

**SAMPLE LESSON FOR HYBRID/IN-PERSON LEARNING**

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**Subject/Grade level: ELA/11-12**

<b>INSTRUCTIONAL FOCUS</b>	
<b>Standard(s)</b>	<p><b>CCSS.ELA-LITERACY.RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><b>CCSS.ELA-LITERACY.RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
<b>Content Objective(s)</b>	Students will evaluate Othello's actions and motivations by completing a graphic organizer and using it to write Othello an imaginary letter.
<b>Learning Target(s)</b>	I can evaluate Othello's actions and motivations.
<b>ACADEMIC LANGUAGE DEMANDS</b>	
<b>Language Function</b>	The language function is <b>evaluate</b> (one word).
<b>Language Demand</b>	<p>Vocabulary taught in this lesson:</p> <ul style="list-style-type: none"><li>a) content-specific:<ul style="list-style-type: none"><li>a. motivation, action, tactic</li></ul></li><li>b) academic:<ul style="list-style-type: none"><li>a. evaluate, identify, summarize</li></ul></li></ul> <p><b>Discourse</b> OR syntax: focus on one, how language is used in discipline</p> <ul style="list-style-type: none"><li>● Summarizing main events</li><li>● Identifying character motivation</li></ul>
<b>FORMATIVE ASSESSMENT</b>	

<b>Informal</b>	<p><b>Teacher Observation</b> during partner and group work</p> <p><b>Class Discussion:</b> defining terms--what does “green-eyed monster” mean?</p> <p><b>Class Poll:</b> Why is Othello so willing to believe Iago? Is Othello really gullible or is Iago really convincing?</p>
<b>Formal</b>	<p><b>Graphic organizer:</b> main events, Iago’s tactics, Othello’s responses/motivations</p> <p><b>Quick Write:</b> What advice would you give Othello after his conversation with Iago?</p>

**CLASSROOM SUPPORTS**

<b>Planned Supports</b>	<p>Ways this lesson is modified for:</p> <p>IEP and 504s: use of graphic organizer, use of word processor for notes/quick write</p> <p>Struggling readers: visual aids with vocab, paraphrase instructions</p> <p>Gifted students: open-ended HOT questions in discussion</p> <p>ELLs: front load vocabulary, sentence frames on graphic organizer</p>
<b>Higher-order Questions</b>	<ul style="list-style-type: none"> <li>● Why is Othello so willing to believe Iago?</li> <li>● What tactics make Iago such a master manipulator?</li> <li>● What advice would you give to Othello?</li> </ul>
<b>Materials / Technology/ Visual Aides</b>	<p>Google Slides; graphic organizer with sentence stems; student reading/writing journals</p>

**INSTRUCTION / LESSON PROCEDURES**

**1. (5 min) Anticipatory Set:**

Draw what “jealousy” looks like.  
 Discuss: What does “green-eyed monster” mean?

**Teacher Does:** Teacher prompts students to draw a quick picture of what they think “jealousy” looks like, emphasizing that drawings will not be collected or graded. Teacher leads discussion about jealousy and the imagery of a “green-eyed monster.”

**Students Do:** Students draw what they think “jealousy” looks like. They share their drawings and explanations with a partner. Students participate in a class discussion defining what the term “green-eyed monster” means.

**2. (5 min) Preview Lesson:** Vocab, Learning Target

**Teacher Does:** Teacher hands out graphic organizer, previews lesson by reviewing learning target and front-loading vocab (tactic, motivation, action). Teacher prompts students to write vocab definitions on handout.

**Students Do:** Students view slides and take notes on handout to prepare for next activity.

2. **(10 min) Partners:** Review III.iii – fill out two columns of graphic organizer

- a. What happened? List main events of scene
- b. What does Iago do to sow doubt in Othello's mind? List tactics.

**Teacher Does:** Teacher explains graphic organizer activity and pairs students up. **Teacher circulates around room checking on progress and answering questions.**

**Students Do:** Students work with partners to review the events of Act II, scene iii. Together, they list the main events of the scene and identify Iago's tactics.

3. **(10 min) Class Discussion:** share out; what do you think of Iago's tactics? **What tactics make Iago a master manipulator?**

- a. Has someone telling you *not* to do something ever made you more likely to do it?

**Teacher Does:** Teacher reconvenes full group and **prompts class review of the scene, checking for understanding.** Teacher then leads discussion on personal responses to Iago and encourages connecting the events of the scene to students' lives.

**Students Do:** Students share what they've listed in their graphic organizer and make any corrections or additions needed. Students participate in class discussion and share personal responses and connections to the scene.

3. **(10 min) Snowball to Small Groups:** fill out third column of graphic organizer

- a. Discuss: **Why is Othello so willing to believe Iago?** So quick to demand proof?

**Teacher Does:** Teacher presents question and explains the third column of the graphic organizer. Teacher joins partner pairs with another pair to form small groups of four. **Teacher circulates as students work checking on progress and answering questions.**

**Students Do:** Students work in small groups to discuss responses to the question and fill out third column of graphic organizer.

4. **(5 min) Poll:** **Is Othello really gullible or is Iago really convincing?**

- a. Does Othello just trust Iago a whole lot or is he quick to distrust Desdemona?

**Teacher Does:** Teacher reconvenes group and conducts informal class poll about Othello vs. Iago. **Teacher leads a discussion about class responses to Othello's motivations/actions.**

**Students Do:** Students participate in class discussion and share out ideas from small group work. Students vote in a class poll about Othello vs. Iago.

5. **(10 min) Quick Write:** Imagine you are Othello's friend and he's just confided in you about his conversation with Iago. **What advice would you give him?**

**Teacher Does:** Teacher introduces prompt for quick write and directs students to free write in their journals. Teacher instructs students to use their graphic organizer for support.

**Students Do:** Students free write in response to the given prompt. Students use ideas and citations from their graphic organizer for support.

**Closure:**

**Teacher Does:** reviews learning target, reminds of next reading assignment, collects quick writes and graphic organizers

**Students Do:** turn in quick writes and graphic organizers