

Grade: 10		Subject: AVID	
Materials: Writing Utensil		Technology Needed:	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p>	
Standard(s) N.D.ELA.9-10.RL.2a-c: Determine and analyze a theme and/or central idea of texts: a. Determine a theme and/or central idea. b. Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details c. Cite strong and thorough textual evidence.		Differentiation Below Proficiency: The article the students are reading is at the reading level for all the students. This will allow the students to use the article based on their proficiency level. They are reading individually at their own pace Above Proficiency: The article the students are reading is at the reading level for all the students. This will allow the students to use the article based on their proficiency level. They are reading individually at their own pace Approaching/Emerging Proficiency: The article the students are reading is at the reading level for all the students. This will allow the students to use the article based on their proficiency level. They are reading individually at their own pace Modalities/Learning Preferences: Students who have modalities or learning preferences do have an aid that will assist them in the lesson. This lesson will also have different ways of learning as small, large, and individual groups.	
Objective(s) I can determine and analyze a theme and/or a central idea of texts I can determine a theme and or/central idea I can analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details. I can cite strong and thorough textual evidence Bloom's Taxonomy Cognitive Level: evaluate, , analyze			
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep:		

	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Question: “Should colleges pay their athletes?” I will have the students answer this on a sheet of paper in the beginning of class to see their understanding of this situation</p> <p>Next, we will do philosophical chairs so that I can see where the students are in skills for debating and using evidence. Students will be separated in the room based on their answer and will debate what they believe.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>I will give directions on the activity that we are doing in groups. They have looked at their STARS results the week before, so they have seen where they are at in their reading skills. They should have an idea of areas that need to be developed. As Mrs. Davis and I looked at their STARS results we decided that we should focus on themes and main ideas.</p> <p>We are reading “Should colleges pay their athletes? The answer is complicated”. I will let them read individually so that they can read at their own pace and find the evidence on their own. It is important to know how to find the main ideas and evidence that supports it. This will also help them form their own opinion. I will ask them to turn their articles over when they are done reading so I know we can continue.</p> <p>Their focus should be the standard: Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details. They will highlight the main ideas and underline supporting evidence</p> <p>After the students finish reading, we will do the philosophical chairs again by using the evidence from the article. The students will have to know how to use the information in a debate to back their opinion.</p>
	<p>Review (wrap up and transition to next activity): Share out about what they found to be their main idea, themes, and supporting evidence of the themes.</p> <p>I will have them answer the question again, “should college students pay their athletes?” using the evidence from the article to see how their opinion changed based on the information they found today.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>We will be doing this activity together, so I will be walking around to check on the students. I am asking them questions throughout their work time. While the students debate the question, I can see if they understand what main ideas and themes are and how to find evidence.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>At the end, they will hand in their text so that I can see what they highlighted and underlined to check for comprehension.</p> <p>The students will have answered the question, “Should college students pay their college athletes?” at the</p>

Consideration for Back-up Plan:

beginning and end of class to see how their ideas have changed and understanding of the question.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I think that I could have gone over the reading directions multiple times to make sure that they understood what I was expecting. Some of the students would also talk while they were reading so I could have done it as a reminder.

The focus was how to find main ideas and themes but I did not focus on that as much as I should have.