Lesson Plan Template
Date: __11/15/19_____

Grade: 10	Subject: English
Materials: Bingo sheets, students' copies of novels	Technology Needed: None

Instructional Strategies:		Guided Practices and Concrete Application:	
☐ Direct instruction	☐ **Peer teaching/collaboration/ cooperative learning**	☐ Large group activity ☐ Hands-on	
☐ **Guided practice**		☐ Independent activity ☐ Technology integration	
☐ Socratic Seminar	☐ Visuals/Graphic organizers	☐ **Pairing/collaboration** ☐ Imitation/Repeat/Mimic	
☐ Learning Centers	☐ PBL	☐ Simulations/Scenarios	
☐ Lecture	☐ Discussion/Debate	☐ Other (list)	
☐ Technology integration	☐ Modeling	Explain:	
☐ Other (list)			

Standard(s)	Differentiation
RL.3 *Analyze how and why characters and/or textual elements develop and interact over the course of a text: a. Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme. b. Cite strong and thorough textual evidence.* **RL.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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).*	**Below Proficiency:** Students who are below proficiency and do not know many of the terms will get assistance from their group members and from me as I walk around the room. They will also be encouraged to use their packets (if possible) to help re-identify literary devices they have already written about. **Above Proficiency:** Students will be able to practice finding examples of literary devices in their novels as they help their teammates and engage in the Bingo competition. They will be expected to be able to explain each of their answers. **Approaching/Emerging Proficiency:** Students will get the opportunity to practice finding real examples of literary devices. They will get help from their teammates and the teacher as necessary.
Objective(s) **TLW** *locate* specific uses of literary terms in their novel and cite evidence. **TLW** *examine* their novel for instances where literary terms contribute to the meaning and/or tone of the work. **TLW** *apply* their knowledge of literary terms they previously learned to further understand the complexity of the writing craft of their novel. **Bloom's Taxonomy Cognitive Level:** Understand, apply, analyze	**Modalities/Learning Preferences:** Visual (bingo card and guidelines on board), social, verbal, auditory (instructions)

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Students may choose their own groups for the activity, but groups are based on the novel they are reading. Groups of 3 members.	All students are expected to fill out their Bingo sheets—not just one per team. I'll keep the activities fast-paced so that there is less of a temptation to get distracted.

Minutes	Procedures
0	**Set-up/Prep**: Print Bingo cards
0-15 15-18	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** First: Quiz. After quiz, look over list of literary terms and work on defining them. Have students take out their list of literary terms and their novels. Ask if there are any terms they have never heard of and have other students try to define them. (If nobody can, define the term for them.)
18-23	**Explain: (concepts, procedures, vocabulary, etc.)** Students will get into groups of 2-3 based on the novel they are reading. I'll explain the activity: They must locate examples of each of the terms within their novel and write the example in the box or on another sheet of paper. They must include a page number. Not every term may be found in their book so far. They should be ready to explain their answers. Then, I'll pass out the Bingo cards
23-35	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Students will work together to try to get a Bingo on their card as a group. All students can write down their answers for examples for notes. We'll play for first place and see which book "won" with the most literary terms. We'll keep playing for more winners until time is up.

35-40	Then, students can group up with the other members of their book club and see if there are any answers that they couldn't find 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.)
40-48	**Review (wrap up and transition to next activity):** 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.

Formative Assessment: (linked to objectives, during learning)	Summative Assessment (linked back to objectives, END of learning)
• **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.