

Arcadia Standards-Based Lesson Planner Template

The lesson Planner is one tool that may assist you in developing standards-based lesson plans in a systematic manner.

Lesson Title:	Summary vs. Response/Analysis
Results Focus:	Students will be able to discern a <i>summary vs. response/analysis</i> prompt and generate appropriate responses of their own.
Unit Big Ideas Appropriate to this Lesson	Enhancing supporting writing by providing practice of writing skills.
Essential Questions Appropriate to this lesson	How can you differentiate opinion from fact? How do you generate original analysis from research one has gathered on a given subject
Subject(s):	English Language –Arts content standards will be addressed (11-12)
Academic Content Standards Addressed	<i>Literary Response and Analysis: Intermediate ELD Level - Narrative analysis of grade-level appropriate text: Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.</i>
Unit Knowledge & Skills Objectives:	By the end of this unit students will be able to distinguish, and generate original summary and analysis statements.
Student Assessment strategies	Students engage in a warm-up activity that asks them to write what I do and why an “into” activity. Students are given a worksheet with statements on it that have either summary statements or response/analysis statements. Students must identify which statement is which and underline key words that identify it as either option Students exchange papers and discuss answers. Questioning occurs throughout to clarify for understanding.
“Hook” Background, Prior Knowledge:	Teacher walks around the room giving each student a coin. Each student is asked to write what just happened (meaning from when I started explaining the lesson to the point up to which I arrived at their desk with a coin) 3-5

	<p>min.</p> <p>Students then share with a neighbor and are instructed to read similarities there might be. Discussion of similarities ensues. Teacher how summaries tend to be very similar in that they are a regurgitation of information.</p> <p>Teacher explains the definition of response/analysis and how it differs from the summary.</p> <p>Students are instructed to write their response to how they felt about which kind of coin they got.</p> <p>Again, students share their response analysis short paragraphs and note the change in style and emotion that is brought into the writing.</p>		
Time:	1 55 minute class period.		
Teacher-Led Instruction/Guided Practice:	Direct instruction is given at first, guiding students and giving purpose for the lesson. Individual work, with shared response occurs first.		
Differentiation of Instruction			
<p>Levels</p> <p>GATE/High Achievers,</p> <p>At Grade Level,</p> <p>Below Grade Level,</p> <p>ELL</p>	<table border="1"> <tr> <td style="vertical-align: top;"> <p>Differentiated</p> <p>assignment</p> <p>What tasks will students be asked technology to do that are appropriate to their short individual ability levels?</p> <p>Teaching & Grouping Strategies</p> </td> <td style="vertical-align: top;"> <p>Content- Not applicable to this</p> <p>Activities- All students have access to and materials.</p> <p>Products- All students will complete a quiz assessing their understanding of summary and analysis statements.</p> <p>Individual and partner</p> </td> </tr> </table>	<p>Differentiated</p> <p>assignment</p> <p>What tasks will students be asked technology to do that are appropriate to their short individual ability levels?</p> <p>Teaching & Grouping Strategies</p>	<p>Content- Not applicable to this</p> <p>Activities- All students have access to and materials.</p> <p>Products- All students will complete a quiz assessing their understanding of summary and analysis statements.</p> <p>Individual and partner</p>
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Resources needed	Paper, pen or pencil, bag of mixed coins and copies of Summary vs. analysis quiz.		
Closure	The following day, we wrote things we know, and things we think about Odysseus as the entry to a written essay.		
Post Lesson Reflection/Assessment	The “coin” portion of the lesson really set a strong foundation for the main idea of instruction. students really understand what I was looking for and how to identify them.		
Next Steps			

Technology **Equity** **Health** **ELL** **Spec. Populations**

	Odyssey Essay.
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