Modified 5E Lesson Plan

|  |  |
| --- | --- |
| **Title: Othello Act IV Film Day** | |
| **Teacher:** Elle White & Anna Gay  **Subject:** English 1  **Grade Level:** 9 | **Lesson Length (time estimate):** 60 minutes (80 minute class period)  **Lesson Date:** Thursday, Feburary 29, 2024 – 6th period |
| **Standards, Objectives, and Materials** | |
| **State standards covered from these two sources:**   * TEKS:   9.4F Make Inferences and use textual evidence to support my understanding.  (Objective) Students are able to summarize the main points of the act without over filling their documents with minor details.  9.6A Analyze how themes are developed through characterization and plot.  (Objective) Students are able to write well thought out summaries that address how characterization and plot are helping develop the theme throughout the play.  9.4E Make connections to personal experiences, ideas in other texts, and society.  (Objective) Students are able to see how ideas in Othello relate to them today as well as relate to the other texts studied in class throughout the semester through themes like racisms.   * ELPS   All our students have tested out of ELPS-TELPAS.   * (Learning Objectives and Success Criteria are the TEKS and SWBAT Objectives but we have them written on the board in the classroom for the kids to be able to see what they are doing for the day, so I have copied down the version I write on the board here for reference)   **Learning Objectives:**  9.4F Make inferences and use textual evidence to support my understanding  9.6B Analyze how authors create complex yet believable characters  9.5D Paraphrase and summarize texts in ways that maintain meaning and logical order.  **Success Criteria:**  I am able to choose the main ideas from the play to craft an organized summary.  I am able to separate main ideas from minor details and include only key facts in my summary.  **Are there any IEP goals, 504 plans, or levels of ELLs to consider with your objectives? What learning differences will you keep in mind? List them here.**  The two students in 6th period who have accommodations do not require them for activities like “Film Days” however we do have subtitles on the screen to help everyone and we pause throughout to allow small group discussion as well as whole class discussion to aid anyone who feels they are having trouble understanding what is happening in the film. | |
| **Materials**   * The Promethean board to show the film. * Internet access and access to Amazon to stream the film during class. * Students need laptops/cellphones/electronic devices to be able to fill out the google form created. * Google form which has the summary questions * Timer for their independent reading time at the start of class * Books! Classroom library for the kids who do not bring their own books. * Notepads for students to write notes on and writing utensils (for students who do not have their own). | |
| **Lesson components: The 5Es**  The quick rundown of the day is: 1 minute of mindful breathing to calm the energy. Students start with 20 minutes of silent reading any material of their choosing. I quickly introduce the film and activities of the day. We watch Othello as a class – pausing a few times to write notes and make sure everyone is following along with the story. The movie ends and they have time to discuss with each other about what are the key details they really need in their summary- picking out pieces from their notes. Students have time to write their summaries into their google forms. Those who finish have time to begin their STAR practice which is homework for everyone. | |
| **Engage** (20 Minutes)  Most days in English I, we try to start the class with 20 minutes of silent reading time. Students are allowed to read whatever they like as long as it is a physical copy – there are no electronics allowed during this time. We start this time with a mindful minute which is just a minute of sitting and breathing to calm everyone down from the business of moving from class to class then they get their books and settle in to read. They choose their reading material so any differentiation in reading level is not a worry here, they read at their own pace and their own level. Students have learned to really love this time! | |
| **Teacher actions**  This part of the day is mostly hands-off for the teacher. I stand at the front of the class while we do our minute of breathing but then they sit and read. Occasionally depending on the energy of the day I will walk around and monitor the kids to ensure they are actually reading but usually they handle this time very well!  There is no mortification for this portion as the reading material is self-chosen and self-paced. | **Possible Student Actions and Responses**  Occasionally students find it hard to sit in silence and calm down for 20 minutes straight. We have found that the mindful minute is especially crucial for these days because it allows them to refocus on their physical bodies and soothe their heart rates by taking the minute to really think about breathing. The only issue silent reading brings is they can sometimes distract each other if they are too wound up to settle into the usual routine, I counter act this by allowing them to listen to their own music. They respond very well to being able to control their environment. |
| **Explore** (30 minutes separated into two 15-minute intervals)  The students will watch Act IV of Othello as a class. I will stop the film throughout for a few reasons, first is to give them time to think about what is happening and try to translate parts of Shakespearean English, the second is to allow them to disucss in groups what they think is going to happen or how the scenes play into the themes we have discovered as a class, and lastly to allow them to have time to write down the key details they think are relevant to the summaries they are writing at the end of class. I have planned to stop the movies in two segments after each of the major plot points that happen in the act but I also plan to just watch how the students react to the film and know depending on the class I will need to stop at different places to help explain as well as more often to help them stay focused. In 6th period specifically I think they will only need the 2 major stopping points because as a whole they have had a much easier time understanding Shakespeare than the rest of my classes, however if I notice students start to lose focus or look confused, I will stop to clarify. | |
| **Teacher actions**  The main goal of this part of the lesson is watching the students. Every film day is different even with the same group of students, some days they easily understand what is happening based on the tone of characters and other ques without needing to attempt to translate the speech, however somedays the complexity of having so many parts to follow to try to understand is too much for them and they need more guidance. Luckily by this part in the play, they are all pretty attached to the characters and the plot that they want to know what’s happen so if they really get lost they start to talk to each other or just yell out to the class asking for clarity. It is up to me as a teacher to be able to track these moments and let them have time to talk amongst themselves or encourage them to wait and see if they can figure out based on the following scenes. | **Possible Student Actions and Responses**  During this time the students have been asked to take notes on a piece of paper of the Main Ideas of the scene. I will pause a few times to give them writing time however group discussion should wait till the end. |
| **Explain** (10 Minutes)  This is one of those check in lessons, there is nothing new they are learning skill wise instead they are learning how to apply their knowledge to a new text. This lesson is all about remembering their summary skills, and it is very needed as we have discovered our kids don’t know to leave out minor details. We will very briefly review what they need to put in a summary and how to view Shakespeare, which is a little speech they get at the start of every film day about trying to follow the tone of the characters not every word they say. They will also use their previous knowledge to help each other write well developed summaries when they have time to discuss in their table groups about the film and what they each wrote down for their notes. | |
| **Teacher actions**  I have the usual prepared speech for before the movie begins:  “Remember, the goal is to understand the tone not word for word the language”.  Also, I will remind them what summaries are and how their notes can be as detailed as they want but once they type up their summaries, they should only include the most important pieces of the story. | **Possible Student Actions and Responses**  The students should be able to take notes during the film then with the help of their table mates be able to narrow down the points they wrote to choose only the most important plot pieces to include in their individual summaries. |
| **Extend** (Throughout)  The students are reevaluating their ability to summarize text properly. They have individual time to take notes, then time to compare answers with classmates. Finally, after reviewing their own notes, their classmates notes, and what we discuss as a class they must create their own summaries hopefully having a better understanding of what details they need to include and which they can leave out of their summary.  The STAR practice which is homework also expands their general grammatical and English content knowledge. | |
| **Teacher actions**  I have given each table a note pad and there are writing utensils easily available in class for students to take notes. I will be sure to give enough time in class to write, discuss, and edit their drafts. | **Possible Student Actions and Responses**  I hope they will actually use their classmates to better their summaries. They will build off each other’s knowledge to help better their own writing. |
| **Evaluate** (20 minutes and any time remaining depending on how often the film stopped for clarity)  I will have the students notes and summaries to see how they progressed from writing down every detail they though was important to only including the most important ones in their final summary.  Also, if there is time, they have a STAR practice assignment which is only a few questions is their exit ticket. If they do not get to this in class, it is already assigned as their homework for that night. | |
| **Teacher actions**  I will collect their physical notes at the end of class, and they will write their summaries on the google form due by the end of class. The STAR practice assignment is a district given resource (I as the student teacher do not have access to this program or their answers, but Mrs. Gay and I make sure to talk about the results and how the kids did on it) | **Possible Student Actions and Responses**  Students have until midnight to submit both the summaries and STAR practice which means anyone who needs extra time can have it, although there is more than enough time for everyone including students with accommodation to complete the task in class. |

*Note.* Be sure to attach any student worksheets to your lesson plan.

* <https://www.amazon.com/Othello-Kenneth-Branagh/dp/B0031NYH5C> Link to the version of Othello we stream for class.
* <https://docs.google.com/forms/d/e/1FAIpQLSfYFzuzac9gFe4UbINrmcwtpaIXU3TgHQ11EWGQ6jSaq7Gh1Q/viewform?usp=sharing> Link to the form where students will be asked to place their summaries.