

### Louisiana Tech University Clinical Lesson Plan Template

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School: N/A	Grade: 11	Subject: English
Lesson Topic: Analysis of "Interview with the Vampire"	Date Taught: Thursday (4/5)	Time Frame: 50 minutes
<b>Demographic Data</b>		
Number of Students: N/A	Gender: N/A	IEP/504: N/A
Race/Ethnicity: N/A		Language(s): N/A
<b>Lesson Foundations</b>		
<b>1. Content Knowledge Connections</b>		
Assessment Data (formative/summative assessments, observations, etc.)	<ul style="list-style-type: none"> <li>I'm planning the lesson with the assumption that most of the students can read, but not all at the same level.</li> </ul>	
Prerequisite Learner Knowledge/Skills	<ul style="list-style-type: none"> <li>They need to be able to read and write.</li> <li>They need basic discussion skills.</li> </ul> <p>I'd like them to have general knowledge about</p> <ul style="list-style-type: none"> <li>"Interview with the Vampire"</li> </ul>	
Learner interests, needs, etc., to inform selection of learning outcomes and differentiation	<ul style="list-style-type: none"> <li>Louisiana students should have a natural interest in our state's culture. A big part of our culture is its folklore and legends. The existence of vampires is one such legend.</li> </ul>	
Describe how this lesson fits within a unit or sequence of lessons	<ul style="list-style-type: none"> <li>This is the fourth lesson of five. It will further discuss "Interview with the Vampire" with a focus on its analysis and some connection to larger vampire-related culture</li> </ul>	
Personal research on lesson topic	<ul style="list-style-type: none"> <li>Internet research</li> </ul>	
<b>2. Learning Outcomes and Formal Measurable Objectives</b>		
Learning Outcome	Measurable Objective	
Outline	TLW make in-depth notes based on lecture	
Prepare	TLW understand how to properly participate in group discussions	
<b>3. Standards Directly Connected to the Lesson (alphanumeric AND text)</b>		
<p><b>ELA 11 RSW 1.a.</b> 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.</p> <p><b>ELA 11 RSL 3.</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.</p> <p><b>ELA 11 RSIT 3.</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>ELA 11 LS 1.</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELA 11 LS 2.</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>		
<b>4. Assessment</b>		

<ul style="list-style-type: none"> <li>• Review (5 minutes, 5 points)</li> <li>• Note taking (10 minutes, 5 points)</li> <li>• Group discussion (30 minutes, 30 points)</li> <li>• Essay practice (10 minutes, 10 points)</li> </ul>	
<b>5. Classroom Preparation</b>	
Classroom & Class Organization (seating, grouping, etc.)	<ul style="list-style-type: none"> <li>• The class will work as individuals and as a group.</li> </ul>
Teacher/Student Materials	<ul style="list-style-type: none"> <li>• Novel</li> <li>• Presentation</li> <li>• Essay-writing review and brainstorming ideas</li> </ul>
Technology Resources	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet Connection</li> <li>• Browser</li> <li>• Google Slides/Docs</li> <li>• Projector</li> <li>• Screen</li> <li>• Speaker</li> </ul>
Management Plan (behavior, time, etc.)	<ul style="list-style-type: none"> <li>• Participation is required; answer prompts and offer ideas.</li> <li>• Listen and follow directions.</li> <li>• Raise your hand before speaking or leaving your seat.</li> <li>• Respect your classmates and your teacher.</li> </ul>

<b>Pedagogy</b>
<b>1. Lesson Introduction</b>
<ol style="list-style-type: none"> <li>1. Review yesterday's lesson</li> <li>2. Introduce and facilitate analysis of novel</li> <li>3. Prepare for essay</li> </ol>
<b>1. Teaching Strategies</b>
<ul style="list-style-type: none"> <li>• Connect lesson to previous lesson</li> <li>• Have students build off each other's ideas</li> <li>• Practice for writing successful essay</li> </ul>
<b>1. Modifications/Accommodations</b>
<ol style="list-style-type: none"> <li>1. Make sure the groups have students with different levels of abilities.</li> </ol>
<b>2. Learning Activities</b>
<ol style="list-style-type: none"> <li>1. Review</li> <li>2. Lecture and note-taking</li> <li>3. Group Discussion</li> <li>4. Essay preparation</li> </ol>
<b>5. Closure</b>
<ul style="list-style-type: none"> <li>• Assignment to read rest of the novel if not completed and to prepare notes to write essay tomorrow</li> </ul>

