

CONCORDIA UNIVERSITY LESSON PLAN (Long Form)

Student Teacher: Rachel Dahlke

Grade Level: 9th

Date: 11/25/14

State Standards: 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

Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-Literacy.CCRA.R.6

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. CCSS.ELA-Literacy.CCRA.W.3

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.CCRA.W.4

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-Literacy.CCRA.W.5

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA-Literacy.CCRA.W.6

Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.CCRA.W.9

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

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CCSS.ELA-Literacy.SL.9-10.4

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-Literacy.SL.9-10.5

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 2

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

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I. Goal: People have many different perspectives on how communities should be run. People try to sweep away the messiness of life, but that's not always a good thing. There is not an easy answer to what to do with people no one wants.	Required Adaptations/Modifications: N/A
II. Objectives: After reading <i>The Giver</i> and a synopsis of <i>Unwind</i> and discussing the topics within, the student will be able to state the viewpoint a certain character would have on those topics.	Required Adaptations/Modifications: N/A
III: Faith / Values Integration: People's right to life	Required Adaptations/Modifications: N/A
IV. Integrated Technology: Students will type out their statement on their laptops, and then record themselves reading the statement using ChatterPix. That will be presented to the class, and the written form posted on FanFixx.net. The survey on my teaching will be online.	Required Adaptations/Modifications: N/A
V. Materials: Write the directions on the board. Have student	Required Adaptations/Modifications:
VI: Procedure: A. Set / Hook: Show them my signed copy of <i>Unwind</i> B. Transition: "Now that you've seen Mr. Shusterman's signature, let's get to work representing his characters properly." C. Main Lesson: 40 min: Students workshop the performance task. (Write directions on the board.) They finish writing, have me or Mrs. Stansfield check it, and then pick a picture and record themselves reading their statement. E-mail the finished product to me before lunch. Lunch break (Queue up students' presentations.)	Required Adaptations/Modifications: Check in regularly with the students who have ADD and make sure they are on task.

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<p>2 min: Set the stage- a congressional meeting on passing the Bill of Life.</p> <p>35 min: Each student will have 1 minute to show their presentation (30 seconds) and answer one question defending their standpoint.</p> <p>5 min: Survey on my teaching on Socrative or surveymonkey.</p> <p>D. Transition: "Thanks for having me these last two days."</p> <p>E. Conclusion: "I hope you continue to think about what rights each person has to their own life."</p>	
<p>VII. Assessment: Rubric.</p>	<p>Required Adaptations/Modifications:</p>
<p>VIII. Assignment: No assignment going forward, end of the unit.</p>	<p>Required Adaptations/Modifications:</p>
<p>IX. Self-Evaluation: Again, timing. Hopefully the students will have enough time to finish their performance tasks and do them well, but not enough time to goof off. Also, hopefully we will get through them all and be able to talk about them a little bit. Should each student be required to ask a post-presentation question, so that they pay attention and it's not the same person each time?</p>	<p>X. Coop's Comments:</p>