LESSON PLAN 1

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| **Class Description**  9th grade English class. Multiple reading levels. Two students with IEPs. 9 Caucasian students, 6 African American students, 3 Hispanic students, 4 Asian students. 12 female students, 10 male students. Class is eager to learn. |

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| **Unit Title**  Non-Conformity | **Lesson Topic**  Individuality | **Type of Lesson (Introductory, Developmental, Culminating)**  Introductory – first in the unit |

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| **National Content Standard**  NCTE standard(s): *Standard 2* - Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.  MD Core Learning Goal(s): *Goal 1* - The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis. |
| **Judges Prior Knowledge (How do you know students are ready to learn the content in this lesson?)**  Students are prepared for the reading content because it is appropriate in regards to their reading levels. Students have experience with living in a diverse society and are prepared to learn the importance of individuality. |

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| **Lesson Objective(s):**  **Objective 1 –** Students will identify qualities of uniqueness in their classmates and themselves in order to appreciate individuality.  **Objective 2 –** Students will analyze the language of the first chapter in order to predict the themes and topics of the novel *Stargirl*.  **Objective 3** – Students will define the word *individuality*. |

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| **Assessment(s):**  **Assessment for Objective 1 –** Students will complete an *I am from…* poem. This poem will allow students to assess their own individuality and uniqueness.  **Is this a formative or summative assessment?** This is a formative assessment. Students are being introduced to the concept of individuality. This assessment will help gauge how students view themselves as unique individuals. Once students understand their individuality, they will be able to learn about the importance of staying true to themselves even if it means being a non-conformist.  **Would you characterize this assessment as a traditional or performance assessment?** This is a performance assessment.  **Why did you select this assessment strategy to measure student learning?** I used this assessment to measure student learning because it is a fairly easy means for students to express their uniqueness. It also develops their writing skills. By sharing the *I am from* poems, students are able to identify unique characteristics about their classmates.  **Assessment for Objective 2 –** Students will create a class word web using Prezi that displays their predictions for the novel.  **Is this a formative or summative assessment?** This assessment is a formative assessment. It will demonstrate how well students are able to analyze a text for context clues and theme.  **Would you characterize this assessment as a traditional or performance assessment?** This is a performance assessment.  **Why did you select this assessment strategy to measure student learning?** I chose this assessment strategy because it is collaborative, incorporates technology, and allows the students to get out of their seats. Having students work on this word web as a class allows them to see what their peers predict as well. The word web can be saved on Prezi and students can look at the web again after the novel to see if their predictions came true.  **Assessment for Objective 3** – Students will define individuality in their warm up response paragraph in their journals. At the end of class, they will use this paragraph and what was learned in class to create a one-sentence definition of the word. |

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| **Materials Needed for Lesson**  Laptop computer  Projector for computer  Copies of *Stargirl*  *I am from… poem* sample |

# Lesson Development

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| **Teacher**  **Drill/Warm-up/Motivational Activity –** Students will write a response in their journals to answer the question, “What does individuality mean? Does everyone possess this quality? Explain and give examples in your response.”  **Transition –** “The concept of individuality ties into the first novel we’re going to read in this unit, *Stargirl*. We’re going to read the first section of the novel today in class. As we read, I want you to think about what you and your partner said individuality means. I want you to think about whether the main character of this novel has any qualities of individuality. What, if anything, is unique about him?”  **Activity 1 –** Students will read along as I read aloud pages 1-2 of *Stargirl*. After reading, we will discuss as a class what is unique about the main character. Next, I will divide the students into groups of 3 or 4. Each member of the group will list one trait they find unique about the other members of the group. They will share their thoughts with each other.  **Key Questions:**  What does individuality mean? What is unique about the main character of *Stargirl*? Can I find uniqueness in my classmates?  **Transition –** “Now that you have talked about uniqueness and individuality in the main character of *Stargirl* and you have talked a little bit about these traits in our classmates. Now I want you to think about your own individuality and the things that make you unique.”  **Activity 2 –** Students will read an example of an *I am from…* poem. Students will then create their own *I am from…* poem and share it with the class. Students will then write down one thing that they found unique about one of their classmates.  **Key Questions:** What makes me an individual? What makes me unique? What is unique about my classmates?  **Transition:** “I really enjoyed hearing these poems. Every single one you is unique. Just like Leo in the first section of this book is unique. Now we’re going to switch gears a little bit. We’re going to back to that first section of text that we read earlier and predict what we think the rest of the book will be about.”  **Activity 3:** Students will silently reread the first two pages of *Stargirl*. Using Prezi, I will create a word web for the class. Each student will have the opportunity to come to the front of the class and type in their predictions on the website. As a class, we will examine the web and discuss the reasons behind the predictions using examples from the first two pages.  **Key Questions:** What do I think the plot, themes, etc. of this novel will be? What are my predictions for this text? What text support can I use to back up those predictions?  **Summary/Closure/Revisit Objective:** Students will revisit their warm up journal response in which they defined the word *individuality*. They will use their response in addition to what they learned in class to formulate a one-sentence definition of the word. In their journals, students will write down one unique thing about at least one of their classmates.  **Safety Valve: (If you finish early OR one of your activities does not go well, what activity can use to substitute?)** | **Students**  Write journal response. Share with a partner their response.  Read along with pages 1-2 of *Stargirl*. Participate in class discussion. Participate in group assignment.  Students will read the example poem and construct their own. They will read their poem aloud to the class. They will write down one thing they found unique about their classmates.  Students reread text. Students come up with at least one prediction for the text in regards to plot, themes, etc. and post it on the word web. | **Time**  8 min.  10 min.  13 min.  12 min.  7 min. |

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| **Differentiation:** This lesson is differentiated because it provides two different ways of accomplishing the goals of each activity. Reading comprehension is helped by having students read along as I read aloud and having students read silently on their own. Students are also given two opportunities to define the word individuality and two opportunities to learn unique qualities about their classmates. When students are asked to write a poem, they have a model to work from.Technology is incorporated into this lesson, which allows students to express their thoughts through a different medium. |
| **Reflection– Assume that after you have taught this lesson and assessed student learning you find that students did not meet the objective(s). How would you plan future instruction on this lesson’s content and skills to ensure student mastery and application?**  If students did not meet the objectives, I would give more examples of concepts such as individuality and uniqueness. I would name something that I believe is unique and relevant to students’ lives and ask why it is unique. If students are unable to identify what is unique about the main character of *Stargirl*, I would ask help them by asking what makes him different from other people. If they are unable to identify unique qualities about each other, I would ask them to think about their best friend and what makes them different from other people. |