Curriculum, Instruction, and Assessment Synthesis

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Over the course of the semester, I have learned a large amount of information relating to the curriculum I will be teaching my future students, methods to use while instructing them, and how to assess my students to ensure that they have learned what they need to know. Through this paper, I will be reviewing each of these areas and explaining how I will be implementing this new knowledge and the resources I have created into my future classroom.

We talked about many different themes in class, beginning with what it takes to be an effective teacher. There are many different ways to become an effective teacher and really no ways work the same for everyone. To become an effective teacher, one must find the different methods that work well as well as those that do not work. As a teacher it is also very important to understand the students in the class. This should begin on the first day with the students and not stop throughout the year. When teachers have good understandings of their students, they can target their students' learning preferences and interests and create a much more effective learning environment. Another theme that was discussed is classroom management. This is a vital role in creating an effective classroom, as the way a classroom is managed has the ability to set the tone for the entire learning experience.

Throughout the course we have also discussed goals, standards, objectives, and unit and lesson planning. Each of these aspects are critical in teaching as the teacher needs to know the standards to teach the students, and what goals and objectives correlate with them. Also, creating unit and lesson plans to effectively teach the standards is very important as well. Within the lesson plans, it is important to integrate technology for the students to use in their learning process. Another theme discussed was questioning strategies and the different ways to ask questions that can bring the students to deeper levels of knowledge and understanding. Teachers

also have to decide how to teach their lessons and whether they will use direct or indirect instruction. Direct instruction essentially occurs when the teacher lectures the students and presents them with the information, whereas in indirect instruction the teacher plays the role of facilitator and guides the students to understanding, but they actively participate in their learning. After finishing with teaching the lessons comes assessing the learners, which was the last theme we discussed. There are many different ways teachers can assess students, and while testing is one of the most common, it was reiterated in this class that testing does not have to be the only method of assessing students.

There is constant discussion of what makes an effective teacher, and often it is thought to be one of two things, the teacher having strong content knowledge or the teacher having skilled methods of teaching. To be an effective teacher, one must possess both content knowledge and skilled teaching methods as each play a crucial role in education. Without content knowledge, the most skilled teacher would not be able to present adequate information to the students, but without good teaching methods, the students would either be too bored or confused to understand the information. I will remember this in my classroom by trying to constantly learn about my content area and practicing what I teach the students, if I am teaching my students grammar, but use poor grammar when I speak, that will be a contradiction in my teaching. I will also use engaging methods and strategies in my teaching to keep my students engaged. Again, when talking about grammar, this can be an extremely boring concept for high schoolers, and the only way they will engage in the learning is if the lesson is taught in an effective way, see Appendix A for my lesson plan on teaching students about commas and how I plan to engage them in this seemingly boring lesson.

With strategies for teaching the content, it will also be important for me to practice trial and error and see what methods work for me and what do not. No two teachers are the same, so what I might have really liked from some of my favorite or most influential teachers might not work as well for me. This does not mean I am less of an effective teacher than that other teacher was or is, but rather that specific method may not be the one for me and knowing there are many others that will work.

As a teacher, it is crucial to understand the students that make up the class. Students have different learning preferences, beliefs, temperaments, likes and dislikes, and all these aspects can change the classroom community. It is crucial for each student to feel safe in the classroom in order for them to get the most out of the class possible and enjoy going to class. I have heard so many teachers say that relationships are the heart of teaching, and I believe this to be true as well. Forming bonds with students is very important and a great step in respect, once the students know who know them and care about them, they will be so much more willing to do things for their teachers.

I believe it is important to reach the students on the first day of class. For my future classroom, I created a get-to-know-you sheet that the students will fill out on the first day of class, see Appendix B for my get-to-know-you activity. After the students fill these out, I will read them and learn so much about them, i.e. what their interests are, what activities they are involved in, and where they like to sit in the classroom. These small details can make a huge difference to the students as it is the smallest connections and acts of kindness that can go the longest way with students.

Classroom management is another extremely important aspect in creating a classroom environment that is conducive to learning and student thriving. Within a classroom there need to

be set rules relating to academics and conduct. I believe that these should be shown to the students and discussed with them on the first day, so that right from the beginning, the students know what is expected of them. Within the first weeks of school, it is very important for me to remember to enforce these rules, as being stricter in the beginning will allow the students to learn their expectations and they will then be able to follow the rules themselves with less interference from me, see Appendix C for my academic and conduct rules for the classroom.

Along with my rules for the classroom, my classroom mission statement will also set the tone for my classroom management style. I will display my mission statement above the door in my classroom so that students know exactly what the goal of my class is, See Appendix D for my Classroom Mission Statement. I think it is important to have the mission posted for the students to see and also discuss it at the start of the semester. Along with the rules, this sets up high, but reasonable expectations for my students, and allows them to know exactly what these are and how they can fulfil them.

One other important aspect in classroom management is with-it-ness, or being present in the classroom and knowing what they students are doing. This can be displayed in many ways such as maintaining eye contact with the students, keeping eyes moving rather than fixed on one thing, and being close to the students. Each of these allows the teacher to understand the environment of the classroom, and keep track of what students are doing. I think this will be very important in my future classroom, especially when students are working with technology, whether it be for research for a paper or doing an online activity. If I am walking around the students and being present in more than just one area of the room, students will be more likely to stay on task, rather than mess around.

Understanding the goals, standards, and objectives is also crucial for me as a teacher. Before this class, I did not possess much knowledge about Common Core standards nor did I realize how important they are. I have found that having clear goals and objectives and presenting them to the students at the beginning of the lesson is very beneficial in guiding the students in their learning and it gives them a clear roadmap, so they can understand where there learning is headed. To see an example of objectives I created for a lesson, look at Appendix A. Reference A holds a lesson plan which has objectives in it that I will post on the board at the start of the lesson so that the students know what to expect from the lesson.

Unit plans and lesson plans will be another thing that I will be creating all the time in my future career. Creating the lesson plans according to goals, standards, and objectives is a very useful task. Interdisciplinary plans are useful and can greatly benefit students as they are learning about similar concepts across disciplines during the school day. Students can take what they learn in history class and let that knowledge influence their background reading in English class, to see an example of an interdisciplinary unit plan I created with a few other classmates, see Appendix E.

In today's society, technology is becoming evermore present and students are becoming much more reliant on as well. It is important to give the students the ability to use technology in class and let it aide in their learning. While in an English classroom, I would like to focus on class discussion about the readings, and therefore, at certain times in my classroom, I will not be using much technology. While this is true, there are still many times where I can use technology in my lessons. It is also important that I ensure that the students are the ones using technology and that I am not the only one using it. To see my lesson plan with technology integrated, reference Appendix A. Allowing the students to use technology allows for more differentiated

instruction in the classroom. When working online, students can move at their own pace and review things more slowly if they need to take more time understanding a concept.

As a teacher, I will be asking students questions constantly throughout the year. Throughout the semester, I have learned the different ways to ask questions and the different purposes that questions have. In my classroom, it is important to differentiate the types of questions I ask my students to ensure that I am moving them past the knowledge level of Bloom's Taxonomy and to the higher levels of understanding. I also plan to use questioning in my future classroom to have the students partake more fully in their learning. When discussing literature there are many opportunities for questions that lead the students to further their understanding and come to the knowledge on their own, to see an example of how I would ask questions at each level of Bloom's Taxonomy, see Appendix F.

There are many ways to instruct students, two of which being direct instruction and indirect instruction. Each of these have their place in the classroom and finding the right blend of both is ideal for the students and the teacher. Direct instruction is typically what comes to mind when someone thinks about teaching, imagining a teacher standing in front of the class presenting a lecture. It however, should not be the only strategy used for teaching. Direct instruction can be useful for introducing new concepts to students, as they need to be presented the knowledge originally before they can draw deeper meanings from it. To see my lesson plan for direct instruction, see Appendix G. Throughout my time in school I have seen many strategies that work well for direct instruction, as well as many that do not work. Implementing direct instruction requires a knowledge of the content that is deep enough for the teacher to not read directly from a book or PowerPoint, as that will be tedious for the students, it also requires that the teacher present the information in an interesting way to keep the students engaged. These

are all things I had to think about when creating my lesson plan as well as in my future classroom.

Indirect instruction is also very beneficial for students. This would allow me, as the teacher, to be more of a facilitator while my students take an active role in the process of their learning. To see how I adapted my direct lesson plan into an indirect lesson plan, see Appendix H. Within indirect instruction, it is still important for the teacher to be there for the students when they have questions or get stuck on certain concepts. Indirect instruction will work very well in my future classrooms while we do things like circle discussions about the texts. In these situations, I may present some questions to the students, but the rest of the discussion is up to them to control. This allows them to control the discussion and discuss the material they found the most difficult or interesting.

The final piece after teaching students is assessing them to ensure the students learned and retained the information. This can be done through many different methods, typically the most common being testing. Within a test, there are many different types of questions to ask students and the questions should be at varying levels of complexity in Bloom's Taxonomy, to see an example of a test I created, see Appendix I. There are other ways to assess learners that can accomplish the same goals as a test, to see my alternate form of assessing learners, see Appendix J. In my future English classroom, there will be plenty of opportunities for me to assess my students in ways other than through testing them. While tests are important and have their place, using alternate forms of testing for assessing my students will be important as well. Using other forms breaks students from the regular test routine and also allows students a chance to express creativity through this as well.

Throughout this semester, I have learned much about the areas of curriculum, instruction, and assessment and have created many artifacts that will help me immensely in my future classroom. Many aspects of this class will be applicable to my future career and helpful to my future students. Learning methods to become a more effective teacher, creating lesson plans with clear objectives, and learning different teaching strategies will help form me into the best teacher I can be for my students.

In my future classroom I would love to have desks that are easy to move to ease the transition of the classroom to suit whatever style of teaching I am doing on a given day. If the tables can face the board one day, but easily transition to a circle for a discussion that would be ideal for the classroom environment. I will have my classroom mission statement and rules posted by or above the door, so it is there as a constant reminder for the students. I recently was in a classroom that had the English standards posted on the wall so that the students could see them and know what they were expected to do and learn throughout the year, which I plan on doing as well. I think these will help students know what they will learn over the year and their expected behavior through the process which will aide in setting up a classroom conducive to learning.

Appendix A

This lesson shows an example of a lesson that includes technology integration as well as

an effective way to teach grammar to students.

Grade: 9	Subject: English
Materials: Comma prezi, comma handout, computers and internet access	**Technology Needed:** projector, students need their phones, student access to laptops and the internet
Instructional Strategies: ☐ Direct instruction ☐ Guided practice ☐ Socratic Seminar ☐ Learning Centers ☐ Lecture ☐ Technology integration ☐ Other (list) ☐ Peer teaching/collaboration/cooperative learning ☐ Visuals/Graphic organizers ☐ PBL ☐ Discussion/Debate ☐ Modeling	**Guided Practices and Concrete Application:** ☐ Large group activity ☐ Hands-on ☐ Independent activity ☐ Technology integration ☐ Pairing/collaboration ☐ Imitation/Repeat/Mimic ☐ Simulations/Scenarios ☐ Other (list) Explain:
Standard(s) L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing .	**Differentiation** **Below Proficiency:** Students can do more practice online and if they need more direct instruction, I can form a small group of students who still need help and we can do more practice sentences together.

Objective(s)
    Students will be able to identify between fused sentences and comma splice errors.
    Students will be able to assess sentences and determine whether or not the sentences have correct punctuation.
    Students will be able to modify the sentences to fix comma errors.
    Students will understand the rules for comma use and be able to apply them to proofreading sentences.
 	
    Bloom's Taxonomy Cognitive Level:
    Identify, Apply, Analyze
	Above Proficiency:
	Students can progress through the practice at their own pace. If they finish early, they can move on to exercise 2 for each section. If students finish early they can group with students who need more help and work through some of the problems with them, or complete their exit slips early and read their choice novels.
	
	Approaching/Emerging Proficiency:
	These students will be able to work at their own pace through the sentence practices. If they are in need of more help, the websites provide explanations for the answers, or they can talk to me for further explanation.
	
	Modalities/Learning Preferences:
	Kahoot for kinesthetic learners, prezi discussion for auditory learners, handout for visual learners.

Classroom Management- (grouping(s), movement/transitions, etc.)
    In transitioning from game to discussion, students are expected to calm themselves after the end of the game to prepare for the lesson.
    When students are going to write on the board, they will be called on by the teacher and will simply walk to the front of the room, not run or be obnoxious as they travel to the board.
	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
	    When students are using technology, they are expected to be only using in for the purpose of the class, not to be doing other things online.

Minutes	Procedures
5 min	**Set-up/Prep:** Have Kahoot up and ready for students to join the game as they enter Have comma notes printed for students Have website links ready to share with the students

3 min **10 min**	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** As students enter the classroom, they will join the Kahoot game that is up on the board. Next to the Kahoot page I will have the daily grammar workout from the GrammarBytes twitter page up for the students to assess. Once the students are all seated, we will discuss the answer and submit our vote Students will then participate in a Kahoot game about commas to assess a general understanding of where the students are at the beginning of the lesson.
15 min	**Explain: (concepts, procedures, vocabulary, etc.)** Open prezi about commas and students will receive a handout as well We will discuss the rules for correct comma usage Use commas to separate items in a series, after introductory words or mild interjections, to set off words of direct address, to set off one or more words that interrupt the flow of a sentence, and to set off nonessential items. Have a comma between two independent clauses that are joined with a coordinating conjunction and to separate subordinating clauses at the beginning of sentences. The prezi will include the rules as well as examples of how they are used We will then discuss what are the most commonly made mistakes with commas, including comma splice errors and fused sentences.
5 min **10 min** **10 min**	**Explore: (independent, concreate practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Students will practice adding or removing commas in sentences on the active board together One student at a time will go up and correct an error in the sentence, we will do around 3 Students then grab their laptops and are directed to the links on the board Students will go to Grammar Bytes and do Exercise 1 in the Comma section Students will then do Exercise 1 in the Comma Splice and Fused Sentences section
5 min	**Review (wrap up and transition to next activity):** I will pass around the exit slips to students. Students will record how far they made it in their online practices and rate how confident they feel on the use of commas on a scale of 1-5, 5 being extremely confident. They will complete their exit slips and turn them in before they leave my class

| **Formative Assessment: (linked to objectives)**
Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.
I will be walking around monitoring the students' progress and checking in on if they have any questions while they are working.

Consideration for Back-up Plan:
If students finish early they can progress and do the other exercises on Grammar Bytes. If students are understanding the concept and are continuously getting all the answers correct, I will give them the exit slip early and if they get all of the answers correct, they can read their choice novels. | **Summative Assessment (linked back to objectives)**
End of lesson: Students will have an exit slip of three sentences where they either need to add or remove commas. They will turn them in before they leave, and I will grade them to check everyone's understanding.

If applicable- overall unit, chapter, concept, etc.: |

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

Appendix B

This handout will be given to students on the first day so that I can effectively get to know the students.

Appendix C

These class rules will be posted in the classroom and be up throughout the year as a constant reminder to students.

Miss Voeller's Rules for English 11

Academic Rules

READ

Always read the assigned materials. Outside sources are great to aid in your understanding, but if I wanted you to only read the summaries, that is what I would assign.

MATERIALS

Come to class with your textbook/novel, a writing utensil, completed homework, and a good attitude *every day*.

HOMEWORK

YOU ARE EXPECTED TO COME TO CLASS WITH YOUR HOMEWORK COMPLETED. YOU WILL GET TWO EXCUSED SLIPS THAT YOU CAN USE ON YOUR LATE WORK, OR TURN THEM IN AT THE END OF THE SEMESTER FOR 5 POINTS EACH.

LATE WORK

If you do not turn in your homework and have not made prior arrangements, you will lose a letter grade for every day that it is late. This is still better than a 0, so please still turn it in.

PERFECTION

I don't expect perfection from you, but I do expect to see full effort in your work this semester

Conduct Rules

CELL PHONES

Have your cell phones on silent. Place it face down on the top right corner of your desk. Only use is when I give you permission. if there is an emergency situation, let me know and we can work something out.

ENTERING CLASS

Each day when you enter class, find your seat and begin the bell work on the board

BATHROOM

If you need to use the restroom raise your hand with a sideways thumb and wait for me to acknowledge your request. Please do not ask to leave in the middle of discussion. Leave and enter the room quietly.

RESPECT

YOUR PEERS. YOUR SCHOOL. YOUR TEACHERS. YOURSELF.

HONESTY

I expect academic honesty with your homework as well as personal honesty. I will be

much more understanding and willing to help you if you approach me about a situation

honestly.

Appendix D

This mission statement was created for my classroom and will be displayed above the door.

Mission Statement: My classroom should be a place where everyone feels safe, respected, and eager to learn. Students will play an active role in their learning through group and individual work and are expected to work at the best of their abilities and put forth no less effort. Students will know and follow their expectations in order to promote the most conducive learning environment while finding joy and pride in their actions and the work they produce.

Appendix E

This link is for my interdisciplinary unit lesson plan, consisting of history, math, English, and science.

https://docs.google.com/document/d/1SydPlaOv2Sez_Emxz7oSkEfyhAc22mi7SGDBBPYqt8Y/edit

Appendix F

This is an example of questions that are at each level of Bloom's Taxonomy that will lead

students to a deeper understanding of *Hamlet.*

RL.3: Analyze how and why multiple characters and textual elements develop and

interact over the course of a text:

a. Analyze how multiple complex characters and literary elements (e.g., symbolism,

mood, setting, etc.) 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.

Knowledge:

What is the definition of a complex character? Can you identify one complex

character in *Hamlet*?

Comprehension:

In your own words, what is Hamlet's "To be or not to be" soliloquy about? Based

on his word choice what does this reveal about his mental state at this point?

Application:

Can you apply what you know about modern day relationships to Hamlet and

Ophelia, does this reveal anything about the characters' intentions?

Analysis:

How can you distinguish between Hamlet and Laertes? Can you relate how their

situations are similar? How do they differentiate in their actions, and how do their interactions

develop the plot?

Synthesis:

Can you create a character map showing the relationships between each character?

Evaluation:

Based on your assessment of Hamlet from the start to end of the play, do you think he was justified in his actions?

Appendix G

This is a direct instruction lesson plan and states the standards and goals for the lesson as

well.

Grade: 9	Subject: English
Materials: *A Middsummer Night #nofilter*, literary terms Prezi, literary terms packet (students will already have), plot diagram sheets	**Technology Needed:** Poll everywhere, internet access, students will need their cellphones or tablets, laptop, projector

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

Standard(s)	Differentiation

RL.2: Determine and analyze a theme and/or central idea of texts:
    a. Determine a theme and/or central idea.
    b. Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
    c. Cite strong and thorough textual evidence.
 	
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.
	Below Proficiency:
	Students will receive literary term packets that are pre-filled out. This will allow them to focus their attention solely on the lecture and what extra information is being presented about the terms.
	
	These students may also use a translation of the text such as the No Fear Shakespeare version, this will allow them to be able to better understand the text.
	
	Above Proficiency:
	I would challenge these students to provide 2-3 quotes for each of the boxes in their plot diagram so that they will have to search through the text and familiarize them a bit more.
	
	I would have a separate worksheet for these students, the boxes will not be labeled, so that these students have the extra challenge of figuring out which box correlated to which aspect of the plot.

Objective(s) The student will create a plot diagram detailing the actions of the play as well as mapping how the characters influence the action. The students will identify themes in the play. The student will analyze the motivations of the complex characters as well as how these motivations change over the course of the text. The student will explain how the characters advance the plot and themes of the text. **Bloom's Taxonomy Cognitive Level:** Understand, Comprehension, Analysis, and Synthesis	**Approaching/Emerging Proficiency:** I would encourage these students to work in small groups with each other, so they can build on the understanding of each other to reach proficiency. **Modalities/Learning Preferences:** For visual learners I will have the terms on the board and they will also write them, so they can see their note packet. For auditory learners I will be explaining the concepts verbally. For kinesthetic learners, they will actively be writing, and I will also allow them to move around the room to work on their plot diagrams.

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
For groupings I would instruct the students that want to work alone to move to one side of the room. Students who want to work in small groups would move to the other side of the room and get in small groups of no more than four. Students with less understanding would be advised to find another student who has a better understanding of the concept for an aspect of peer tutoring. During instruction, students will be seated at their desks facing the board. During work time students are allowed to move around, move their desks, or sit on the floor if they choose.	Students are to use their phones only for the voting, once that is finished they are to place their phone face down on the top left corner of their desk. Students are allowed to choose their own groups, if any student is not included, I will have to assign groups. Students working in groups must all participate, not let one person take over, and keep their voice levels at a quiet level to be conducive to the students who chose to work alone. When class is over, it is the responsibility of the students to return the room back to normal.

Minutes	Procedures
5 min	**Set-up/Prep:** Create and set up the poll Have the literary term Prezi loaded Have the plot diagram sheets ready to handout
2 min **5 min** **5 min**	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Have students participate in a poll everywhere. Students will vote on: Does the language Shakespeare uses a) add to the overall effect of his plays b) distract me as a reader because I do not always understand the language c) increase the difficulty but not distract from the enjoyment of the play d) seem too old and should be updated for modern readers. Observe results. Show students *A Midsummer Night #nofilter* by OMG Shakespeare and read them Act V, Scene 1. Ask students if they think this humorous book has the same effect that Shakespeare's actual play has and if they think readers can get the full effect of the plot and themes through just reading something like this. (Allow students to control this discussion after the question has been posed).
30 min **10 min** **5 min**	**Explain: (concepts, procedures, vocabulary, etc.)** Instruct students to pull out their packet of literary terms, pull up the literary terms Prezi. http://prezi.com/8dcf0rh_men5/?utm_campaign=share&utm_medium=copy Define plot: Plot is the organized pattern or sequence of events that make up a story. Every plot is made up of a series of incidents that are related to one another; exposition: This usually occurs at the beginning of a story. Here the characters are introduced. We also learn about the setting of the story. Most importantly, we are introduced to the main conflict (main problem), rising action: this part of the story begins to develop the conflicts, falling action: all loose ends are tied up, climax: turning part of the story, denouement: resolution of the story, static characters: characters that do not go through major changes over the course of the work, dynamic (complex) characters: characters that go through internal or external change during the story, and theme: main idea or underlying message of the work. Students will fill out the definitions in their packet Students do not need to write examples, but they are encouraged to do so Talk about the themes present in the play and how they develop over the text and how the characters influence this- this will be mainly student led Love, reality and dreams, and gender Present different characters to the students and ask them to decide whether the character is static or dynamic and why. Lysander, Hermia, Oberon, and Puck (do not need to talk about all of them, adjust according to time so that the students get time to work on their assignment)

10 min	**Explore: (independent, concreate practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)**
	Students will create a plot diagram, noting what actions in the play match each of the components of plot discussed previously. The students will include at least one quotation to support their choices. They will also include how the characters influence each portion of the plot.
	(The students will not complete this in the time given, it is just a starting period for the students that way I am present if they have any questions about the assignment).
	Students can choose to work in groups (of no more than four) or work alone. The students who choose to work in groups in class can choose to finish the assignment alone. It will be due in two days (if this lesson was done Monday the assignment would be due on Wednesday).
	Students will receive more time in class tomorrow to work on their plot diagrams.
5 min	**Review (wrap up and transition to next activity):**
	I will have students take out a sheet of paper to complete their exit slip.
	Students will choose one complex character from the play and writing a short paragraph explaining how the character's actions influenced the other characters and how this character develops the plot.
	Students will complete their exit slips and turn them in before leaving class

Formative Assessment: (linked to objectives)	**Summative Assessment (linked back to objectives)**
Progress monitoring throughout lesson-clarifying questions, check- in strategies, etc.	**End of lesson:**
I will be walking around during work time to see how the students are doing and checking if there are any concepts that the students seem to be struggling with.	On a sheet of paper, students will choose one complex character and in a short paragraph explain how his or her actions influences the other characters as well as the development of the plot. This will be handed in before the students leave and I will review the answers to see if there is any further clarification I will need to provide.
Consideration for Back-up Plan:	**If applicable- overall unit, chapter, concept, etc.:** Students will choose what project they would like to pick and whether they would like to work in a group or alone. The options are, creating a news broadcast, a song, a children's book, or writing a paper.
Students can use remaining time in class to work on their plot diagrams and finding quotes. If students finish early, they can read their choice novel that they have for the next book report.	Rubrics will be as follows: News Broadcast: News Cast Rubric Song: Song Rubric Children's Book: Children's Book Rubric Paper: Paper Rubric

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

Appendix H

This is an adaptation of the direct instruction lesson plan that has been altered to indirect instruction.

Grade: 9	Subject: English
Materials: *A Middsummer Night #nofilter*, colored construction paper, markers, scissors, plot diagram sheets	**Technology Needed:** Poll everywhere, internet access, students will need their cellphones or tablets, laptop, projector

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

Standard(s)	**Differentiation**

RL.2: Determine and analyze a theme and/or central idea of texts:
     a. Determine a theme and/or central idea.
     b. Analyze in detail the development of the theme or idea over the course of the text,
     including how it emerges and is shaped and refined by specific details
     c. Cite strong and thorough textual evidence.
 	
 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.
	Below Proficiency:
	 Students will receive graphic organizers that are pre-filled out. This will allow them to focus their attention solely on the other examples their peers provide and what extra information is being presented about the terms.
	
	 These students may also use a translation of the text such as the No Fear Shakespeare version, this will allow them to be able to better understand the text.
	
	 Above Proficiency:
	 I would challenge these students to provide 2-3 quotes for each of the boxes in their plot diagram so that they will have to search through the text and familiarize them a bit more.
	
	 I would have a separate worksheet for these students, the boxes will not be labeled, so that these students have the extra challenge of figuring out which box correlated to which aspect of the plot.

Objective(s)
     The student will create a plot diagram detailing the actions of the play as well as mapping how the characters influence the action.
 	
     The students will identify themes in the play.
 	
     The student will analyze the motivations of the complex characters as well as how these motivations change over the course of the text.
 	
     The student will explain how the characters advance the plot and themes of the text.
 	
 Bloom's Taxonomy Cognitive Level:
     Understand, Comprehension, Analysis, and Synthesis
	Approaching/Emerging Proficiency:
	 I would encourage these students to work in small groups with each other, so they can build on the understanding of each other to reach proficiency.
	
	 Modalities/Learning Preferences:
	 For visual learners I will type the definitions the students are providing as they are giving them, so they can see as well as hear what their classmates are saying. The graphic organizer is also helpful for visual learners. For auditory learners, the definitions will be spoken by the class while we are finding the correct definitions. For kinesthetic learners, they will actively be writing, and I will also allow them to move around the room to

	work on their plot diagrams, as well as working hands on to create their foldable organizers.
Classroom Management- (grouping(s), movement/transitions, etc.) For groupings I would instruct the students that want to work alone to move to one side of the room. Students who want to work in small groups would move to the other side of the room and get in small groups of no more than four. Students with less understanding would be advised to find another student who has a better understanding of the concept for an aspect of peer tutoring. During instruction, students will be seated at their desks facing the board. When the students are having their discussion, they are to turn their tables to create a circle to facilitate communication. During work time students are allowed to move around, move their desks, or sit on the floor if they choose.	**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)** Students are to use their phones only for the voting, once that is finished they are to place their phone face down on the top left corner of their desk. Students are allowed to choose their own groups, if any student is not included, I will have to assign groups. Students working in groups must all participate, not let one person take over, and keep their voice levels at a quiet level to be conducive to the students who chose to work alone. When class is over, it is the responsibility of the students to return the room back to normal.

Minutes	Procedures
5 min	**Set-up/Prep:** Create and set up the poll Have the following instructions written on the board for the students to see as they walk in Grab one piece of construction paper. Grab a scissor. Grab a marker if you need one. Sit at your desk, but do not mess with the Supplies until you are given further instruction. Have the supplies the students need out on the front table Have the plot diagram sheets ready to handout
2 min 5 min 5 min	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Have students participate in a poll everywhere. Students will vote on: Does the language Shakespeare uses a) add to the overall effect of his plays b) distract me as a reader because I do not always understand the language c) increase the difficulty but not distract from the enjoyment of the play d) seem too old and should be updated for modern readers. Observe results. Show students *A Midsummer Night #nofilter* by OMG Shakespeare and read them Act V, Scene 1. Ask students if they think this humorous book has the same effect that Shakespeare's actual play has and if they think readers can get the full effect of the plot and themes through just reading something like this. (Allow students to control this discussion after the question has been posed).
8 min 20 min 12 min	**Explain: (concepts, procedures, vocabulary, etc.)** Students create a vocabulary graphic organizer with the terms plot, exposition, rising action, falling action, denouement, and theme. Pass out plain construction paper to the students and tell them to fold it in half hotdog style. They will need 6 spaces for 6 vocab words so they will need to cut so there are 6 equal blocks so when they lift up the term, the definition will be revealed. Students should label the rectangles with the vocab words Once students have created their organizers we will formulate definitions based on their understanding I will have the words projected on the boards I will ask the students what they understand **plot** to be: as students raise their hands and give answers, I will type them up on the board so the students can have another visual. Once everyone who had their hand up answers, together we will formulate

10 min	the best definition for the word that the students will write down on their graphic organizer. If they miss any important aspect
	    of the definitions I will add it
	        We will continue this process for each word
	
	        Once students are finished creating their foldable organizers, we will adjust the classroom to form a circle for discussion
	            I will pose the questions: What themes do you see present in *A Midsummer Night's Dream* and how do they develop over the text? How do you see the characters influencing the themes?
	                I will allow the students to control the discussion, only interjecting if they get off track or get stuck and need guidance.
	
	            Once the students have come to an end of this discussion I will pose the following question as well: What characters in the play are static and which are dynamic? How do you know?

10 min	**Explore: (independent, concreate practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)**
	        Students will create a plot diagram, noting what actions in the play match each of the components of plot discussed previously. The students will include at least one quotation to support their choices. They will also include how the characters influence each portion of the plot.
	            (The students will not complete this in the time given, it is just a starting period for the students that way I am present if they have any questions about the assignment).
	            Students can choose to work in groups (of no more than four) or work alone. The students who choose to work in groups in class can choose to finish the assignment alone. It will be due in two days (if this lesson was done Monday the assignment would be due on Wednesday).
	            Students will receive more time in class tomorrow to work on their plot diagrams.

5 min	**Review (wrap up and transition to next activity):**
	        I will have students take out a sheet of paper to complete their exit slip.
	        Students will choose one complex character from the play and writing a short paragraph explaining how the character's actions influenced the other characters and how this character develops the plot.
	            Students will complete their exit slips and turn them in before leaving class

Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)

Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.
        I will be walking around during work time to see how the students are doing and checking if there are any concepts that the students seem to be struggling with.
 	
        Consideration for Back-up Plan:
        Students can use remaining time in class to work on their plot diagrams and finding quotes. If students finish early, they can read their choice novel that they have for the next book report.
	End of lesson:
	        On a sheet of paper, students will choose one complex character and in a short paragraph explain how his or her actions influences the other characters as well as the development of the plot. This will be handed in before the students leave and I will review the answers to see if there is any further clarification I will need to provide.
	
	        If applicable- overall unit, chapter, concept, etc.:

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

Appendix I

This is an example of a test created for the above lesson plans.

A Midsummer Night's Dream

Name_____Date_____

_____

PART 1: TRUE/FALSE

Directions: Read the following statements carefully and decide whether they are true or false. Circle TRUE if you think the statement is true, circle FALSE if you think the statement is false. If the answer is false, correct it to make it true.

1. TRUE or FALSE: At the end of the play, Hermia ends up with Lysander.

2. TRUE or FALSE: Demetrius was originally in love with Helena, but because of a love potion, ends up in love with Hermia.

3. TRUE or FALSE: Puck is a mischievous fairy and loves playing tricks on people. Puck is also extremely loyal to Oberon. By the end of the play, Puck is genuinely concerned about the fate of the Athenian lovers. Because of these differing qualities, Puck is a static character.

4. TRUE or FALSE: Oberon sends Puck to find the flower so he can make Titania fall in love with something hideous.

5. TRUE or FALSE: Egeus is upset with Hermia at the beginning of the play because she wants to join a play with Quince.
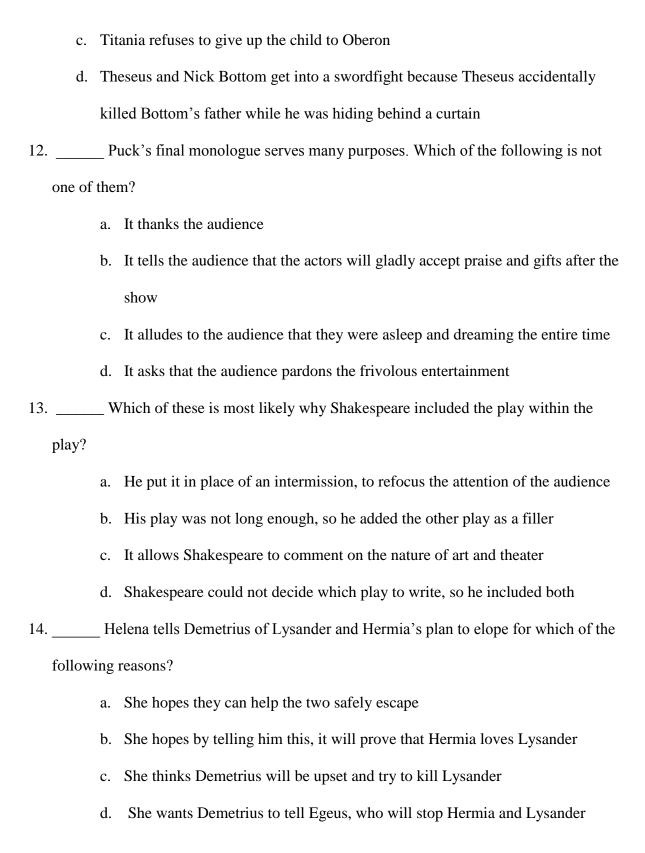
PART 2: MATCHING

Directions: Match the literary term in Column B to the corresponding definition in Column A by placing the letter of the term in the blank in front of the definition. Not terms answers will be used, no term will be used more than once.

6. _____ Demetrius' feelings towards Helena and Hermia change throughout the play, this inner change over the course of play makes him what?

7. _____ Main idea or underlying message of the play.

8. _____ Background information typically presented at the beginning of the play.

9. _____ Lysander does not undergo much change throughout the play and loved Hermia throughout. This makes him what?

10. _____ Sequence of events that makes up the story.

A. Plot   B. Theme   C. Climax   D. Exposition   E. Static Character   F. Dynamic

PART 3: MULTIPLE CHOICE

Directions: Choose the best option from the ones provided. Write the letter of your answer on the line provided.

11. _____ Which of the following is NOT an example of a character's action developing the plot of *A Midsummer Night's Dream*?

a. Puck listens to Oberon and decides to sprinkle the love potion into Lysander's eyes

b. Lysander and Hermia agree to meet in the woods and elope

    c. Titania refuses to give up the child to Oberon

    d. Theseus and Nick Bottom get into a swordfight because Theseus accidentally killed Bottom's father while he was hiding behind a curtain

12. _____ Puck's final monologue serves many purposes. Which of the following is not one of them?

    a. It thanks the audience

    b. It tells the audience that the actors will gladly accept praise and gifts after the show

    c. It alludes to the audience that they were asleep and dreaming the entire time

    d. It asks that the audience pardons the frivolous entertainment

13. _____ Which of these is most likely why Shakespeare included the play within the play?

    a. He put it in place of an intermission, to refocus the attention of the audience

    b. His play was not long enough, so he added the other play as a filler

    c. It allows Shakespeare to comment on the nature of art and theater

    d. Shakespeare could not decide which play to write, so he included both

14. _____ Helena tells Demetrius of Lysander and Hermia's plan to elope for which of the following reasons?

    a. She hopes they can help the two safely escape

    b. She hopes by telling him this, it will prove that Hermia loves Lysander

    c. She thinks Demetrius will be upset and try to kill Lysander

    d. She wants Demetrius to tell Egeus, who will stop Hermia and Lysander

15. _____ What happens when the fairies put the flower juice on a person's eyes?

     a. The person will fall in love with the first thing he or she sees

     b. The person's head will turn into the head of whatever animal the fairy chooses

     c. The person will have weird, vivid dreams

     d. The person will enter the world of the fairies

PART 4: COMPLETION

Directions: Complete the following

16. "The course of true love never did run smooth" is said by Lysander at the beginning of

the play when he realizes

17. "Love looks not with the eyes, but with the mind, / And therefore is winged Cupid

painted blind." is said by Helena to express

18. "O, when she's angry, she is keen and shrewd! She was a vixen when she went to school;

And though she be but little, she is fierce." is said about which character?

PART 5: ESSAY

Directions: Answer the following questions in two well-developed essays. Provide support from the text to the best of your ability without being able to access the text. The suggested length for each question follows the question. Write your answer in the space provided after the questions and be sure to indicate which question you are answering.

19. At the beginning of the play, Demetrius loves Hermia. After being influenced by the love potion, he loves Helena and marries her at the end. Do you believe Demetrius really loved Helena or that he remains under the spell of the flower? How does this affect the play's theme of love? (1 paragraph)

20. Choose one of the major themes of *A Midsummer Night's Dream*. Analyze two characters and evaluate how their actions advanced the theme you selected. If you choose love, you cannot use the example of the question above. (At least two paragraphs)

Appendix J

This handout gives students options for the way they will be assessed and would be

used in substitution of the above test.

A Midsummer Night's Dream
Final Project

To conclude our study of Shakespeare's *A Midsummer Night's Dream*, choose one of the

following projects to complete. You can choose to do either an individual or a group project, if

you choose to do a group project, you will be selecting your own groups that can consist of no

more than four students. You will also submit a reflection explaining why you made the choices

you did and how these helped deepen your knowledge and/or understand of the play. If you are

completing a group project, each member must write their own reflection which will also include

a reflection on the group work i.e. everyone's roles and how well group members worked

together.

Group Project Options:

Option 1: NEWS BROADCAST

Create a script for a broadcast reporting the events in *A Midsummer Night's*

Dream. The following must be included in your news broadcast: a missing persons report, a

high-intensity news story, one bizarre but true news story, and a human-interest story. All

members of the group must have a role in the performance. Extra credit will be offered if you

present the video in class, otherwise you will submit your video online.

Rubric:

http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2728957&no_return=1&

Option 2: SONG OR RAP

Write a song or wrap about either a major character in *A Midsummer Night's Dream* or a major theme from the play. If you choose a character, look into his or her actions and motivations and how this affected the outcome of the story. If you choose a theme, look into how this is present throughout the play and how different characters influenced this theme. Extra credit will be offered if you perform your song/rap to the class. Otherwise take a recording and submit the song and lyrics online. *This can be done in a group or individually.*

Rubric:

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2728958&

Individual Project Options:

Option 1: CHILDREN'S BOOK

Adapt *A Midsummer Night's Dream* into a children's book. Keep in mind that you will need to alter the story so that it is engaging and appropriate for children. Include all five acts of the play and illustrations in your story. Put your story together and give it a unique cover and short synopsis on the back that would peak a child's interest.

Rubric:

http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2728962&no_return=1&

Option 2: PAPER

Throughout *A Midsummer Night's Dream*, the theme of love plays a major role throughout. In the story, love is presented in numerous ways. In a well-developed essay (4-6 pages), analyze three characters and how they are influenced by the different types of love. Discuss how these influences impact the characters' actions and the result of the play. Cite evidence from the play to support your thesis.

Rubric:

http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2728965&no_return=1&