Independent Study for PGCPS Resident Teacher Program 2015

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ABSTRACT:

INTRODUCTION:

OBSERVATIONS:

Bowie High School: Technology Education classes – 3 10-12 Upper Level Courses, 1 9th grade Foundations of Technology

Kettering Middle School: 7th grade Language Arts.

EXERCISE ONE: LESSON PLANNING

1.1 Re-create Lesson Plan

Name of Lesson:  Drama

**Grade Level:** 7

**Subject:** Language Arts

**Overview and Purpose:**

Introduce students to the vocabulary and conventions associated with the literary genre of drama.

**Educational Standards**

* RL3 CCR Anchor Standard Analyze how and why individuals, events, and ideas develop and interact over the course of text
  + RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (SC, 7)
    - Examine and discuss the basic elements of plot structure and characterization.
    - Examine and discuss the basic elements of drama structure.
    - Use appropriate academic or domain-specific words correctly when writing about or discussing literature.
* RL5 CCR Anchor Standard Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
  + RL5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
    - Demonstrate an understanding of and distinguish between dramatic structures and poetic forms.

**Objectives:**

Students should be able to identify the major defining factors of drama and how it differs from other genres.

**Motivation:**

Access prior knowledge of students – both of plays and other literature. Allow students read play out loud and discuss dramatic tools as they go.

**Instructional strategies:**

Teacher will introduce the genre of drama through a projected website.

Class discussion and completion of graphic organizer detailing the similarities and differences of the genres.

Students assigned roles to read aloud.

Discussion of devices and aspects of drama as the reading progresses.

**Materials Needed:**

* Computer/Projector
* White Board
* Scripts (1 per student)

***Other Resources:***

* Website: Dramatic Terms
* Graphic Organizer

**Assessment:**

Teacher observation of class discussion.

1.2-4 Analysis of Lesson

I was fortunately able to observe the same lesson twice, administered to two very different classes. One was an on-level class with a number of students with IEP/504/other designations, the other was an honors class. There was no appreciable difference in the teacher’s approach to the lesson.

To be fair – the observation was made in the last week of school and, since classes had been disrupted by standardized testing, the teacher was running behind in instruction. He needed to cover this topic in a quick and abbreviated manner. There was no way to make the lesson the length it needed to be.

The lesson was adequate for its purpose and allowed the students to be exposed to the material, but not in any memorable or innovative way. Reviewing the website was a good idea, but the page itself was too wordy for a presentation to the whole class. This could have been done individually or, since the school has no mobile devices for students, a more streamlined presentation could have been created. There was also not really enough space on the front white board for the graphic organizer. Possibly paper could have been used instead.

From the reactions of the students, the teacher would have been more successful if he had changed the approach for each class. The on level class contained students that needed to move. They were constantly fidgeting in their seats and would leave them with the flimsiest excuse. The teacher expelled the students from the class when they became too distracting only to allow them back in after only a few moments. He might have been better served coming up with ways for those students to move around the classroom legitimately – working in groups to complete the graphic organizer, deputizing them to accomplish classroom tasks, allowing them to act out the play they were reading.

The honors class was far better behaved, but seemed to be resigned to the boredom of the class. Every student there had a cell phone that the teacher need to constantly monitor. He could possibly have turned those distractions to an advantage by having them text suggestions/question to a Padlet or other online platform.

As for serving students with IEPs, this particular teacher calmly and patiently forced them to be exactly like everyone else.

CONCLUSIONS:

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# References

**There are no sources in the current document.**