# Overton High School- Station Rotation Lesson Plan

**Subject: \_\_\_\_\_\_\_English 11\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_Stornes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Learning Goals / PBO(s) *What will students be able to do after rotating through stations?(Standards based)* | Week of: |
| SWBAT cite strong and thorough textual evidence IOT support inference drawn from the text. | August 15th |

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| Opening / Whole Group Instruction *How will you begin the lesson? What information needs to be provided before the students rotate through stations?* |
| Writing Prompt - Imagine that you are soldiers dressed in ragged clothes. It’s winter. Snow and ice surround you. A few of you have light jackets; some are barefoot. All are hungry, huddled in tents without floors. Badly defeated in the last battle, all you can think of is home. What spoken words might inspire you to keep fighting?  Do Now – Act Practice |

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| Stations *(Gradual Release)* | Teacher Led *(I Do)* | Small Group Collaboration *(We Do)* | Tech Infused *(You Do)* |
| **Time at Station** | 15 minutes | 15 minutes | 15 minutes |
| **Skill or Knowledge students will learn at this station** | Understanding how the author crafted the text and the structure of an editorial | Diving deeper into the text, building vocabulary and syntax | Building background knowledge of the text |
| **Description of the activity and assessment plan** | **Analyze Craft & Structure**  Teacher will lead students through how to analyze a variety of persuasive appeals.  **Writing to Sources: Editorial** (TE & SE p28)  Teacher will lead students to write an editorial for a local school newspaper and clarify Jefferson’s central claim. | **Analyze the Text** (TE & SE p24)  Students will respond to questions about the text, citing textual evidence.  **Concept Vocabulary**  Students will complete activities related to the Concept Vocabulary words including Why These Words, Practice, Word Study, and Word Network.  **Conventions and Style: Changes in Syntax and Usage** (TE & SE p27)  Students will identify changes in syntax and usage. | Research to Explore:Students conduct research on the *Declaration of Independence*.  Students will choose a famous signer of the *Declaration of Independence* from the list on p. 22.  Research to Explore:Students will conduct research the events that led up to the creation of the DOI. |
| **Necessary resources** | Textbook | textbook | Computer or phone |
| **Differentiation if applicable** |  | ELLs will complete fewer questions | ELLs will write a short paragraph |

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| Closing / Whole Group *How will you close out the lesson?* |
| **Closure: Share your findings: Research to Clarify and Explore**  Share your findings from Research to Clarify and Explore with a small group or partner. In what way does the information you learned shed light on an aspect of the text? |

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| Data Collection *What data will be used to identify individual student progress?* |
| **DOI Test Selection** |
| **Resources:**  [ELA Sample Schedules](https://drive.google.com/file/d/1OnkzxLyECv1Z4f4iBSikWMwVCXfKkaO8/view?usp=sharing) / [Math Sample Schedules](https://drive.google.com/file/d/1wHg0F0x9wTjBfA7CbiaBdjT-qzDqAUa4/view?usp=sharing) / [Science Sample Schedules](https://drive.google.com/file/d/1I-fLEXolrSliatg4zJIHKbmp9kF6UZwv/view?usp=sharing) |