

LAP Sample #2 (Typical Monday/Tuesday) “Reading Streetcar”

- I. Content: Describe *what* it is you will teach. What is the content?
- After the weekly vocabulary, we will continue to read scene one in *Streetcar*. We began this during the previous class.
 - We will finish the scene in class, along the way discussing characters, emerging themes, setting, and other textual details.
- II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.
- Students will continue to build their tier 2 vocabulary banks through the weekly vocabulary exercises, and will work to use these words in context.
 - Students will continue reading roles for the play and be able to verbally respond to in-class questions on the text related to theme, character, and setting.
 - They will draw from the weekend homework reading for in-class discussion, tying together writing done outside of class with discussion in class.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- On Mondays and Tuesdays during the unit, we will conduct in-class workshops for close reading *A Streetcar Named Desire*.
 - Students will use these days each week to get into the scenes and ‘read’ the characters and their motivations. We will be able to discuss key moments together in order to build understanding in the text.
- IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.
- Monday and Tuesday assessment during the unit is based on a “participation chart” where students can earn participation points for asking a question, giving a comment, or responding to a peer.
 - I will use formative assessment all week to see where students are compared to their peers in reading comprehension of the play.
- 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?
- Students who are comfortable reading parts will be able to do so, while students who are not comfortable in the role of Stanley, for example, are able to follow along and better visualize the play through student actors using the whole space of the room.
 - ELLs and IEPs fit this first point in that they can both hear and see the character nuances. I will not require ELLs to read these days, but will encourage them later in the week to do so.

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.

0:00-0:10	We will review the weekly vocabulary words as part of the junior team emphasis on building SAT word skills. This week: ‘juxtaposition’ and ‘connote.’
0:10-0:45	We will continue reading scene one. This will vary based on where we finished on Friday. We will use the same roles reading. Our goal will be to read to the end of the scene on page 28. Along the way, we will engage in conversation about characters, theme, and setting. Students will be asked to include at least one detail from their homework responses today.
0:45-0:52	Time for conversation on characters. Homework: one paragraph journal on character relationship between Blanche and Stella.

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

Students are new to the text and so they may not be fully immersed in it yet. I hope to use student actors to keep interest and attention at the highest possible levels. Additionally, I will draw discussion back to students’ lives at every opportunity.

I envision students being wary to read parts of a play. I will try to ask students who have taken theatre classes to volunteer first to give models of good reading.

VII. List the Massachusetts Learning Standards this lesson addresses.

RL.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.

RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.1.a 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.

W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.