Ensuring Deep Knowledge

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OTL – Learning Theories and Modules of Instruction

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For this assignment, I am adding steps that will help my lesson meet the ninth and tenth items on the checklist presented by Goodwin and Hubbell in *The 12 Touchstones of Good Teaching.* Checkpoint nine deals with time management in lesson planning, and checkpoint 10 deals with making sure students gain lasting knowledge (2013).

**Step One: Add opportunities for students to process every 15 minutes**

With the shifts from individual activity to group activity, I have built in time for students to process throughout the lesson. Intended processing times occur after the hook or attention getter piece of the lesson and after the essential question. Students will also have time to process and reflect as they review their personal learning goal and think about areas where they need to work reach that goal. All of these processing time occur in day one of the lesson.

In day two of the lesson, students can process the definitions of the terminology before we transition to the actual reading. During the reading, as I stop students to question to ask comprehension questions, they will have to stop and process what is happening in the text.

Time for processing information will on occur on day three and four will be somewhat student dependent. At this point, the official “instruction” will be given and students will be working on completing the first draft of an essay, editing (both peer and self), and completing a final copy. Though I will not stop students to provide process time every 15 minutes, natural breaks occur between each of these steps for processing to happen.

**Step Two: Use the Six Essential C’s to assess everything in the lesson or unit to ensure that it has a purpose.**

These are labeled in parentheses after each learning activity within the lesson plan which is attached as page 4 of this document.

**Step Three: Add amount of time devoted to every activity in the lesson or unit.**

These are labeled in brackets after the essential C within the lesson plan which is attached as page 4 of this document.

**Lesson Plan**

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| **Stage 1 – Desired Results** | | |
| **Content Standard(s):**   * Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme | | |
| **Unpacked Standard(s):**   * Students need to be able to recognize complex characters as opposed to static or flat characters. * Students need to be able to identify how authors develop characters over the course of a text through characterization (the words, actions, and interactions of the character). * Students need to be able to explain how a character’s actions and interactions connect or contribute to the theme. * Students need to be able to support their ideas by citing textual evidence. | **Essential Questions: (Module 2)**   * What can we learn about people’s behavior and motivations from stories? | |
| **Students will set their own personal goals by….**   * Reviewing the results of a pre-assessment and looking at the rubric with which their overall assessment will be evaluated   **Progress on students' personalized goals will be monitored by…(Module 5)**   * After the hook and attention getter for the lesson, students will review goals before starting to define terms they did not get on the pre-assessment. * As students begin to self and peer edit final papers on which they will be evaluated, they will again be referred to their personal goals so that they can double check to see if they achieved their goals. | | |
| **Rules and Procedures**   * Classroom Rules   1. No hitting, kicking, shoving, etc. (In other words, keep your hands to yourself.)  2. Absolutely no food or drink in the classroom. Plain water with no additives in a bottle with a lid is fine.  3. Bring all materials to class. This includes writing instruments, homework, or any other item necessary for particular assignments that you have been given.  4. Always bring a library or reading book to class. When you finish an assignment early, I expect you to be reading, NOT talking. (This does not mean homework from another class.)  5. No vulgar language or body actions.  6. Do not throw ANYTHING in my classroom.  7. Do your own work.  8. Put your name, the due date, and the class on every assignment.  9. If you are not sure if a question fits into the class discussion at the time, ask me after class.  10. No sidebar conversations or interrupting others when they are speaking in class.  11. Do participate in class discussion.  12. Stay in your seat until the bell.  13. Attendance in my classes is crucial. Many activities carry over from one day to the next, and often pertinent instruction or information is given on the first day of a project that may take multiple days to complete.  Along with the rules in your student handbooks, I expect the above rules to be followed in my classroom. Failure to follow any of the above rules will result in your spending time after school doing extra assignments. I will not tolerate repeated violations; repeated violations will result in disciplinary referrals.   * Routine Procedures   -Students are not counted tardy if they drop off their backpacks and let me know they are going to the restroom between classes. This is the time I prefer they go, but if they ask during time given to work on assignments, I allow them to go then.  -The only time students are allowed to get Kleenex, sharpen pencils, get up to throw something away, etc. is when we are doing individual work on assignments.  -If another student is talking in front of the class, asking a question, or answering a question, no one else should be talking, shuffling papers, or digging in backpacks.  -Everyone’s opinions are valued. We do not all have to agree with them, but we have to listen to them with open minds.  -Words and phrases that are derogatory to others or to one’s self are not allowed. | | |
| **Stage 2 – Assessment Evidence Directly Aligned to Content Standard** | | |
| **Pre-Assessment, including analysis of the pre-assessment results.**  Define the following terms  Static or flat character-  Dynamic or round character-  Antagonist-  Protagonist-  Characterization-  What are the two types of characterization?  In what ways does an author reveal characterization to readers?  Read the short passages. Answer the question by identifying an implied character trait. Explain your answer by referencing text.   1. Eric’s car broke down in the woods and his phone wasn’t getting a signal. He used his car antenna as a spear and caught fresh salmon. He started a fire with sparks from his car battery, and he ate the cooked salmon while waiting for help.   What character trait does Eric demonstrate?  Explain your answer by referencing the text.   1. Michael has clothes all over the floor of his bedroom. Underneath the clothes on his floor is a pizza box with crusts in it. Underneath the pizza box is a bunch of pieces of a board game that Michael played and didn’t put away. Michael sat on his unmade bed with his shoes on and played video games all night.   What character trait does Michael demonstrate?  Explain your answer by referencing the text.   1. When vandals burned down the orphanage, Ms. Cleary started a fundraising campaign and donated $5,000 of her own money. After nine months of hard work, the funds were raised and the orphanage was rebuilt.   What character trait does Ms. Cleary demonstrate?  Explain your answer by referencing the text.   1. Katie’s mother came home from a long day of work and noticed that the entire house had been cleaned from top to bottom. She figured that Katie must have cleaned it. The strangest thing was that she didn’t even ask Katie to clean. Then she found a note on the counter from Katie asking for permission to sleep over at her friend Heather’s house. Katie’s mother smiled.   What character trait does Katie demonstrate?  Explain your answer by referencing the text.   1. It was Halloween and Valarie was dressed up as Princess Rosemary from her favorite TV show, *The Princess Club*. As she was collecting candy, she noticed another little girl wearing a Princess Rosemary costume. Valarie began rolling around on the ground and screaming about how she wants to be the only Princess Rosemary. Valarie’s tantrum continued long after the other Princess Rosemary vanished from sight.   What character trait does Valarie demonstrate?  Explain your answer by referencing the text. | | |
| **Performance Task(s) or Assignment Description(s):**  Ultimately, students will respond to the following prompt for their evaluation of mastery over this standard.   * After reading Shirley Jackson's short story "The Lottery," write a paragraph in which you examine the characters as they relate to the theme of duality in human nature. Which characters show two sides of humanity? Which characters are seemingly good-natured; however, they show a different side during the events of the lottery? Make sure you have three different characters or three different moments where a single character shows two sides.   **Rubric:**  See attached document at end of lesson plan | | |
| **Self or Peer Assessments**   * Pair and share of essential question * Review personal learning goal * Correct terminology definitions with self-research * Self-edit essay * Peer edit essay | | **Formative Assessments, Summative Assessments, etc.**   * Initial pre-assessment-formative * Teacher/student compilation of terminology definitions-formative * Comprehension questions after story * Essay-summative |
| **Stage 3 – Learning Plan – Directly Aligned to Content Standard AND Assessments** | | |
| **Learning Activities: (Module 4)**   * Pre-assessment (given earlier) ***(Connection, Coherence)*** [30 minutes] * Hook/Attention Getter- Questions over “Human Nature” ***(Curiostiy, Connection, Coherence)*** [15 minutes]   Students answer individually  Group discussion of answers   * Introduction of essential question ***(Curiosity)*** [10 minutes]   Pair and share possible answers   * Reintroduce rubric and personal goals ***(Connection)*** [10 minutes] * Terminology-computer lab ***(Coherence)*** [20 minutes]   Students will look up terminology missed on pre-assessment   * Teacher/student discussion to add proper definitions of terminology to notes ***(Concentration)***  [15   Minutes]  Discussion should entail instruction and connections to using terminology in completing assessment assignment   * Read Shirley Jackson’s “The Lottery”- initial reading for comprehension ***(Coherence, Coaching)*** [40 minutes + homework time if needed to finish]   Story discussion with questions of comprehension   * Introduce essay prompt ***(Concentration)*** [15 minutes]   Individually-students will break prompt down into 6 writing variables  Full class discussion to alleviate confusion or problems with any variables or expectations for final paper   * Students begin to gather characterization notes for essay as they re-read the story ***(Connection)*** [15 minutes] * Write essay ***(Coaching, Context)*** [25 minutes class time + homework time if needed to finish]   Students work individually while teacher provides assistance as needed   * Peer edit and self-edit essay ***(Concentration, Coaching, Context)*** [20 minutes]   Use rubric to evaluate essay as well as edit for formal writing rules   * Final essay completed ***(Context)*** [35 minutes + homework time if needed to finish] | | |
| **Stage 4 –Feedback Strategies, including Timeliness** | | |
| * Hook/Attention Getter-immediate feedback in the form of group discussion * Essential question-immediate feedback in the form of group discussion * Definitions of terminology-immediate feedback in the form direct answer * Story comprehension-immediate feedback in the form of question and answer * Characterization notes and rough draft-immediate feedback in the form of one on one teacher interaction * Final essay-evaluation feedback in the form of a graded rubric within one week of completing essay | | |

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| **Characterization Essay** | | | | |
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| Teacher Name: **Prosser** | |  |  |  |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
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| CATEGORY | Excellent | Accomplished | Developing | Beginning |
| CONTENT |  |  |  |  |
| Responds to prompt | An essay that includes analysis of 3 characters or 1 character and 3 events showing duality of human nature from the story. | An essay that includes analysis of 2 characters or 1 character and less than 2 events showing duality of human nature from the story. | An essay that includes analysis of only 1 character with 1 event showing duality of human nature in the story. | Not an essay or does not connect characters to duality of human nature in the story |
| Explains/interprets vs. Summarizing | Analyzes text perceptively, using summarizing information only as needed | Interprets text analytically, understanding the intent of the text and supporting with appropriate detail, may include unnecessary summary. | Summarizes accurately but shows little evidence of analysis. | Mostly summarizes with content errors in summary. |
| Uses relevant literary terminology | Incorporates literary terminology smoothly into style | Uses relevant literary terminology accurately. | Uses some relevant terminology, but not always correctly. | Shows little familiarity with relevant literary terms |
| Includes textual evidence relevant to topic | Includes at least 1 piece of relevant textual support (quotation or paraphrase) for each character or each event as described in prompt. | Missing one piece of relevant textual support for an idea as compared to a 4 on the rubric. | Missing 2 pieces of relevant textual support for idea as compared to a 4 on the rubric or 1/2 the textual support is irrelevant. | Missing relevant textual support for all ideas or includes irrelevant textual support. |
| WRITING |  |  |  |  |
| Grammar and mechanics | Includes less than 5 minor errors in grammar and mechanics | Includes 6 or 7 errors in grammar and mechanics. | Includes 8 or 9 errors in grammar and mechanics. | Includes more than 10 errors in grammar and mechanics. |
| Sentence fluency | Sentences are easily readable and understandable. Sentences include all 4 sentence structures. Sentences use a variety of sentence beginnings. | Sentences are readable and understandable. Sentences include at least 3 different structures. Sentences have some variety of sentence beginnings. | Sentences are readable, but may be hard to follow. Sentences include only 2 structures. Sentences have limited sentence beginnings. | Sentences are not understandable. Sentences have only 1 structure. Sentences have limited sentence beginnings. |
| Organization | Essay has an identifiable introduction, body and conclusion paragraphs. Writer uses advanced transitions between ideas. Logical pattern of organization is evident. | Essay has introduction, body, and conclusion that may not be separated into paragraphs. Writers uses transitions between ideas. Pattern of organization is evident. | Essay is lacking at least 1 piece of required elements (intro., body, concl.) Writer uses elementary transitions. Pattern of organization is evident, but not logical. | Essay is missing more than 2 required parts (intro., body, and concl.). Writer uses transitions inconsistently or not at all. No pattern of organization is evident. |
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Reference

Goodwin, B. and Hubbell, E. (2013). The 12 touchstones of good teaching. Alexandria, VA: ASCD.