

Lesson Plan

MO Standard: (What skills are being taught? Which standards are addressed in this lesson?) Grade/Subject:

Collaboration- Conversations correlation SL1A, SL3A- 9-10th grade level
Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.

Learning Target: (What will my students KNOW or be able to DO by the end of the lesson? Use “I can” statements.)

I can set a timeline for myself for what I want to do for the Speech and Debate season.

INSTRUCTIONAL SEQUENCE

Engage/Motivation: (How will student interest be sparked? Prior knowledge? Vocabulary? Brainstorming? Be sure to include a bell ringer/intro activity and a closing activity.)

What are some events that interest you?

Do you already have an event?

How many of you don't know where to even start?

Instructional Strategies: (What will you do to teach/model the concepts? Include strategies for differentiating instruction.)

I have a draft of what I have been given as a schedule for when I need events in by for my college speech to use an example of what they can potentially use as a model of what the students can use as their example to set them up best for their first required tournament which is on November 20th, 2024

I have a canva slideshow that I will also use to display the steps one by one in the most simplistic way possible. So that way the students who are note takers also have that support of having something visual to reference.

Learning Activities: (What will students do to implement and practice the concepts? Include strategies for differentiating instruction.)

I have set up a timeline for them to fill out what they want to do, the main thing we want to see is the expectations that they have for themselves for this first tournament. I will reiterate what my cooperating teacher had said on the Tuesday before the lesson that we have plenty of events, some have different timelines than others.

Assessments: (How will you determine if students have achieved the desired learning outcome(s)?)

The students will break out into small groups to quickly discuss what potential events they want to have up for their first tournament. Most students have already prepped Informative speeches, so expect this to be a popular answer as it is what they are comfortable with. This will be an exit slip type activity, where they write it down on a piece of paper with their names and they leave it at their seats. This is also to help me learn their names and where they prefer to sit in the classroom.

Closing Activities/Summary: (Tie up loose ends, reinforce/revisit the learning target.)

The class will share their season plans for the competition year in speech in debate and how they plan for success before the end of the class period.

Accommodations/Modifications: (How will this lesson satisfy the needs of all learners?)

Understanding that the debaters within the classroom have a different expectation for their semester and how it is going to go. So maybe letting the debaters be present for the activities and letting them understand the importance and impact that these plans still have on setting up case for Public forum debate.

Resources/Instructional Materials Needed: (What do I need in order to teach the lesson? Include resources/materials to facilitate differentiation of instruction.)

A computer that can run a canva slideshow

Paper (enough for at least two to a piece of paper)