Teaching Learning Succeeding

Subject: English
Grade Level: High School
DI Strategy: Split Screen/Flexible Grouping/Tiering

Introduction to Dystopian Essay Split Screen

Students were asked to come to class with a thesis statement for the Dystopian essay they were going to be writing. Students began the lesson with a self assessment of that thesis statement. Students rated their confidence with their initial thesis statement on a scale of 1-10. The students were then asked to line up shoulder to shoulder based on their self assessment score. I then split the line heterogeneously into groups of four. Students were asked to share their initial thesis statements in mini-groups of four students. Their peers then provided suggestions for improvement.

The remainder of the day's lesson was spent in split screen groups. I split the class into three groups based on the results from a previous essay written about "The Glass Castle". Two of the student groups focused on thesis writing and organization while the third focused on writing independence.

Students in Group A received direct instruction regarding their thesis statements. This was mostly teacher lead (going over the three component parts of essay writing), but also allowed for peer discussion with regard to thesis creation.

While I met with Group A, Group B worked on a handout to help them organize evidence. They used previously gathered resources found on the class website. I transitioned over to Group B to do a quick check-in and see how they were doing putting resources together to support their premises. If any members of Group B needed thesis help, it was given at this time

Group C worked collaboratively and quietly throughout the lesson. They asked each other for assistance, but with the understanding that Groups A and B would be receiving additional support and assistance.

Throughout this process, students who had questions added them to the class PADLET page. This page allowed students to ask and organize questions to be addressed at the beginning of the subsequent class.

At the end of the day's lesson, students were asked to complete two Exit Tickets.

EXIT TICKET #1: Students answered a Plicker Question asking them which area they needed the most assistance with during the next day's lesson - Thesis Revision, Organization, Gathering Evidence, Technical Writing (devising an intro, conclusion, etc)

EXIT TICKET #2: Students turned in their thesis statement as it stood at the end of the lesson.