Lecture-Discussion Lesson Plan

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1. Content: *Of Mice and Men* Chapter 5
2. Time: 9:53 – 11:27 (1 hour 34 minutes)
3. Common Core Objectives (http://www.corestandards.org/wpcontent/uploads/ELA\_Standards.pdf)
	1. Reading Standards for Literature, Grades 11 & 12
		1. Key Ideas and Details
			1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.
			2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
			3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
		2. Integration of Knowledge and Ideas
			1. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
			2. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
4. Learning Objectives
	1. Students will be able to identify key themes in the text.
	2. Students will be able to discuss the author’s choices regarding character development.
	3. Students will be able to engage in discussion about their own opinions of the events in the text while supporting their claims with textual references.
5. Hook
	1. Do Now
		1. What is the “American Dream?”
		2. Does everyone have the same chance at the “American Dream?” Why or why not?
		3. Are George and Lennie chasing the “American Dream?” How is their dream different than the typical “American Dream?” Will they be able achieve their dream? Why or why not?
6. Procedures
	1. Chapter Reading
		1. The chapter will either be read aloud or listened to on tape. (Note: The chapter is only 15 pages long, but is full of key events in the novel.)
		2. Cornell Notes: Students will have a Cornell notes graphic organizer that they can use to take organized notes on the content of the chapter.
	2. Lecture: Chapter Review
		1. Teacher candidates will review major events, themes, and character development with student.
	3. Discussion: Four Corners Activity
		1. Teacher candidates will present opinion statements relative to the characters, plot, and themes in the text. The “four corners” of the room will be labeled “Agree,” “Disagree,” “Strongly Agree,” and “Strongly Disagree.” Students will move to the corner of the room that corresponds to their opinion. They will then be expected to explain, through textual references, why they chose the corner they are in.
	4. Review & Closure
		1. The final opinion statement in the four corners activity is related back to the Do Now based on the theme of “The American Dream.” To wrap the ideas back around to the beginning of the lesson will provide closure.
		2. Teacher candidates will review key points in the chapter and answer any remaining student questions.
7. Accommodations
	1. IEP Students: Four students in this class have IEP’s. The accommodations made for these students include careful questioning in order to allow them to respond and be involved without feeling intimidated by the content.
	2. Other Accommodations
		1. One student in the class who is not IEP still needs some extra help with paying attention and staying focused. This student had to be deliberately questioned in order to keep them on task. Using a physically motivated activity was helpful.
		2. One student in the class is a “wanderer.” He does not have an IEP and is high functioning in the classroom but he has trouble staying focused. He moves around a lot and likes to wander. This student was accommodated by careful seating and more direct observation. Using a physical motivated activity was helpful.
8. Assessment
	1. Observation: During discussion and the four square activity teacher candidates will monitor student success through strength of responses and ability to relate responses back to the text.
	2. Content Testing: At the end of the novel, students will be tested on content. The content from chapter five will be covered in this less and content knowledge will be tested cumulatively.
9. How this Lesson Relates to the L-D Model
	1. Planning: We identified our topic as Chapter 5 of *Of Mice and Men.* Three learning objectives were specified. We prepared the introduction by having the “Do Now” questions ready before class started. The Cornell Notes template are in the form of a graphic organizer, which we prepared beforehand. We also prepared the opinion statements for the Four Corners activity in advance.
	2. Implementing
		1. Phase 1: Introduction & Review
			1. We introduced everything with the Do Now, and then reviewed the previous chapters.
		2. Phase 2: Presentation
			1. Our presentation portion consisted of the actual reading of the text and a subsequent discussion.
		3. Phase 3: Comprehension Monitoring
			1. Throughout the discussion and four corners activity, teacher candidates gauge the strength of students’ responses and attempt to guide them to comprehension.
		4. Phase 4: Integration
			1. Through the four corners activity, students are integrated both physically and mentally into the discussion and interaction with the text.
	3. Motivation & Assessment
		1. Students are motivated through social interaction and interaction with the text. Assessment is done through careful response monitoring and eventual content testing.