

Lesson Plan Template - Hunter

<u>Teacher Name:</u>	<i>Kristen Alcox</i>
<u>Content & Grade Level:</u>	<i>6th grade English Language Arts</i>
<u>Unit Title:</u>	<i>Character development and conflict</i>
<u>Lesson Title:</u>	<i>Conflict</i>
<u>Day of Lesson:</u>	<i>Lesson 15</i>
<u>Duration of Lesson:</u>	<i>2 days</i>
<u>Length of Class Period:</u>	<i>Single Class</i>
<u>Common Core / State Standards:</u>	<p><i>RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p> <p><i>RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</i></p> <p><i>RL.6.5: Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</i></p>
<u>Measurable Lesson Objectives:</u>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>-Identify the types of conflict by reading short story examples and correctly labeling the type of conflict.</i> <i>-Accurately develop conflict storyline examples when given of type of conflict (person v person, person v self, etc.).</i> <i>-Share examples of literary elements that impact conflict by identifying text evidence to support.</i> <i>-Demonstrate how conflict moves the plot by citing examples with text evidence from Out of My Mind.</i> <i>-Analyze the types of conflict present in Out of My Mind by citing text evidence to support.</i>
<u>Materials and Resources needed:</u>	<i>Book, language arts journal, large post-it papers, worksheets, exit ticket, index cards</i>
<u>Anticipatory Set:</u>	<p><i>Day 1</i></p> <p><i>Anticipatory Set</i></p> <p><i>On the board as students walk in, ask and have them write answers on the board: "What was the last thing you argued with a parent about?" Pick a couple to get more details making notes of options for person v person or how the argument may have changed the outcome of something.</i></p>

	<p>Objective and Purpose <i>Introduction of types of conflict that exist: Person v person Person v self Person v nature Person v society Person v technology/machine Create dialogue examples for each to demonstrate understanding. Discuss literary elements that impact conflict the plot.</i></p> <p><u>Day 2</u> Anticipatory Set <i>Give students a card as they walk in the room. Cards will have a variety of “handicaps” they will need to abide by (instructions on the board for following directions). Examples include: put one hand behind your back, you can’t speak, you can speak but must use “pig-latin”, or change nothing. Begin lesson and ask for student participation, give “grades” or celebration/criticism to demonstrate frustration and conflict that can arrive when you unable to complete tasks or communicate properly.</i></p> <p>Objective and Purpose <i>Looking at conflicts from a different lense and the types of conflict that exist in Out of My Mind using text evidence to support. Understanding how conflict affects plot in the story.</i></p>
<p><u>Procedures and Research-based Instructional Approaches:</u></p>	<p><u>Day 1</u> Input <i>Mini-lesson on vocabulary to review conflict. Define and give examples of types of conflict: Person v. person, person v. self, person v. nature, person v. society, person v. technology/machine. Refer to anticipatory set as applicable.</i></p> <p>Modeling <i>Using worksheet with different scenarios listed, discuss/give examples of type of conflicts for class. Worksheet to be glued into language arts journal for reference.</i></p> <p>Checking for Understanding</p>

Ask for questions. Using true/false examples on board/power point, list two more conflict scenarios with a conflict type listed. Ask for thumbs up/down for true/false.

Guided Practice

Using same conflict worksheet, add dialogue, character traits that can be associated with each conflict type. Students answer and then discuss each as a class.

Independent Practice

Think-pair-share: students develop list of conflict types and examples from popular movies/TV shows/books.

Day 2

Input

*Review previous lesson and conflict types. Students turn in cards from previous lesson closure. Discuss several as a class to gain stronger understanding. Review main characters and traits from *Out of My Mind* and ways conflict affects plot.*

Modeling

*Using main character (Melody) from *Out of My Mind*, list types of conflict she faces and text evidence to support. Refer to anticipatory set as applicable.*

Check for Understanding

Ask for questions.

Guided Practice

*Divide class into groups and assign each group a character from *Out of My Mind*. Each group will discuss and then present types of conflicts affecting character through chosen method: notes/presentation/role-playing/pictures/etc. and how this conflict affects overall storyline. Teacher walking around and conferencing with groups.*

Independent Practice

*Exit ticket with short answer questions about conflict from last two days (i.e., “An example of a type of conflict from *Out of My Mind* that we discussed wasI know it is this type because...”). Exit ticket will also have an option to include what they still don’t understand if applicable and since it is the end of the week, weekly exit ticket questions will also be included to check proof of reading and discussion items.*

<u>Differentiation:</u> (ELL,etc)	<p><i>COG Students: Write dialogue/scenarios to illustrate different types of conflict.</i></p> <p><i>ELL: Graphic representation worksheet with characters and pictures/images to be matched with types of conflict.</i></p>
<u>Lesson Closure and Wrap-up:</u>	<p><u>Day 1</u> Closure <i>Walk around to review worksheets in language arts journal. As each student leaves class, distribute card with type of conflict. Each student to return to class with real-world example of type of conflict (real or imaginary, but realistic).</i></p> <p><u>Day 2</u> Closure <i>Exit ticket as listed above in independent practice.</i></p>
<u>Adaptations for Students with Exceptionalities:</u>	<i>Worksheets with graphic representations of characters and to be matched with types of conflict. Additional video clips to aid in learning.</i>