

Lesson Plan Template – SSU Dept. of Teacher Education
ENGL 4434

Name: Kendall Riley

Date of Lesson: 1/10-12/24 (1-2 days)

Content Area: ELA

Grade Level: 11th

Cooperating Teacher: Regina Rice

I. Topic of Lesson: Mother Tongue by Amy Tan - Point of View, Perspective, and Purpose.

II. Goal/Objective/Purpose of Lesson: Goal/Objective/Purpose of Lesson: Students will be able to recognize the author's perspective, point of view, and purpose in writing this text.

III. Learning Standards:

Kentucky Standard	Grade Level and Benchmark
<i>Reading Standards for Informational Text: Key Ideas and Details</i>	RI.11-12.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<i>Reading Standards for Informational Text: Craft and Structure</i>	RI.11-12.6 Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text

IV. Prerequisite Knowledge: Students have read *Mother Tongue* and analyzed its main ideas.

V. Materials/Technology: Writing utensils, textbooks, and worksheets
(https://drive.google.com/file/d/1IbEL4CUO9TqsOHA2Q_bR4JLyfyubDa7p/view?usp=sharing)
(https://drive.google.com/file/d/1Ic5g4x5J-AM44ZRWI25n_XivqqpewRXI/view?usp=sharing)
(<https://docs.google.com/document/d/1BaCyK0dOpKIpHIP53Oo-RuT56cYwE5rwszhBmIrh4Ec/edit?usp=sharing>)

VI. Activities/Procedures:

- Day 3: Mrs. Rice will open class by introducing the grammar bellwork.
- Students will work on the worksheets for the first 15 min of class.
- Talk about 1st and 3rd pov and how perspective and pov have a lot in common.
- I will play the following video to introduce the author's perspective. I will stop the video at 2:49.

<https://www.youtube.com/watch?v=EQvipGwCBic&pp=ygUISW50cm9kdWNpbmcgcGVyc3BIY3RpdmUgaW4qbm9uZmljdGlvbG%3D%3D>

- I will play the following video to introduce the author's purpose and point of view. (<https://www.youtube.com/watch?v=oV1ne0BMV28&pp=ygUhSW50cm9kdWNpbmcgcHVycG9zZSBpbjBub25maWN0aW9u>)
- Students will turn in worksheets when they are finished.
- Day 4: Mrs. Rice will open class by introducing the grammar bellwork.
- Students will open their books to page 1216.
- I will play a video (https://www.youtube.com/watch?v=9L_G82HH9Tg&pp=ygUYRXRob3MgcGF0aG9zIGxvZ29zIHZpZGVy)
- I will pass out the worksheet.
- Students will work on the worksheets in groups.
- Students will turn in worksheets when they are finished.
- Day 5 (If finished with Day 4): Reinforcement. Mrs. Rice will open class by introducing the grammar bellwork.
- I will pass out the papers and split students into groups (<https://docs.google.com/document/d/1BaCyK0dOpKIpHIP53Oo-RuT56cYwE5rwszhBmIr4Ec/edit?usp=sharing>)
- Students will work on identifying the author's purpose.

VII. Accommodations/Differentiated Instruction: Students are able to work in groups.

VIII. Assessment/Evaluation

The assessment for this lesson will be the worksheet that the students are filling out where they will identify the author's purpose, point of view, and perspective in this text. Another assessment will be the students' work on the ChatGPT assignment.

IX. Reflection

On day 3, I introduced purpose, perspective, and point of view through the use of videos. I think the videos were a good idea because they had been doing a lot reading and it can be good to mix things up sometimes.

On day 4, I gave the students a worksheet to go along with the text we had been reading. Once I passed out the worksheets, the students seemed to start right away. I noticed that the students seemed to have issues with the terms ethos, pathos, and logos so I ended up clarifying these terms for the students a few times. If I teach this lesson again, it might be good to treat the words like vocabulary terms and make sure they have a good understanding of the terms before we continue the lesson.

On day 5, I used ChatGPT to create three short nonfiction texts so that my students could work in groups to identify the purpose of the texts. I think that this lesson went really well. The students did not seem to have a hard time identifying the purpose of each text.