

CEP Lesson Plan Template

Teacher/s: Youngmee Suh
 Level: A3 Date/Time: Aug 6th, AM

Goal: Book Club Presentation Prep & Writing Body Paragraphs for Comparative Essays

Objectives (SWBAT):

Students Will Be Able To...

1. summarize the first 3 chapters of their book by preparing summaries in book groups
2. present summaries to class to promote their book by working in book groups to discuss elements of their books that are interest worthy
3. recognize the details of an article that present two different opinions by reading about the advantages and disadvantages of Virtual Actors
4. summarize the main points to an argument by summarizing details from the article to create a main idea about the advantages or disadvantages of Virtual actors

Theme: _____ Unit: 12 A Way with Words

Extensions: _____ Unit 3's Virtual Actors article

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<i>Teachers Notes</i>	-Attendance -Room for Friday (302 ZB) -Discussion Leader Volunteer HW: In Writing Journal Write 2 body paragraphs about the advantages and disadvantages of Virtual Actors (1 paragraph advantages, 1 paragraphs disadvantages)		
<i>Review or Preview (if applicable)</i>	<i>Linking & Transitioning to rest of lesson:</i>	<i>(for example: SS-T)</i>	
Activity 1: <i>Book club presentation prep</i> <i>Transition to</i>	<i>1.1 Pre-Stage:</i> 1. Have students go into their book groups 2. Have students share with book groups the page numbers they have read a. I read pages 14-25, I read pages 13-20 ...etc b. Come up with a group of	Ss-Ss	5 min 2 min

<p>#2: <u>Listening</u></p>	<p>pages they have ALL read c. Example: We have ALL read pages 13-16.</p> <p>3. Have students discuss what happens in those pages chronologically a. Beginning, middle, and end</p> <p>1.2. <i>During Stage:</i> 1. Students work on summary as part of presenting book/introducing book to the class a. What happens in the beg, middle, end of your allotted sections? b. Sequence chain handout used to help create a cohesive story c. Students must turn summaries in as a cohesive writing piece later (individually)</p> <p>2. Have students choose who will present each section of the summary (beg, mid, end).</p> <p>1.3 <i>Post-Stage:</i> 1) Groups present a practice run 2) Others listen for the 3 points (beg, mid, end) and must prepare 2 questions about the book that they are curious about after each presentation.</p> <p><u>Tangible Outcome & T. feedback/peer feedback:</u> <i>Sequencing Handout</i></p>	<p>Ss-Ss</p> <p>Ss-Ss</p> <p>Ss-Ss Ss-Ss</p>	<p>15 min</p> <p>15 min</p> <p>15-20 min</p>	<p>Comment [y1]: It was presumptuous to think students would be able to understand how to summarize an unfinished story. Many were confused as to how they would divide the sections into beginning, middle, and end. This was surprising and a great learning point for me. In hindsight, I should have reviewed what would be necessary for a story from beginning, middle, and end. I could have possibly used another sequencing handout that talks about climbing action, climax, and falling action to help guide students through summarizing the beginning, middle, and end of their sections.</p> <p>Comment [y4]: Should have timed these sections to force students to the task rather than allow them free reign. I could have given them 5 min to work on the beginning, 5 min for the middle, and then 5 min for the end. It would help structure the student talk and also keep the task moving forward.</p> <p>Comment [y2]: While this was not very successful, the sequencing handout was somewhat helpful in guiding students through the summaries. However, I think it was counter productive towards the presentation prep. Writing a summary and then writing a presentation outline is not the same. I should have provided another handout to scaffold this at the least.</p> <p>Comment [y3]: This definitely needed a listening handout. Students should have had a tangible form here to jot down what they heard or any questions they wanted to ask.</p>
<p>Activity 2: <i>Writing Body Paragraphs</i></p> <p><i>Transition to #3: Listening:</i></p>	<p>1.1 <i>Pre-Stage:</i> 1. Have students skim passage from yesterday's exam 2. Have students discuss what the article was about. a. What do you think about virtual actors? b. Have you watched a</p>	<p>Ts-Ss-Ss</p>	<p>5 min</p>	<p>Comment [y5]: This could have been done in groups and then put on a handout to share via doc-cam. Maybe and in-class discussion about this is a bit redundant and not meaningful.</p>

Beyonce Interview

film with virtual actors and thought it was really bad?/ really good?

2.2. *During Stage:*

3. Students split into two groups
 - a. Group A: Advantages
 - b. Group B: Disadvantages
4. Each group finds 3 details from the story that present respective category and post on Butcher Paper
5. Groups switch lists to compare their answers
 - a. Possibly some advantages can appear on the disadvantages list & vice versa
 - b. If not, confirm if groups agree or disagree with what was presented

Ss-Ss

2 min

Ss-Ss

10 min

Ss-Ss

5 min

2.3 *Post-Stage:*

6. Review the advantages & disadvantages together as a class
7. Structuring into a body paragraph as a class
 - a. How can we summarize the advantages?
 - b. How can we summarize the disadvantages?
 - c. How can we make connections between the details and the main idea?

Ts-Ss-Ss

3 min

Ts-Ss

15 min

8. Have students write a respective body paragraph (advantage group & disadvantage group) using the components they have found through this exercise
9. Students switch paragraphs and provide feedback on:
 - a. Understanding the advantage/disadvantage
 - b. Recognizing the detail

Comment [y6]:
Comment [y7R6]: Possibly assign one question per group to keep the task specific and structured.

Comment [y8]: Oversharing and redundant. It may be more important to discuss discrepancies or disagreements about different points.

Comment [y9]: This was too open. Students should have had another butcher paper and their respective questions on the butcher paper. I should have also limited the summary to one or two sentences. This is a better exercise at expressing a general idea rather than giving them room to become really specific, which is not a summary.

Comment [y10]: Again, after groups do the summary, they should have then had to makes these connections on the butcher paper. This could then lead to a switch where the groups read and provide feedback on whether they can understand what the advantage/disadvantage was and if they understand the connection to the main idea.

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	<p>c. from the story Understand the connection to the main idea of the paragraph</p> <p><i>Tangible Outcome & T. feedback/peer feedback:</i> Butcher Paper, Body Paragraph Handout</p>		
Wrap-up	<i>Lesson Evaluation Procedures:</i>		

Materials:

Butcher Paper, Sequencing Handout, Body Paragraph Handout, markers, Virtual Actors Article

Anticipated Problems & Suggested Solutions:

Students cannot notice advantages or disadvantages

- Take one topic and use it as a model. Have students work with T to find and justify the argument (advantage/disadvantage) based on what they read from the article.
- Have the whole class work on the remaining topic in groups as followed in lesson plan. Switching will allow students to notice different styles and approaches to the same argument.

Contingency Plans (what you will do if you finish early, etc.):

If there is not enough time, I will have students write the paragraph draft in their writing notebooks for homework and use pairwork in tomorrow's lesson to create the same feedback that would have happened in this lesson.

Post-Lesson Reflections: