

LAP Sample #4 (Typical Thursday) “Casting Streetcar”

- I. Content: Describe *what* it is you will teach. What is the content?
- For the first half of class, students will work on SAT practice while I cast them in roles for the next class.
 - During the second half of class, I will assign roles while students continue their reading aloud. We will prepare for our class scene performance the next day.
- II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.
- Students will bring in their homework that will play a part in determining their class role the next class day.
 - Students will be cast into a role with the understanding that only one of each role occurs each week and that they needed to have back-up choices.
 - I will assign roles and students will prepare for them for homework and as part of classwork.
 - Students will engage with team-implemented SAT practice to give them experience with the new SAT format.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- On Thursdays during the unit, we will work to cast students in roles for Friday performances and give students the chance to preview the text.
 - Students will work to understand, on Thursdays and Fridays, how the way we read a text impacts its meaning.
- IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.
- I will assess students’ homework by casting students into roles for tomorrow. Stronger writing is more likely to convince me to put them in a first choice role.
 - I will also be collecting the reading comprehension bluebooks for the weekly quiz grade. These are used for homework and classwork questions and for journaling about shifts in character traits and motivations.
- V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
- Reading will take place in a style the same as other classes and students will know the expectations thoroughly.
 - I will use my extensive knowledge of student needs and interests to help cast them in appropriate roles for the next class. ELLs and IEPs will have first choice at desired roles.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

0:00-0:25	SAT practice while I cast students in their Week #2 roles. This week, they have a mock test that contains a science/informational text and a set of 10 multiple choice questions.
0:25-0:30	I will cast students, collect the SAT materials, and take any questions students have about the process or product for tomorrow's show.
0:30-0:52	We will read scene eight, which will be our theatrical performance tomorrow. We will pause for conversation along the way and students will add annotations to their prompt books that were begun yesterday. Homework: prepare for roles for Thursday. I will collect journals to assess for a quiz grade.

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

The biggest challenge that I foresee is students not getting a first choice role, and having this hurt student motivation to want to do well in the assigned role. First, I will give priority to students whom this weekly assignment is more challenging for, such as ELLs and IEPs. Second, I will require students submit more choices beyond their primary choice of role.

VII. List the Massachusetts Learning Standards this lesson addresses.

W.1.a-e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented.

SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.