

CONCORDIA UNIVERSITY LESSON PLAN (Long Form)

Student Teacher: Rachel Dahlke

Grade Level: 9th

Date: 11/21/14

State Standards: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). CCSS.ELA-Literacy.RL.9-10.9

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CCSS.ELA-Literacy.RL.9-10.4

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.1

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CCSS.ELA-Literacy.SL.9-10.3

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-Literacy.L.9-10.4

Subject: English

Name of Lesson: Unwind Day 1

Period / Time: 3 (11:00-11:43, 12:13-12:58)

I. Goal: There is not an easy answer to what to do with people no one wants.	Required Adaptations/Modifications: N/A
II. Objectives: After receiving direct instruction on the issues in Unwind, the student will be able to reasonably discuss these issues in class, tying in their knowledge of other topics, to the satisfaction of the instructor.	Required Adaptations/Modifications: N/A
III: Faith / Values Integration: People's right to life	Required Adaptations/Modifications: N/A
IV. Integrated Technology: I'm showing a movie at the beginning of class. Vocabulary previewing will be done with Socrative (an app). Students' assignment will be done on ChatterPix (app).	Required Adaptations/Modifications: N/A
V. Materials: <ul style="list-style-type: none">Technology to show movie	Required Adaptations/Modifications: Students will be in groups, so those

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<ul style="list-style-type: none"> • Students are 1:1 on devices for Socrative quiz • Online articles that connect the reading to real life • Graphic organizer for comprehension scaffolding (See Graphic Organizer) • “Indoor snowball” for students to use during whole-class discussion • 30 different character profiles (See Character Profiles) • Rubric for performance task (See Rubric) 	<p>struggling with the reading can ask their group members for help. The graphic organizer provides scaffolding and helps them organize their thoughts.</p>
<p>VI: Procedure:</p> <p>A. Set / Hook: 5 minute book trailer from the perspective of a girl being Unwound. (https://www.youtube.com/watch?v=9snP4HuRsr4)</p> <p>B. Transition: “Having seen what it’s like to be Unwound, we’ll take a look at how this relates to our own lives. First, we’ll look at some words we need to know to discuss this.”</p> <p>C. Main Lesson:</p> <p>5 min: Previewing vocabulary on Socrative. Ask students if they’ve never heard it, heard it but don’t know what it means, think they know what it means, or know it.</p> <p>10 min: Students fill out professional vocabulary worksheets.</p> <p>20 min: Articles- Students break into 6 groups of 5. Each group reads a different recent, real-life article concerning one of the vocabulary words. Students fill out a graphic organizer to help with comprehension, discussing the articles within their groups.</p> <p>Lunch Break</p> <p>(Write the Essential Questions on the board.)</p> <p>20 min: Whole-class discussion. Lay down/remind students of the rules, and introduce the indoor snowball. Students can discuss the articles they read and try to answer the Essential Questions, bringing in any outside knowledge and their knowledge of the book.</p> <p>2 min: Introduce performance task and give rubric. 8 min: Model the performance task by doing a ChatterPix of Jonas. 10 min: Students pick up a character profile and begin writing what their characters will say.</p> <p>D. Transition: 1 min: “Get to a stopping point in your writing. You’ll have the first half of next class to finish this.”</p>	<p>Required Adaptations/Modifications: ?</p>

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<p>E. Conclusion: 1 min: "Today we saw what it might be like to be Unwound and looked at how our society is currently handling these topics. Next time, after lunch, you'll present your character's take on these issues and defend it."</p>	
<p>VII. Assessment: The student will answer questions in the Socratic quiz, fill out a graphic organizer, and participate in the discussion, both in their group and whole-class.</p>	<p>Required Adaptations/Modifications: N/A</p>
<p>VIII. Assignment: Performance task, to be completed and presented next class.</p>	<p>Required Adaptations/Modifications: N/A</p>
<p>IX. Self-Evaluation: I don't have a lot in the adaptations/modifications boxes. I think my lesson includes enough scaffolding and openness in its design, but perhaps I'm too optimistic and naive. I'm not sure how the discussion will go. It may get overly heated, or the class may be dead. Hopefully having the person with the snowball talk will help. Modeling the performance task may take more than 8 minutes. Actually, I'm not very certain of any of my time allotments.</p>	<p>X. Coop's Comments:</p>