

CRRE ELA Lesson Plan Template

Expanded Success Initiative – New York City Department of Education

Lesson Title: Amy Tan’s “Mother Tongue”

Grade Level: 12th

Name of Teacher: Beth Antonelli

Lesson Duration: 1 class period

Allotted Class Time: 45 minutes

1. Learning Central Focus

<p>Student Learning Goal(s)/Objective(s)</p> <ul style="list-style-type: none">• What are the specific skills and processes students will learn in this lesson?• What are the specific concepts and reasoning students will explore/learn in this lesson.	<p>Students will be able to recognize literary devices and rhetorical strategies in a challenging essay on language. Specific concepts to be explored include understanding the author’s overall purpose in writing the piece, and learning how to articulate the author’s use of literary devices.</p>
<p>Student Cultural Learning / Sharing</p> <ul style="list-style-type: none">• What connections are students able to make between what they are learning to their lives, communities, and interests?	<p>Students are reading Amy Tan’s essay “Mother Tongue.” Many of my students speak a home language with their families and English at school. They will hopefully be able to connect with Amy Tan’s descriptions of growing up with a mother who struggles to speak “Standard” English.</p>
<p>Lesson Rationale</p> <ul style="list-style-type: none">• Why are you teaching this lesson?• Why are the learning tasks for this lesson appropriate for your students?• How does this lesson connect to what comes before and after it?• What (if any) theories, philosophies or research inform this lesson?	<p>This lesson is part of a larger unit on exploring language: how language can be a bridge to bind societies, but can also be a wall to exclude members. During this unit we explore the works of four writers with different backgrounds and perspectives on language: David Sedaris, in <i>Me Talk Pretty One Day</i>, James Baldwin, in “If Black English isn’t a Language, Then Tell Me What is?” and Gloria Anzaldua, in “How to Tame a Wild Tongue.”</p> <p>In this lesson, students specifically explore how Amy Tan uses figurative language and personal anecdotes as a way to make a larger claim that “standard English” is a limiting and prejudiced concept.</p> <p>The major learning task for students is to work in groups to perform a close reading of the text, focusing on big ideas, literary devices, author’s purpose, and tone using the “READ Protocol.” This is appropriate for my students because it ensures that all group members engage with the text, and allows groups to pool knowledge to catch nuances in the text.</p> <p>This lesson ties directly to the rigor and expectations of the Common Core ELA Exam, which requires that students perform close readings of nonfiction texts, analyze author’s subtle uses of language and tone,, and use them to draw conclusions about the author’s purpose.</p>

<p>Context for Learning</p> <ul style="list-style-type: none"> • Who are the students in your class? • What do I know about my students that will inform this lesson? • What school/classroom conditions might impact the planning and delivery of the lesson? 	<p>My students are 34 12 th graders with a range of academic abilities. Some of my students have an IEP, some of my students are ELLs, and there is a mix of academic abilities amongst my general ed students.</p> <p>I know that my students perform well in heterogeneous groups. The highest performing students serve as peer tutors and support for the lowest third, which in my class happens to be SWDs and ELLs. I also know that many of my students struggle with highlevel academic vocabulary, so one group member is the “Wordsmith” and is responsible for looking up unfamiliar words as the group comes across them.</p>
<p>Prior Academic Knowledge and Conceptions</p> <ul style="list-style-type: none"> • What knowledge, skills, and concepts must students already know to be successful with this lesson? • What prior knowledge, skills and/or resources do these students have that would support the learning for this lesson? 	<p>Students must be conversant with literary devices and figurative language, including: imagery, symbolism, hyperbole, metaphor, and simile. Students have a literary device/rhetorical strategy worksheet that they rely on all year. This tool helps students when they struggle to remember and/or differentiate between devices. Students also have a tone worksheet 1 of 100 common tone words which they have been using all year.</p>
<p>Aim</p> <ul style="list-style-type: none"> • Essential question(s) to be answered during the lesson. 	<p>In what ways does Amy Tan contribute to, and possibly change, our ongoing conversation about language?</p>
<p>Do Now</p> <ul style="list-style-type: none"> • Activity to “jumpstart” the lesson. 	<p>What inferences can you draw from the title “Mother Tongue”?</p>
<p>Opportunities to for Analysis and/or Problem Solving</p> <ul style="list-style-type: none"> • How are students (Collectively or Individually) provided opportunities to apply the skills they have? • Newly acquired skills? 	<p>Working in groups, students are interacting with text, unearthing the literary devices the author uses to engage the reader, and analyzing how these devices support the author’s purpose.</p>
<p>Common Errors, Misconceptions, Partial Understandings, or Misunderstandings</p> <ul style="list-style-type: none"> • What are common errors or misunderstandings of students related to the central focus of this lesson? • How will you address them for this group of students? 	<p>Students often struggle to understand the author’s purpose for writing a text. It may not be so ‘black and white’ as to persuade the reader that there is more than one form of English. Perhaps the writer is trying to grapple with unanswerable questions, or perhaps she’s writing a tribute to her mother and the important life lesson she learned. Perhaps she’s apologizing. Students easily see how a text can be used to persuade, but not always recognize the more subtle motivations that draw a writer to write.</p>

<p>Standard(s)</p> <p>What standard(s) are most relevant to the learning goals?</p>	<p>RL. 1112.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).</p> <p>RL. 1112.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL. 1112.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
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2. Assessments

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

<p>Type of assessment</p> <p><i>(formative or summative)</i></p>	<p>Description of assessment</p> <p><i>(what is this designed to assess?)</i></p>	<p>Modifications to the assessment</p> <p><i>(so that all students may demonstrate their learning)</i></p>	<p>Evaluation criteria: What evidence of student learning does the assessment provide?</p> <p><i>(related to the learning objectives and central focus)</i></p>	<p>How will you give feedback to students on this assessment and for what purpose?</p> <p><i>(Consider whole class, individual and group levels)</i></p>
Formative	Teacher will clarify expectations for the READ protocol before discussion starts, and ask several students to explain what the norms look like in their own words, citing examples	N/A	Teacher will be able to diagnose misunderstandings and clarify before group work begins	
Formative	Teacher will do a thumbs up/thumbs down to ensure students understand expectations for the discussion	N/A	N/A	N/A

Summative	Teacher circulates, assessing each group's performance during the use of the READ protocol discussion, and gives a score in real time to groups, along with feedback. Groups self-assess on their performance at the close of the lesson.	N/A	This assessment provides evidence of how well the group is functioning and supporting its members, as well as the caliber of the discussion.	Groups will get feedback in real time, during the course of the assignment.
Summative	Teacher collects the READ Protocol sheet and assesses group responses	N/A	This assesses how well the group can interpret and analyze an author's choices in a text, and how well groups can articulate and justify their thinking.	Students will get feedback in writing after the completion of the lesson, with specific suggestions for the next round of the READ protocol using a different passage.

2. Academic Language Demand(s)

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	This activity will give students an opportunity to read aloud a text, discuss it with peers using language terminology around author's craft.
What content-specific terms (vocabulary) do students need to meet the learning objective for this lesson?	Literary Devices including: imagery, symbolism, theme, characterization, metaphor, irony Rhetorical Strategies including: ethos, logos, pathos, allusion, anaphora, anecdote, amplification, author's purpose, and tone.
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	Students will need to use language in a variety of forms. For example, students will need to be able to read aloud a text when it's their turn to facilitate. They will also need to be able to closely listen and annotate as group mates are reading the text aloud. Finally, they will need to be able to discuss the text with peers, citing specific evidence from the text, and be able to cogently respond to the protocol prompts.

<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	<p>This is a complex text. The written language may be a challenge for certain students. Each group is assigned a wordsmith to quickly look up words that the group is unsure of. Also, by heterogeneously pairing struggling readers with high achievers, lower level students are supported in their comprehension.</p>
<p>How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	<p>Students have in their possession a Literary Device/ Rhetorical strategy cheat sheet and a Tone Vocabulary list that helps them if they are stuck on the language. Further, they use these resources all year and are very familiar with this protocol so they are better prepared to tackle challenging texts like this one.</p>

4. Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

*** The questions in the boxes are not meant to be answered directly but are there to guide your thinking & planning*

<p>Opening/Introduction <u> </u> 3 minutes</p> <ul style="list-style-type: none"> • How will you start the lesson to engage and motivate students in learning? 	<p>Students will be able to recognize literary devices and rhetorical strategies in a challenging essay on language. Specific concepts to be explored include understanding the author's overall purpose in writing the piece, and learning how to articulate the author's use of literary devices.</p>
<p>Instruction/Steps of the Lesson <i>Create a numbered list of steps for the body of your lesson.</i> <u> </u> 45 minutes</p> <ul style="list-style-type: none"> • What will you and the students do during the lesson? • What will you do to engage students in developing understanding of the lesson objective(s) and concepts? • How will you link the new content (skills and concepts) to students' prior academic learning and their personal/cultural and community assets? • How will you transition smoothly from one learning activity to the next? • How will students apply what they have learned? • How will you determine if students are meeting the intended learning objectives? and interests? 	<p>Lesson Steps:</p> <ol style="list-style-type: none"> 1. Do Now 2. Minilesson: Author's Purpose 3. Group Work: Begin reading and annotating "Mother Tongue" using the READ protocol 4. Group SelfAssessment: Completing the Read Protocol Feedback Sheet 5. Exit Ticket (ITA) <p>MiniLesson: Author's Purpose</p> <p>R= Rephrase the central idea of the text in your own words E= Examine the text for devices the author uses to connect with the audience (literary devices, rhetorical strategies, methods of persuasion, etc.) and explain their use. A= Analyze: How do the devices contribute to the author's overall purpose(s) for writing this piece? D= Discuss the author's tone: What is the author's attitude towards this subject? How can you tell?</p>

	<p>Facilitator's Questions to the group:</p> <ol style="list-style-type: none"> 1. What are the big ideas in this section of the text? 2. What literary devices/rhetorical strategies did you notice in the text? What evidence can you point to? How are the strategies used in the text? Are these strategies effective for pushing the author's argument? 3. How does the literary device/rhetorical strategy fit into the author's overall purpose for writing this text? 4. What is the author's attitude towards this subject? How can you tell? <p>Assigned Group Roles:</p> <p>Student A: Scribe</p> <p>Student B: Facilitator</p> <p>Student C: Wordsmith (looks up unfamiliar terms in the dictionary)</p> <p>Student D: Presenter</p> <p>Group members rotate roles after each round of the protocol.</p> <p>Teacher will stop the groups after 10 minutes to check for understanding. Ask the presenters to share out the comments that their group mates were making, to ensure that all groups are following the protocol and the facilitators are ensuring real discussion with their groups.</p>
<p>Closure <u> </u> 5 minutes</p> <ul style="list-style-type: none"> • How will the key points of the lesson be articulated? By whom? • What questions or prompts will you use to elicit student articulation of their learning? • How will students rethink and revise their understanding and work? 	<p>The following Exit Ticket will be used to provide students with an opportunity to articulate the learning they experienced as well as process, review, and reexamine their understanding of the reading and the classroom activities.</p> <p><i>Exit Ticket : What interesting ideas did you hear from other members of your group today that expanded or shifted your thinking? How would you rate your success during this lesson? Give evidence...</i></p>
<p>Differentiation/ Planned Support <u> </u> 5 minutes</p> <ul style="list-style-type: none"> • How does your instructional design for this lesson meet individual and group needs? • How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson? • How will you provide enrichment for students with a strong understanding of the lesson concepts? 	<p>Whole class :</p> <p>Students are grouped heterogeneously, with lowest third grouped with highest performing students. Highest performing students serve as peer tutors.</p> <p>Students with IEPs or 504 plans :</p> <p>ELLs and SWDs have their own copy of the READ protocol sheet to help organize their thinking. Further, they have sentence starters which they may choose to use if needed.</p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p> <p>As the teacher circulates, she will assess students and clear up any group misconceptions. If multiple groups face misconceptions, she will bring class together to clarify and answer questions.</p>

<p>Interactions</p> <ul style="list-style-type: none"> • How and why are students interacting with one another (how are students grouped)? • How and why are students interacting with texts? • How and why are students interacting with the teacher? 	<ul style="list-style-type: none"> • Students are grouped heterogeneously so that highest performing students can support ELLS, SWDs and lowest third. • Students interact with the text by reading aloud in small groups, annotating verbally together, and then discussing key elements of the text by using the READ protocol • The teacher acts as a facilitator, but is not actively engaged in the small group discussions. The teacher silently circulates and assesses individual and group performance, but does not interrupt the group unless misunderstandings arise.
<p>Flexibility</p> <ul style="list-style-type: none"> • What might not go as planned and how can you be ready to make adjustments? 	<p>“Mother Tongue” contains highlevel vocabulary. Some students/ groups may struggle to understand the context of some of the more challenging vocabulary.</p>
<p>Materials</p> <ul style="list-style-type: none"> • What materials does the teacher need for this lesson? • What materials do the students need for this lesson? 	<ul style="list-style-type: none"> • Copies of “Mother Tongue” for all students • Copies of the READ protocol for each group • Copies of the READ protocol assessment sheet for each group • A copy of the READ protocol rubric handy

5. Analyzing Teaching

To be completed after the lesson has be taught

<p>Reflecting on the Lesson</p> <ul style="list-style-type: none"> • What worked? • What didn't? • For whom? 	<p>Overall, this lesson was a success. Students were very engaged with the text. They could empathize with Amy Tan's stories, and could relate it to their own lives. Students, however, were itching to discuss this text in a freer, whole class discussion, rather than be limited to the structure of the READ protocol. So a follow up discussion was conducted the next day.</p>
<p>Informing future instruction</p> <ul style="list-style-type: none"> • What instructional changes do you need to make as you prepare for future lessons? • How did you use the assessment(s) to determine what worked, what didn't, and for whom? • How well did your feedback help students meet the learning goals? 	<p>By collecting the READ protocol sheets, I can see any gaps in learning and how well students recognize literary and rhetorical strategies and how these connect to author's purpose.</p> <p>In the future, some students should be pulled to the side so that we can practice recognizing author's purpose together.</p>

<p>Proposed changes</p> <ul style="list-style-type: none"> If you could teach this lesson again to this group of students what changes would you make to your instruction? 	<p>Whole class :</p> <ul style="list-style-type: none"> I would not make any whole class changes to the lesson. <p>Groups of students :</p> <ul style="list-style-type: none"> In the future, some students should be pulled to the side so that we can practice recognizing author's purpose together. <p>Individual students :</p> <ul style="list-style-type: none"> Individual students would be pulled together into a small group for reinstruction.
<p>Reasoning</p> <ul style="list-style-type: none"> Why will these changes improve student learning? <p>What research/ theory supports these changes?</p>	<ul style="list-style-type: none"> Some students struggle to see past the concrete ideas and descriptions in texts. By conducting a close reading together, we can build the bridge from literary devices to author's purpose.

6. Sources/Resources

Acknowledge and cite any sources used in developing this lesson. Attach handouts, materials and each assessment and associated evaluation criteria/rubric.

Tan, Amy. "Mother Tongue." *Dreams and Inward Journeys: A Rhetoric and Reader for Writers*. Ed. Marjorie Ford and Jon Ford. 7th ed. New York: LongmanPearson, 2010. 3444. Print.

Tone Vocabulary List. <http://valenciacollege.edu/east/academicsuccess/eap/documents/tonewords.pdf>