

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.

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?

C. Product = Present Findings

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

David G. Lazear



Middle School Language Arts Lesson Plan:

The Active Classroom Ron Nash, 2013-11-13 The beloved bestseller updated for the classrooms of today This updated edition of Ron Nash's *The Active Classroom* shows how to protect students from the higher than ever risk of becoming passive observers rather than active participants in the classroom Featuring a wealth of new content plus an insightful foreword by Rich Allen it shows Ways to highlight writing as an essential discipline students need to excel within the Common Core Standards and beyond Techniques for boosting engagement with visuals and technology especially in modern hybrid classrooms How the first two weeks of school set the tone for the entire year **Resources in Education** ,2000-10

Common Core Standards for Middle School English Language Arts Susan Ryan (Education standards consultant), Dana Frazee, 2012 Here middle school English teachers and school leaders will find information they need to begin adapting their practices to ensure all students master the new and challenging material contained in the standards

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

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

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

English/language Arts Curriculum Resource Handbook, 1992 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

English Journal, 1929 **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 and organisation with special reference to secondary schools. Ed. by P.A. Barnett* Teaching, 1903 The Best Web Sites for Teachers Vicki F. Sharp, Martin G. Levine, Richard M. Sharp, 2002 Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant, **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

Report of the Commissioners, Mainly on Secondary Education, Containing the Summarised Reports, Recommendations, and Extended Reports of the Commissioners New South Wales. Commission on primary, secondary, technical, and other branches of education,1904 A report on the provision of secondary education from selected countries around the world *Eight Ways of Teaching* David G. Lazear,1999 Eight ways of teaching the artistry of teaching with multiple intelligences **The English Journal** ,1929 *Acquiring and Organizing Curriculum Materials* Gary Lare,1997-11-06 *Acquiring and Organizing Curriculum Materials* addresses two areas of need in a curriculum materials center where to find curriculum materials for acquisition and how to organize these materials for efficient and effective access once they are acquired This book brings together in one convenient source many companies associations projects and government agencies that publish produce and distribute curriculum materials such as curriculum guides textbooks teaching activities books and AV media instructional materials Lare has also included a list of World Wide Web sites and links that provide teaching activities and lesson plans curriculum guides and standards and curriculum resource links which provide content to support lesson plans Once the materials are acquired various shelving options and classification schemes are presented so that informed decisions can be made regarding how to organize the various collections A useful resource for curriculum materials librarians in academic libraries school library media specialists public librarians responsible for education collections and for library and information science courses in collection development and organization **Report of the Committee for the Revision of English, Telugu, and Tamil School Books in the Madras Presidency** Madras (India : Presidency). Committee for the Revision of English, Telugu, and Tamil School Books,1875 **Modern Language Teaching** ,1915

This book delves into Middle School Language Arts Lesson Plan. Middle School Language Arts Lesson Plan is a vital topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Middle School Language Arts Lesson Plan, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Middle School Language Arts Lesson Plan
 - Chapter 2: Essential Elements of Middle School Language Arts Lesson Plan
 - Chapter 3: Middle School Language Arts Lesson Plan in Everyday Life
 - Chapter 4: Middle School Language Arts Lesson Plan in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, this book will provide an overview of Middle School Language Arts Lesson Plan. The first chapter will explore what Middle School Language Arts Lesson Plan is, why Middle School Language Arts Lesson Plan is vital, and how to effectively learn about Middle School Language Arts Lesson Plan.
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 5. In chapter 4, the author will scrutinize the relevance of Middle School Language Arts Lesson Plan in specific contexts. This chapter will explore how Middle School Language Arts Lesson Plan is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, this book will draw a conclusion about Middle School Language Arts Lesson Plan. This chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Middle School Language Arts Lesson Plan.

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