Lesson Planning Framework

CURRICULAR AND CLASSROOM CONTEXT

This lesson is designed for 3 10th grade classes consisting of 31-32 students each. There are more females than males but the students are diverse, with the majority being African American. I have 4 students who have IEPs and one student who is an ELL – but is Expanding (according to the WIDA scores). I have access to a smart board and projector, a white board, and a cart of apple laptops as teaching resources.

This lesson is designed to build upon some of the things I have already been doing with the students as well as the things my Co-Op has also been doing. My Co-Op has begun a unit on Memoirs and the students have been reading excerpts from “A Girl Named Zippy,” and discussing various elements of the story as they read. The students have been asked to keep a reading log as they read- isolating vocabulary they find challenging as well as summarizing what they have read. I am continuing the study of Memoirs by introducing another story of the genre. This lesson is beginning a new text under the memoir unit bridging off of what we did yesterday. Yesterday’s lesson had students thinking about the value of names in general, and then more specifically the value of their name to themselves. The students listened to a poem about names as a piece of ones identity, and then drafted a poem about them using their name as a medium to describe who they are. The students are also drafting an essay about their names which will be handed in the day of this lesson.

DESIRED OUTCOMES

By the end of this lesson I would like the students to be able to articulate what it means to have one’s name striped away: what are the ramifications of such a thing? I want the students to be able to use information from the text to draw conclusions about how the characters may or may not have felt and rationalize those feelings against the feelings they had during the do now when I placed them in that very position of thinking they were going to have their name taken away. I also want them to consider research in the field of psychology, that suggests that names hold little value and their sole purpose is to give us a way to organize the world around us, formulate an opinion on the matter, and articulate that opinion in their writing- while also drawing on the opinions of those around them.

The objectives for this mini unit (as a whole) are that students will be able to: a) identify themes in a text and discuss them, b) analyze related primary texts, fictional pieces, and poetry, c) compare and contrast multiple related texts, and d) write a paper that argues and supports a case using information from multiple texts and their own lives/experiences.

EVIDENCE THAT OUTCOMES WERE ACHIEVED

Students will have varying activities which I will analyze for understanding, as well as observations throughout the lesson and class work. Homework assignments will also provide data which I can use to assess student progress. The final paper will demonstrate their ability to satisfy objectives b, c, and d, while in class work will deal in part with objective a.

LEARNING PLAN (you can use 5 E’s, or another format you have learned previously in practicum) as an alternative way to describe your learning plan

Rationale – I did not have an opportunity to get to know the students at the beginning of the semester with all of the summer reading tests and other things that had to be done. I wanted to start my experience with this text because it will give me an opportunity to get to know all of my students while also giving them the opportunity to discover things about themselves that they may not have known already.
**Differentiation** – For the benefit of my students with IEPs, all notes taken will have a framework or graphic organizer for my students with IEPs. I have printed homework assignments on paper for them to take home with clear and explicit instructions. And longer writing assignments are planned for as homework to ensure they can take all the time they need to get it done (extended time). In addition, I will use a combination of reading silently and reading aloud to check for understanding. I will also use audio recordings of poetry we are studying and a video of Romeo and Juliet’s balcony scene as a visual for those who are visual or auditory learners. Students are also placed into groups and students who need extra support and reinforcement have been placed in groups with students who can provide that extra help upon request.

**Classroom management** – The class will be arranged into 8 groups of 3 or 4 in order to make group work more functional and allow the students to develop a team like relationship.

**Materials** – text book, homework sheet,

**Procedures** - Thursday September 26

1) **Movement into new text:** the Objectives are:
   i. Identify themes of the story and discuss them.
   ii. Analyze related primary texts, fictional pieces, and poetry
   iii. Compare and contrast multiple texts
   iv. Write a paper that states a purpose and proves it using information from multiple texts

2) **Name changing:** I have something I wanted to discuss with you. I studied your names all weekend and there are some that I just can’t get. So I decided that it would be easier for me if I gave you easier English names that are pretty close to your own, but would make my job a little easier. QUICK DISCUSSION ON THE MATTER...WHY NOT? WHY ISN’T THIS A GOOD IDEA?

3) **Identify the story and introduce the author; WE ARE GOING TO BEGIN LOOKING AT A STORY CALLED ‘BY ANY OTHER NAME’ BY SANTHA RAMA RAU.**
   a. Defense: I feel this story has something in it that we can all relate to in some way. It asks us to think about who we are and what aspects of our identity we value and are willing/not willing to give up. The author and main character of the story experiences something very familiar…. Let’s explore this.
   b. READ FIRST TWO PARAGRAPHS of story

4) **CHORAL MONTAGE:**
   a. Put yourself in the position of Santha (the main character/author)
   b. Write me a poem consisting of 6 or more lines telling me how you feel about what your headmistress has just told you.
   c. Students will exchange with someone close to them.
   d. I will ask students to read the poem given to them and circle the line that is the most interesting or most profound to them.
   e. I will then ask for many volunteers to read the line they circled (no one will know who wrote the line)
   f. As students read the line they will form a line at the front of the room in the order they volunteer.
   g. Once all volunteers have read, the student first in line will read his line again and each student will follow suit, forming one new longer poem: the Choral Montage.
   h. I will then ask the students in line to number their poem in the order they are standing and collect poems to type it up for the students to have a copy the montage.

5) **Schmoker Mini Lesson** RWLS skill.
   a. **SPEAKING ARTICULATELY**
      i. Define: What is alliteration? What happens when we string multiple alliterated words together? = tongue twister.
      ii. Have three tongue twisters on the board.
      iii. Model the first one – twice fast and once articulately
iv. Choose two volunteers to say each one 2 times fast and then once articulately.
v. Homework

1. Write me a tongue twister and be prepared to share it with the class. I will randomly choose five people each day until everyone has shared. It is worth 20 points. 10 points for being prepared and it being original (not off of the internet) and 10 points for sharing it. 5 EC points to apply to a low grade if you can create an authentic twister related to the story!

2. “Dr. Caio Miguel, a researcher in the field of Psychology at Western University of Michigan, argues that as humans our brains need to assign names to objects and experiences in order for us to create schema and categorize/organize information in our brains. He argues that we use naming simply as a way to identify and organize information into groups from where we can then retrieve the data when we need it, and that we have an inherent need to name for that reason alone.

   a. What do you think? Do you agree with Dr. Miguel?
   b. What is a name; what do names mean to you?
   c. How important is your name to you: Is it part of you: a piece of our identity or is it just a label given to you by your parents?
   d. Would you still be you if you had a different name?
      i. Write your response to this question, and then I want you to ask a parent and/or a /2neighbor. (two people total) Report what they think as well. Do not change your response based on what they have to say, just consider a different perspective.

TEACHER’S REFLECTION

I anticipate that the lesson will run smoothly. I do struggle with transitions at times, so I tried to formulate a plan that would run from one activity into another with little transitions. This will also be the second day the students have been in groups so they are also still getting used to the new structure. I feel as though the lesson I planned will be fun and engaging and I am anticipating a good participation.

Student Teacher’s Name: Christina Tavella

Date of Observation: September 26, 2013  8th Period: 10th Grade English

Topic: “By Any Other Name” Day 2

Temple Standards

Standard 1: Deep Content Understanding I feel as though I am promoting this by using many sources of information for students to derive information from to help them formulate a stance. I also feel as though the assignments are asking for higher order thinking skills such as analyzing and evaluating to come into play.
**Standard 2: Coherence and Continuity.** Every lesson does build upon the previous one and I have designed it to also continue to bring in writing skills (dialogue format for example) into writing assignments that they will produce during this unit. I believe that there is a constant thread that links all of the lessons together and each lesson will get progressively more in depth…ending with the written analysis paper.

**Standard 3: Real-World Connections.** I feel that by asking students to engage with the people around them (family and neighbors) they can make connections between the texts and what others think. Also by using primary sources from real life events where similar things have happened with people being stripped of their name and identity (Holocaust for example) they can see that it isn’t just “a school thing that happened in a country on the other side of the world” but that these things do occur in real life. In prisons, inmates are given a number as well- stripped of their identity. Also, they are given assignments that link the text and its themes back to themselves and their identities.

**Standard 4: Active Learning.** I believe that the students are engaging in active learning as I have planned a lot of whole class and group discussions and activities as well as hands on learning that they do at home when they investigate and interview people they know for information.

**Standard 5: Critical and Creative Thinking.** I tried to plan a wide range of activities that would get students thinking and engaging in various different ways. I have assigned some creative writing work as well as some more formal work. But I feel that all of the work gets the students one step closer to the heart of the unit.

**Standard 6: Teacher’s Reflective Thinking.** I feel as though I have planned in such a way that I will be provided with lots of data to analyze for student learning and comprehension, which I can then make important decisions about in regards to changing and tweaking things to accommodate the needs of the students. I also feel as though I have diversified the range of assessment modes I am using by analyzing written work, observing group work and discussions, etc.