

Introduction to Education Developmental Lesson Plan

Lesson Prepared by: Rebecca Blank

Grade Level: 9

Subject: Language Arts

Name of Lesson: "The Secret Life of Walter Mitty" (page 649) Day 1

Curriculum Standard: (Name and quote the curriculum standard that forms the basis of this lesson.)

Reading: Students will learn and apply reading skills and strategies to comprehend text (LA 10.1.1: Students will demonstrate knowledge of the concepts of print), (LA 10.1.5: Students will build and use conversational, academic, and content-specific grade-level vocabulary), (LA 10.1.6: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text); **Speaking and Listening:** Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes (LA 10.3.2: Students will develop and demonstrate active listening skills across a variety of situations), (LA 10.3.3: Students will develop, apply, and adapt reciprocal communication skills).

I. Overall Goal:

The student will understand the themes and literary tools used in "The Secret Life of Walter Mitty".

II. Lesson Objectives: *(Condition & Performance)*

On a ten question worksheet, TSWBAT identify important vocabulary and themes from the story with 90% accuracy.

V. Materials:

Teacher and Student texts (Literature and Integrated Studies Units 4-6 , Scott Foresman), ten question worksheet.

A. Lesson Hook

Writer's Notebook (p. 649): "You're on stage in front of one hundred thousand screaming fans. You look over toward the skyboxes, and you see every famous person from Hollywood has come to your concert. When you sing the first note, the entire stadium falls silent, and then erupts with cheers and applauds at the end of every song. Have you ever had daydreams like this one?"

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<p>B. Transition to main lesson: "Today we're going to read a story that takes a deeper look at daydreaming; 'The Secret Life of Walter Mitty'."</p>	
<p>C. Main Lesson: <i>(Provide an outline of topics & activities.)</i></p> <ol style="list-style-type: none">1. Introduce and give background information about the author, James Thurber. (page 649)<ol style="list-style-type: none">a. Ask the class: After reading this, what characteristics do you anticipate seeing in this story?2. Read the story in class, alternating readers every paragraph.<ol style="list-style-type: none">a. Pause to define, discuss, and elaborate on difficult concepts. *Specifically the highlighted vocabulary.3. After reading the story ask the students for questions and observations.<ol style="list-style-type: none">a. Is there anything you don't understand or are confused about?b. What was your favorite part of the story? Why?4. Ask if the student's predictions (from part 1) were correct.<ol style="list-style-type: none">a. What other characteristics or themes were present in the story? *Elaborate on these with examples from the text and discuss possible meanings and reasons for these.	
<p>D. Transition to Close of Lesson: "Walter Mitty had a lot of daydreams, even in just the small portion of his life that we were exposed to in the story, and I imagine that we all daydream from time to time."</p>	
<p>E. Conclusion of Lesson:</p> <ol style="list-style-type: none">1. Have students get into groups of two or three and discuss:<ol style="list-style-type: none">a. Do you think that daydreaming is good or	

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<p>bad?</p> <p>b. Does it depend on what the daydream is about? The situation in which one is daydreaming?</p> <p>*Have each group share a thought with the class.</p> <p>2. Ask for any final questions or observations.</p>	
<p>F. Assessment(s) used in this class period.</p> <p>Asking the students questions throughout the lesson to gauge comprehension.</p> <p>Paying attention to facial expressions throughout the reading and discussion to see if students looked lost or confused.</p> <p>Ten question worksheet covering important vocabulary and themes.</p>	
<p>G. What assignment? <i>(If "none" explain your reasons.)</i></p> <p>I will not be giving the students an assignment, unless they fail to complete their worksheet during the class period in which case that would be their homework. As long as they actively participate in the class discussion and complete the short worksheet I see no need for an assignment especially because the lesson on this story will be continued and expanded upon the next day.</p>	

Summative Comments: *(From Instructor)*