Lesson Plan Template Date: 11/15/19

Materials: Binge sheets, students' copies of novels Technology Reeded: None	Grade: 10		Subject: English
Instruction Peer teaching/collaboration/ Googerative learning Large group activity Technology integration Sorratic Seminar Visuals/Graphic organizers PBL Lacture Discussion/Debate Discussion/Debate Technology integration Discussion/Debate Discussion/Debate	Materials: Bingo sheets, students' copies of novels		
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until time is up.			

Lesson Plan Template
Date: 11/15/19

	that another group did find. (At the end of their sharing, if possible, we will count up how many total Bingos each novel got to see which book wins. This may not work if there is only one group for one of the novels.)	
	Review (wrap up and transition to next activity):	
40-48	I'll choose some of the words and have students volunteer their specific examples from the text. I'll have them try to explain why the author chose to use that strategy, if applicable. Then, I'll tell them to hold onto their Bingo sheets as notes because they are now full of examples directly from their text. I'll ask if they have any final questions about any of the terms.	
48-50	Pack up.	

 Progress monitoring throughout lesson (how can you document your student's learning?)

Students will be assessed on their ability to find examples of the literary terms in their novels. Their ability to explain their thinking as well as their ability to find the terms will assess how well they know the literary terms.

Students should be able to explain their Bingo card examples at the end of the class period. (There may also be test on literary terms and examples from the text.)

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This activity took longer than planned, so we moved the review/sharing to the next day. I also chose to change it from a competition of which book wins to a normal blackout Bingo game. As students completed the activity, I assisted the struggling groups. All groups seemed challenged and asked questions when they did not understand one of the terms. There weren't any students distracted with phones. The group with students who were in the EL program struggled more than others, but I got to focus my attention primarily on their group. (They felt very comfortable asking questions and checking in to make sure their answers were right.) Overall, it seemed like students learned at least the terms they should know by grade 10: such as metaphor vs. simile, point of view, figurative language, etc. They also were surprised about how many examples they didn't notice while reading their book section the first time through. If I teach the lesson again, I will review the most difficult terms or go over any terms they may not have heard before handing out the bingo cards.