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| **Student Teacher:** Sheryl Smith | | **Date:** 2/17/13 | |
| **Grade:** 11th | **Period**: 5 | | **Supervisor:** Mr. Giovanis |

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| **PRELIMINARY PLANNING** |

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| **PA Standards:**  11.A.2.3.1: Make inferences and/or draw conclusions based on information from text.  11.A.1.5.1: Summarize the key details and events of a fictional text as a whole.  1.6.11.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions. |
| **Pre-assessment:**  Students have previewed the vocabulary for "The Raven" |
| **Objectives:**  Students will demonstrate an understanding of narrative poetry by listening to “The Raven” being read out loud.  Students will demonstrate a comprehension of “The Raven” by completing a worksheet about the poem.  Essential Questions:  1. What is the main purpose/theme of "The Raven?"  2. How does hearing "The Raven" read out loud affect the impact that the story has on the audience? |
| **Individual Modifications:**  Students may finish worksheet at home, if necessary |
| **Materials:**  Textbook, audio recording of The Raven, worksheet |

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| **LEARNING SEQUENCE**  Time: 10 minutes |

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| **INTO**  **Introduction/Motivation/Focus Attention** |

Students will complete a vocabulary warm-up to see what they remember from yesterday. Then, as a class, the warm-up will be reviewed and other words will be brought up to see what they remember.

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| Time: 35 minutes |

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| **THROUGH**  **Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)** |

1. Once again, remind students what "The Raven" is mainly about. Point out the main features that students should be listening for. Ask students to open their textbooks to the correct page and follow along with the recording. While doing so, also have students keep a list of words that are repeated/they don't understand and symbols that stick out to them.

2. Give out post-its and encourage them to stick those post its anywhere where they have a question about the meaning in the text.

3. Finally, put on and listen to "The Raven" on a recording.

4. Hand out a worksheet of questions and go through them as a class.

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| Time: 5 minutes |

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| **BEYOND**  **Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)** |

How does this type of writing differ from the poems we've read thus far?

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| **POST INSTRUCTIONAL PLANNING** |

What worked? What didn’t work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?