**Teaching Segment 4: Charting Plot**

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| **Class Description:** Eight Grade English |

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| **Unit Title:** | **Lesson Topic:**  Story Map | **Type of Lesson:**  Formative |

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| **Judges Prior Knowledge (How do you know students are ready to learn the content in this lesson?)**  The students have been reading their novels for literature circles and have been on track. They should be prepared to identify important events. |

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| **Lesson Objective(s):**  Students will be able to identify important events in their novels in order to create a plot map. |

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| **Assessment(s):**  **- - -**  - - - |

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| **Materials Needed for Lesson:**  Plot Map  Students will need copies of their novels. |

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| **Adaptation for IEP Student(s)**  I will be modeling with a group that has IEP students in order to help them. |

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| **Incorporation of Technology (if appropriate)**  **\*If you are using a website, be sure to include the website citation.**  Document Reader |

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| **Reading Strategies**  The class will be identifying important events from their novels. They may skim their novels in order to find important events. |

**Lesson Development**

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| **Teacher**  **Drill/ Motivational Activity -**  Introduction to story mapping. Emphasis on the importance of limiting important events.  **Transition**  Ask them what they know about plot.  **Activity 1 -** Discuss the plot chart with the group as a whole and the classic plot diagram.  ***Key Questions***  **Transition**  How plot charts can be applied to the novels the students are reading in class.  **Activity 2 -** Model story mapping with the group reading *Number the Stars*.  **Safety Valve**  If there is time left over students can share the points they chose with the class. | **Students**    **Anticipated Responses?**  . | **Time**  5 minutes  10 Minutes  10 Minutes |

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| **Resources used to compose this lesson plan (curriculum guide, internet, books, articles, mentor teachers plans, etc.) Write citations.**  The plot chart came from another lesson Mrs. Holt had developed. |

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| **Reflection on assessment - Assume that after you have taught this lesson and assessed student learning you find that students did not meet the objective(s). How would you plan future instruction on this lesson's content and skills to ensure student mastery and application?**  If students were unable to meet the objectives it would mean that they had not read their novels. If students had not been reading their novels it would need to be addressed. Students may have trouble pinpointing particular events to place on their plot charts; in that case, I would need to further emphasize that only large events need to be included on the chart. |

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Mentor: Rebecca Holt

Date of Teaching Segment: March 19h, 2012

**Teaching Segment Four: Reflection**

My first teaching segment at General John Stricker Middle went well. The students worked through the activity with ease, and the students had remember quite a bit about plot from previous classes. Working with the group reading *Number the Stars* went quite well. It was clear that the group had been reading their novel, and by working with a group that had IEP students I was able to give them extra attention. This portion of the lesson was successful because the students had been prepared. The lesson relied on students reading their novels, and if students had not read the modeling would have gone poorly. This portion was also successful because it allowed me to ensure the students with IEPs were on schedule with the readings, and ensure they understood the content. The modeling went well in the sense that it ensured the groups success, but it also made me lose the attention of the other groups. There were instances of students talking amongst themselves, and those who were not in the model group were not receiving my attention and extra help.

If I were teaching this lesson again I would use a novel that the entire class had read to do the modeling. This would allow me to gain the attention of the entire class instead of just utilizing the five students reading one novel. I would also be looking at the whole class for responses, so they would know they had my attention. Although my teaching segment did not cover the entire period, Mrs. Holt and I discussed the importance of including an assessment. If I taught this again I would need to include a way to see that the students are relating the plot charts to their novels. For instance, ask how the main events affected a random character in the novel to ensure they were reading and not simply copying their peers answers. If I were working with someone else on the lesson I would also need to provide a formal copy of the lesson well in advance as Mrs. Holt noted. Although we had discussed ideas for the lesson and discussed how the lesson would take place, I neglected to provide her with a formal lesson plan before the class period.

The INTASC principle that my lesson best illustrated was INTASC Principle Six (Integration of Technology / Communication Skills). My lesson incorporated the integration of technology through the use of the document reader. The projector allowed me to interact with the students and write their answers so that all students could see their peers responses. My lesson demonstrated communication skills through the use of small group work, and my inclusion as a member of the *Number the Stars* group. By modeling the communication that should be taking place amongst group members I gave the students a positive example of how to be a helpful member of a literature circle.

