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| **SOLs:**  **7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.**   1. **Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.** | | |
| **BIG**  **IDEAS:** | | **Enduring Understandings:**   * Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author’s craft makes an impact on readers.   **Essential Questions:**   * What are the elements of a fictional story? * How can knowing the elements of fiction help me to analyze and critique a short story or novel? |
| **LEARNING OBJECTIVE:**  **What the student will accomplish during the given lesson, including the:** | | |
| **Conditions** under which the students will exhibit those behaviors  **GIVEN:** (what materials and or resources will students be using) | | **GIVEN:**  A unit review handout |
| **Behaviors** students will exhibit to show learning  **STUDENTS WILL WORK:** (how will they be working....independently, in pairs, in groups, in stations)  **TO:** (verbs—what will they do – identify, analyze, create, etc. – use the Bloom’s or Webb’s verbs) + your content (what from your curriculum framework will they be identifying, analyzing, etc.) | | **STUDENTS WILL WORK:**  In partners  **TO:**  Review key unit concepts and provide (corrective)feedback to their partner. |
| **Criteria** the teacher will use to determine whether students meet the objective  **BY or IN WHICH or IN ORDER TO:** (what will they do with what you’ve given them to prove they can meet the objective – how will you know they got it?) | | **BY:**  Answering questions, checking their partner’s response, and correcting any misconceptions, incorrect answers, misunderstandings as they arise. |
| **TEACHER and STUDENT ACTIVITIES:** | | |
| Unit Review Day | Teacher will review expectations for the Pairs Check with a Switch Activity:   * Respect Mode - while answering questions, no one is talking. * If someone near you tries to talk with you, use the signal that talking is not acceptable * Only work on the assigned question * When you are finished, give your partner the silent signal * Work together when the teacher calls an end to respect mode   Students will complete the Unit Review Handout with a partner.   * Students will enter respect mode and answer the first question on the page * Students will give their silent signal to their partner when they are finished and ready to move on. * When all groups have finished the first question, teacher will end respect mode * Partners will switch papers and check each other's’ work - if an answer is incorrect, students will work together to correct the answer. If students are unable to do this, teacher will join the group to help them come to a correct response * Students will keep their partner’s paper, re-enter respect mode and answer question two.   (This process repeats until all questions have been answered) | |
| **Additional Information:**  N/A  **Possible Accommodations: N/A** | | |

**Reflection:** What worked? What didn’t work? What could I do differently next time?

**Rationale:** Why teach this lesson this way? Why given, these objectives, are these the best strategies?

This lesson takes place on the last day of a unit, prior to final assessment. This exercise allows students to review key concepts prior to assessment, but it makes it meaningful as students are more likely to remember that which they are able to teach to their peers. This process allows for peer remediation for struggling students, which allows them to re-learn or better understand a concept as their peers explain it. It also allows the teacher to monitor groups and jump in to help reteach or clarify as necessary.

**CTA Connection:**

**The Pairs Check with a Switch was a review technique presented by John Strebe. As a teacher, I appreciate the time that this will free up for me to work only with students who are REALLY struggling, rather than just those who raise their hands. In addition, it places content responsibility on the student rather than just the teacher.**