

Sample Differentiated Language Arts Lesson Plan:

(Adapted from Charlotte Gray's, NYU)

Lesson Concept: Examine the contents of a speech and present findings to the class.

Content Objectives : The students will know and **COMPREHEND THE MAIN IDEA, AND USE OF LITERARY TECHNIQUES (PERSUASION & REPETITION) IN THE SPEECH.**

Language Objectives: 1. either read or listen to a speech; then 2. demonstrate their understanding of the main ideas & any literary techniques used either: in writing (summarizing or creating a new ending), creating a graphic organizer, orally debating, or drawing & recalling.

A. Content = Martin Luther King's "I Have A Dream" speech or, John F. Kennedy's "The New Frontier" speech

Differentiation = 1. Read Speech
2. Listen to speech (learning center)
3. Read with teacher (direct instruction)

B. Differentiated Process = Examine speech contents by:

1. Identify key points (recall).
2. Apply speech contents to your daily life (comprehension).
3. Summarize the speech in your own words (analysis).
4. Imagine what MLK would say today (synthesis).
5. Argue for and against the speech contents (evaluation).

*TIP: Generally Kids will pick exactly where they need to be, where they are academically ready.

C. Product = Present Findings

Any one of these products is not "less than" another. To be able to draw a picture is as valuable as to be able to write a new closing speech. By the affiliation/osmosis with all the levels, they teach each other. So, did they comprehend the speech?

1. Use a main idea graphic organizer to list the key points (recall).
2. Draw a picture showing how the speech applies to your daily life (comprehension).
3. Write a summary of the speech in your own words (analysis).
4. Write a new closing for the speech (synthesis).
5. Present a debate arguing for and against the speech contents (evaluation).

HOW TO IMPLEMENT IN THE CLASSROOM

Lesson Plan:

Examine the contents of Martin Luther King's "I Have A Dream" speech or John F. Kennedy's "The New Frontier" speech and present findings to the class.

Mini Lesson = Whole Class (Teacher Lead, Approx. 10 mins) This is an activity that ALL students can do. Maybe one student won't get all the grammar correct, but, at least you are activating prior knowledge. "Think of time when someone's words inspired you. In your Journal jot down:"

- > Who inspired you
- > What they said that inspired you
- > How you were moved to action

Middle School Language Arts Lesson Plan

Lawrence A. Tomei

Middle School Language Arts Lesson Plan:

The Active Classroom Ron Nash, 2013-12-02 Promote learning that is purposeful and fun for everyone If you want the classroom experience to result in deeper understanding and new knowledge then students must become active participants in the learning process With new chapters on writing and the first two weeks of school this book references the CCSS as it relates to communication and collaboration and structuring the classroom environment and offers brain based teaching strategies for Establishing rapport and building relationships between students and teachers Engaging students active participation in the learning process Creating interactive learning environments that include all learning modalities

Improving your presentation and process facilitation skills **Resources in Education** ,1992-02 **Lesson Plans for Teaching Writing** Chris Jennings Dixon, 2007 Why do students often graduate from high school unprepared for college writing And what can we do about it These are the questions that a group of classroom teachers set out to explore Over the course of seven years a group of middle high school college and university teachers participated in a federally funded writing coalition project to implement innovative approaches to teaching writing Together they developed this series of lesson plans designed to make writing both fun and an integral part of diverse curricula Practical is the recurrent motif of each teaching strategy Developed by real teachers in real classrooms the lessons are grouped into seven categories writing process portfolios literature research grammar writing on demand and media Each lesson follows a standard format that includes purpose of the activity necessary preparation required props and materials process and procedure for implementation instructional pointers and or possible pitfalls and reflections from the teacher that provide behind the scenes insights

Language Arts and Literacy in the Middle Grades Margaret J. Finders, Susan Hynds, 2007 From two prominent scholars in the field of literacy comes a middle school teacher preparation text that offers important innovations not usually found in traditional secondary methods texts The book is rife with concrete examples of teaching literacy and language arts in middle school contexts but is relevant to preservice and practicing teachers at middle and high school levels This edition includes a stronger focus on culturally relevant pedagogy and the needs of English Language Learners as well as a Standards in Practice feature which helps teachers incorporate state and national standards in teaching and planning The book is based on a teacher as inquirer model A fieldwork component provides tools for classroom inquiry and reflection in each chapter The book is timely and relevant with classroom cases written by experienced and new middle school language arts teachers

Strategies for Teaching Learners with Special Needs Edward A. Polloway, James R. Patton, Loretta Serna, 2008 Revised to incorporate important new information about No Child Left Behind and the 2004 re authorization of IDEA this classic work in the field of teaching methodology for students with special needs continues to be the most comprehensive textbook available for students with mild high incidence disabilities i e learning disabilities mild retardation intellectual disabilities emotional and behavioral disorders and students experiencing learning problems in the general education

classroom The focus of the book is on effective instructional strategies for students being served in diverse educational settings with a primary emphasis on those being taught in inclusive educational environments In Part I the text provides basic information on curriculum development and instruction while in Part II an in depth discussion of key curricular areas is provided For educators teaching learning disabled students *Challenges of Teaching with Technology Across the Curriculum* Lawrence A. Tomei,2003-01-01 Teachers are looking for a text that will guide them in the selection of appropriate educational software and help them make decisions about the myriad of available Internet sites They want to know how all this material can help their students learn better Challenges of Teaching With Technology Across the Curriculum Issues and Solutions integrates both theory and practice with assessment to make learning outcomes possible This text will become an invaluable reference for any teacher who develops their own instructional materials or is asked to select software and Web sites for their students *English/language Arts Curriculum Resource Handbook* ,1992

The Best Web Sites for Teachers Vicki F. Sharp,Martin G. Levine,Richard M. Sharp,2002 **Eight Ways of Teaching** David G. Lazear,1999 Eight ways of teaching the artistry of teaching with multiple intelligences

Teaching Writing in Middle and Secondary Schools Jim Blasingame,John H. Bushman,2005 Teaching Writing in Middle and Secondary Schools provides research based and standards based strategies as well as classroom tested activities all in one book Covering the core fundamentals of exemplary practices in the teaching of writing this book demonstrates writing processes and the use of rubrics with authentic samples taken directly from students writing portfolios Readers are also given valuable information on teaching grammar and spelling curriculum planning service learning and community and parental involvement all through the lens of teaching writing

The Effective Teaching of Language Arts Donna E. Norton,2004 Effective teaching of language arts requires commitment to excellence on the part of classroom teachers The language arts include speaking listening reading and writing Excellence cannot be attained without thorough knowledge of the language arts and understanding of methods that develop language arts abilities in children

Teaching in the Middle and Secondary Schools Richard Dean Kellough,Jioanna Carjuzaa,2009 This practical performance based methods text for middle and second school pre service teachers is organized around four developmental components Why gives the rationale to support the components that follow What what you will be teaching How how you will teach it How well how well you are teaching it Organized into four parts that are then split up into ten modules the text begins with a history of education going back to colonial times The modules then cover the many and varied aspects of teaching pre and early adolescents such as teaching students with exceptionalities classroom management diversity instructional planning using technology in the classroom assessing student achievement and self assessment and continued professional development The authors contend that the best teacher is one who has an eclectic style and can monitor their own progress and make changes and adapt their strategies if they are not succeeding The ninth edition has been carefully updated to reflect the diversity and current topics

in the field today The book is a valuable resource for students today and as a reference for many years to come New To This Edition NEW Improved balance of content between middle and secondary schools this emphasizes that middle school is uniquely different from both high school and the traditional junior high school and that pre and early adolescence is different from late adolescence NEW Technology has been integrated throughout every module of the book New features including Teaching Scenarios Activities and Technology Rich features were added to all modules NEW Contributions from pre service and in service middle and secondary school teachers teacher educators and educational researchers have been added to strengthen the tie between theory and practice *Resources in Education* ,1996 Reading-writing Connections Mary F. Heller,1991 Reading Writing Connections From Theory to Practice Second Edition is an extraordinary language arts methods text that enables elementary and middle school teachers to create classroom environments where all students can become lifelong readers and writers Focusing on developmentally appropriate methods and materials this remarkably readable book empowers a new generation of teachers to integrate reading writing listening and speaking in K 8 classrooms Heller s highly accessible writing style makes Reading Writing Connections suitable as the primary text for undergraduate and graduate courses in language arts reading writing and literacy BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved **Reflective Planning, Teaching, and Evaluation, K-12** Judy W. Eby,Edward Kujawa,1994 Against the Grain ,2004 *Teacher* ,1972 *The Prentice Hall Directory of Online Education Resources* Vicki Smith Bigham,George Bigham,1998 Contains over one thousand entries that provide the name logo and sponsor a brief description and commentary on the outstanding features of some of the best educational sites on the World Wide Web suitable for students in kindergarten through grade twelve grouped by subject area **Current Index to Journals in Education** ,1998-10 *A Resource Guide for Teaching* Richard Dean Kellough,1997 Practical and thorough this engaging resource guide truly practices what it preaches hands on activities rich research based performance driven teaching Coverage integrates the best ideas from a broad spectrum of instructional approaches into an eclectic teaching model that the author characterizes as multilevel instruction This is truly one of the most comprehensive books on the market today made even better in this latest edition Coverage includes the relationship among curriculum standards assessment and high stakes testing what s need to establish and maintain a supportive learning environment and updated information on outstanding school programs For professionals in the field of teaching

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