**Student Teacher:** Emily Kollbaum  **Grade Level:** Ninth  **Date:** November 20

**State Standard:** LA 12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)

**Subject:** English

**Name of Lesson:** Spine Chillers **Period / Time:**

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| **I. Goal:**      Through the use of suspenseful short stories, students will learn to read, comprehend the literary elements, and interpret a short story. | **Required Adaptations/Modifications:** |
| **II. Objectives:**   1. While reading a story, students will be able to use literal comprehension strategies with a 85% accuracy. 2. After reading a story, students will be able to accurately identify the mood of the story. 3. After reading a story, students will be able to fully explain, with 5 examples, their interpretation of the story. | **Required Adaptations/Modifications:** |
| **III: Faith / Values Integration:**  According to our daily schedule, we will open each day in prayer.  We will have daily bible verses to analyze and interpret. | **Required Adaptations/Modifications:** |
| **IV. Integrated Technology:**  We will use YouTube to watch videos of and about suspense authors and literary devices. We will also use the website kahoot to interpret stories as a class. | **Required Adaptations/Modifications:** |
| **V. Materials:**  We will use the textbook Literature Timeless Voices, Timeless Themes (Gold) for all stories and questions for assignments. | **Required Adaptations/Modifications:** |
| **VI: Procedure: This would be our daily plan.**    A. Set / Hook: The students will come to the classroom and an opening “bell work” assignment will be on the projector (conducted through Padlet). The one for this particular lesson would be with Psalm 2: 1-6, “**1** Why do the nations conspire / and the peoples plot in vain? / **2** The kings of the earth rise up / and the rulers band together / against the Lord and against his anointed, saying, / **3** “Let us break their chains / and throw off their shackles.” / **4** The One enthroned in heaven laughs; / the Lord scoffs at them. / **5** He rebukes them in his anger / and terrifies them in his wrath, saying, / **6** “I have installed my king / on Zion, my holy mountain.” The students would be asked to describe and explain their interpretation of this passage to get their minds thinking about interpretation.      B. Transition: “Okay guys! So, let’s look at how we each interpreted the passage. (After we look through a few and ask who wants to share, we will move on to questions about the topic) What is your definition of interpretation? Let’s open our books to page 2 and find out what it is!  C. Main Lesson: We would start with the short Padlet pre-assessment. Then, depending on how much they understand interpretation, I would start with a simple lecture about interpretation. Following this, we would talk about Edgar Allan Poe. Then, we would read his work The Cask of Amontillado. They would be put into pairs to read this story. I would give them a worksheet to guide their interpretation following. Depending on their understanding, we will split into groups. Those who do not fully grasp will meet with me for more work and the others will work through the questions themselves. (I would have two separate worksheets of 3 questions for them to answer. They would be given based on understanding). When the group on their own is finished, they will have the option to read the next story for class, The Most Dangerous Game by Richard Connell.  D. Transition: “Alright! I love this story! Let’s come back together and discuss your thoughts about it and how your interpreting went.”  E. Conclusion: Before the end of class, we would come back together to talk about the story and our various interpretations. I would then give them the option of assignment for that night. | **Required Adaptations/Modifications:**  Ty: He will have a stress ball at his desk to play with and occupy his energy during the lecture. Then, when we split for reading, he will be allowed to pace/walk and read to make it more active for himself. I would allow and offer the option to act out and get involved with the interpretation of the story. When I assign pairs, I would pair him with another student who is proficient in reading and understands the topic. Then, he would be in the group with me for the interpretation work.    Angie: I would pair Angie with someone who is a good reader and understands the topic (someone that I know she will be comfortable with). They will both work together to read. Then, during interpretation work, she would be in the group with me for extra help and guidance.    Phillip: I would most likely pair him with another proficient student for reading. Then, I will give him the higher tiered worksheet for interpretation work. |
| **VII. Assessment:**  Pre-assessment: Padlet interpretation exercise/bell work.  Formal Assessment:  Asking for their level of comfort on a scale of 1-4 before and after reading the story.  Assigning a short assignment to further their interpretation and promote more in depth thinking. | **Required Adaptations/Modifications:** |
| **VIII. Assignment:**  While reading, they would have a list of 3 questions to answer through their interpretation.  To take home, the students will have the choice of assignment from the 3 choices differentiated by interest. | **Required Adaptations/Modifications:** |
| **IX. Self-Evaluation:** | **X. Coop’s Comments:** |