

Lesson Plan Template

Grade: 9		Subject: AVID	
Materials: teacher-selected passage, Sample Passage to hand out to students, passage typed out on slide, white board and markers, projector, dictionaries, thesauruses, student technology (phones or chrome books)		Technology Needed: Slide with passage typed out, projector, students can use phones/chrome books as dictionary or thesaurus	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 9-WRI.A.7 Reflect on one's own writing to encourage continual growth 9-WRI.B.4 Include descriptive sentences in pieces of writing		Differentiation Below Proficiency: Students will work in groups; these students can work with students that are above proficiency for an aspect of peer tutoring Above Proficiency: Students will work in groups; these students can work with student who are below proficiency to keep them more engaged as they are acting as peer tutors. Approaching/Emerging Proficiency: Again, groups will help these students, they can come up with ideas on their own as well as have the help and support of their peers. Modalities/Learning Preferences: Auditory: Reading the passages out loud will allow students to hear the academic vocab and the difference it makes in the passages Visual: Having the passages projected on the board as well as in front of the students will allow the, to see the words.	
Objective(s) Students will evaluate the word choice in pieces of writing Students will substitute words for more academic vocabulary Bloom's Taxonomy Cognitive Level: Evaluate. Create.			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be placed in small groups, they are to move to their groups quickly and quietly and start working right away			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be placed in small groups, they are to move to their groups quickly and quietly and start working right away		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) While working in groups all students must participate, no one student should be doing all of the group's work.	
Minutes	Procedures		
5 min	Set-up/Prep: Choose a passage with powerful, vivid, upgraded, or academic vocabulary Create document with the sample passage provided by AVID Create document with the teacher selected passage		
10 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Tell students: "I am going to read you a passage. As I do so, I would like you to close your eyes and concentrate on the words that you hear. When I am finished, I will ask you to share some of the words that captured your attention, and I will ask you to consider how the vocabulary adds to/detracts from the overall passage" Give students a quick background on "The Pit and the Pendulum" There was a man convicted of a crime and put to death. In this passage he is tied down to the floor and a pendulum is swinging above him that will be lowered to eventually kill him.		

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	<p>Read the “downgraded” version of the passage to students. Ask for their reactions</p> <p>Read the actual passage to the students. Have them state what difference the upgraded vocabulary made on them as they listened.</p> <p>Project the passage on the board</p> <p>Ask students what words caught their attention and circle them on the board First check for any clarifications that need to be made if they did not understand something</p> <p>Ask the students the following questions about the words on the board such as What makes the words powerful and effective? What makes them challenging to understand? What do these words add to the passage?</p> <p>Ask the students if they know any synonyms for any of the words on the board</p>
<p style="text-align: center;">8 min</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Explain and discuss why a writer might use academic vocabulary Increase credibility, make reading more enjoyable for the readers, better language often translates to better thoughts</p> <p>Discuss how readers might perceive writers based on the vocabulary the writer uses Ask students how they would react if I, as an English teacher, always spoke with really terrible grammar. They probably would not trust me as a teacher and they would question my ability to teach This is what happens when we use poor vocabulary in our writing Edgar Allan Poe’s words and phrasing engages the reader and forms new images in their minds and builds his credibility as a writer Same thing goes for academic writing Ask students for examples of when they have read something either really impressive or very poor and what this made them think of the writer and the work</p>
<p style="text-align: center;">15 min</p> <p style="text-align: center;">10 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will work in groups of three to upgrade the vocabulary in a sample passage As students are getting into their groups I will pass out the sample passage</p> <p>Students will work together to upgrade the underlined vocabulary They can use dictionaries or their phones to find synonyms Students will be instructed to check for clarity, conciseness, upgrading the words, or if they think they are good, leaving them the way they are.</p> <p>Once the groups are finished, I will project the passage on the board and ask groups for their substitutions and write them on the board. Students can write the other ones on their papers as well.</p> <p>One student will read the class version with the new updates We will then discuss the effectiveness of the changes What does the upgraded vocab accomplish? Are there places where the meaning is deepened or clarified? Are there any placed where it seems like the new word is too much? How do the new changes impact the tone, mood, intention, meaning?</p>
<p style="text-align: center;">7 min</p>	<p>Review (wrap up and transition to next activity):</p> <p>Students will be asked to consider the time writing they just completed and how they can upgrade their vocabulary in that situation. Entrance Slip for class tomorrow (Or if we have enough time, this will be an exit slip): Students will rewrite a paragraph of their timed writing essay with upgraded vocabulary.</p>

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<p>Formative Assessment: (linked to objectives) I will be checking how students were able to adjust the vocab in the sample passage, and this ability will be translated into their own writing through their exit slip.</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. While students are working in groups I will walk around to check on their progress, clarifying any questions or concerns.</p> <p>Consideration for Back-up Plan: If we finish early, I will allow students more time to work on their exit/entrance slip. I will also be flexible with the timing throughout the lesson based on how students are progressing.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Entrance Slip: Students will be reflecting on their own writing and working on updating their own vocabulary. If this is done as an exit slip, I will review them and give them back to the students the next day, as well as reading a couple at the beginning of class. If this is done as an entrance slip for class tomorrow, I will read them and provide feedback and get them back to the students the following day.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson overall went well. The students responded very well to the passage I selected and were open to sharing both ideas and questions. One change that I would make is preparing a small section of the Edgar Allan Poe passage and “downgrading” the vocabulary and asking the students to compare and contrast the two so they can clearly see how different word choice impacts the passage. I think the students were able to see the importance of using academic vocabulary. I think the tie in to the timed writing they were working on showed this knowledge because as I was listening to the different groups talk about their examples, I heard many of the students talk about different ways they could upgrade their essays and give suggestions to their peers as well.</p>	

Teacher Selected Passage from “The Pit and the Pendulum” by Edgar Allan Poe

The vibration of the pendulum was at right angles to my length. I saw that the crescent was designed to cross the region of the heart. It would fray the serge of my robe—it would return and repeat its operations—again—and again. Notwithstanding its terrifically wide sweep (some thirty feet or more), and the hissing vigor of its descent, sufficient to sunder these very walls of iron, still the fraying of my robe would be all that, for several minutes, it would accomplish. And at this thought I paused. I dared not go further than this reflection. I dwelt upon it with a pertinacity of attention—as if, in so dwelling, I could arrest here the descent of the steel. I forced myself to ponder upon the sound of the crescent as it should pass across the garment—upon the peculiar thrilling sensation which the friction of cloth produces on the nerves.

Downgraded version of the passage

The pendulum was swinging above me. I saw that it was going to cut right over my heart. It would cut my robe again and again. Its sweep was wide, and it was very loud. All that would happen for at least a few minutes is my robe being cut. I paused and did not want to think what would happen after this. I thought about it very hard, as though I could stop the pendulum by thinking hard about it. I made myself think about the sound it would make as it cut my clothes.

Sample Passage

Directions: Working in triads, upgrade the underlined vocabulary in the passage below. You may use dictionaries, thesauruses, and words from the word wall, but remember that your goal is to maintain clear writing and enhance or intensify meaning, mood, intent, etc., not to “stuff” the passage with as many “hard” words as possible.

Sadly, Isabella did not know which way to turn. The fact that she stood at a crossroad in her life was clear, but her conscious knowledge of that truth did nothing to help her make a decision. The fact that she knew, intellectually, that she had just two choices, both of which held danger, maybe even death, served only to increase the frozen state of indecision caused by her own fear. For a long time, she stood, still, unable, no unwilling, to move either mind or body. Then, calling upon a will that lay deep in her center, a will saved for a soul in crisis, Isabella found a flicker of her old courage, a part of herself that, with recent events, had been driven deep inside, and she used its warmth to melt the icy fear that, for some time, had left her lifeless, unable to function as she had once functioned. Slowly, Isabella awakened her courage to face the fear that consumed her, choose a path, and continue her journey. She willed the numbness to pass through her, and she willed the warmth to comfort her. She willed life back into her consciousness, her mind, and her limbs. Then, Isabella made her choice, and she took a first step toward an unclear future.