# 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 22th |

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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?* |
| Students will write 2 -3 sentences about what they know about the political controversy in this country between people who believe in a strong federal government and those who would rather the federal government not have too much control.  On Days 2-4, students will complete questions from the selection test. |

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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. | Diving deeper into the text, analyzing the craft and structure. | Building background knowledge of the text |
| **Description of the activity and assessment plan** | **Close read the text**  Teacher will make sure students understand how to annotate and deep dive into the text.  **Conventions and Style**  Teacher will help students understand parallel structure. | **Analyze the Text** (TE & SE p24)  Students will respond to questions about the text, citing textual evidence.  **Analyze Craft & Structure**  Students will analyze 2 of the amendments. | **Research to Explore**  Students conduct research on the *one of the following:*  1) what it means in Amendment I to “petition the government for a redress of grievances”;  2) what the following phrase means in Amendment II: “A well-regulated militia, being necessary to the security of a free State”; or 3) what the term “probable cause” means in Amendment IV. |
| **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: Diverse Learner Support:** Personalize for Learning (TE p36-37)  English Language Support: Understanding Multiple-Meaning Words   * Emerging: Provide students a list of multiple-meaning words found in the selection. Have pairs of students choose one of the multiple- meaning words and write its possible parts of speech and meanings. Then ask students to select which meaning the word has in the selection. * Expanding: Have pairs of students choose one of the multiple-meaning words and write its parts of speech and meanings. Then ask students to write a sentence for each of the meanings of the word. * Bridging: Have students work independently to find a multiple-meaning word in the selection. Have each student write the word’s possible meanings and parts of speech. Then ask each student to write a sentence for each of the meanings of the word. |

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| Data Collection *What data will be used to identify individual student progress?* |
| **Summary and speech** |