | **GRAPHIC ORGANIZER:** Theme Development  **VOCABULARY STRATEGY:** Vocabulary Diagram Ring  **LESSON INSTRUCTION:**   * Display the graphic organizer using projector. * Question students about each section of organizer. (Students use vocabulary diagram rings to help them answer.) * Students read Kate Chopin’s “The Story of an Hour” silently for 10 minutes. * Have whole class agree upon one likely theme and one supporting detail. * Tell students to copy these initial ideas to their graphic organizers, but warn them that the theme may change once they finish reading. | **+Good use of vocabulary strategy.**  **∆ Noticed that certain students answered all of the questions for the class. (Hugo, Lily, Jay, Bill, and Walter)**  **+ Interesting text that most students appeared to find engaging.** |
|  | **LEARNING TASK:**   * Students finish reading “The Story of an Hour” and complete their organizers independently. * With 10 minutes remaining in class, lead discussion of the following questions: * How did a new theme emerge and develop as you read further into the text? * What details from the text clued you in to the change? * Do you think the author meant to trick readers? Why or why not? | **∆ Some students quit reading and put heads down before they finished reading.**  **The following students just gave up: Don, Anna, and Luke. These were EC students-how might Ms. Hy Lighter support these students?**  **+ Good discussion! Several students noticed the change in theme and cited the text for evidence.**  **∆ How do you know if all students understood the lesson?** |
|  | **SUMMARY STRATEGY (i.e., Ticket Out the Door):**   * If you were to write a theme for your school day so far, what would it be? What details clued you in to this theme?   **Homework:**   * Read first section of Amy Tan’s *The Joy Luck Club, pp. 19-41.* * Answer reading questions 1-15. * Identify a possible theme of the book, and two details from the text that helped you to determine the theme. | **+ Fun way to review theme.**  **∆ How did you prepare students for this homework text?** |

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