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| **Class Description:** Ninth Grade English (Honors), Racially Diverse Classroom |

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| **Unit Title:**  Coming of Age in a Time of Controversy | **Lesson Topic:**  Walking in Someone Else's Shoes | **Type of Lesson:** |

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| **Judges Prior Knowledge (How do you know students are ready to learn the content in this lesson?)**  Students have shown the ability to relate texts to their personal lives, as well as the ability to closely examine quotes and develop characterization. |

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| **Lesson Objective(s):**  Students will read the short story "Nonrepresentational Art" and successfully answer questions sample HSA questions about the passage. |

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| **Assessment(s):**  Students will examine a shoe in order to develop a characters, and compose a diary entry from that character's point of view.  Formative assessment  Performance assessment  Assessment requires individual creativity |

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| **Materials Needed for Lesson:**  Shoe cut out  Questionnaire  Rubric for Diary Entry  Quote from *To Kill a Mockingbird*  Document Reader |

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| **Adaptation for IEP Student(s)**  No IEP in class |

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| **Incorporation of Technology (if appropriate)**  **\*If you are using a website, be sure to include the website citation.**  Document Reader |

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| **Reading Strategies** |

**Lesson Development**

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| **Teacher**  **Drill/ Motivational Activity -**  Quote  **Transition**  **What would be an expression like 'walk in someone's skin?"**  **Activity 1 -** Examine Shoe        ***Key Questions***  **Transition**  **Activity 2**  Model the questionnaire and lead  **Transition**  ***Key Questions***  **Activity 3**  ***Key Questions***  **Activity 4**  ***Key Questions?***  **Summary/ Closure/ Revisit Objective**  How did you develop your character? What about the shoe?  **Safety Valve**  Make questionnaire activity done in pairs. (Diary entry and assessment would still be individual)  Extra Time - Share shoe questionnaires with class. | **Students**    Respond to Quote    Walk in someone's shoes    Participate in Reading  **Anticipated Responses?**  .  **Anticipated Responses?**  Individual shoe questionnaire (option to switch)  **Anticipated Responses?**  Diary entry  **Anticipated Responses?** | **Time**    5  5 Minutes  2 Minutes  10 Minutes  1 Minute  10 Minutes  5 (rubric)  10 (start entry) |

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| **Resources used to compose this lesson plan (curriculum guide, internet, books, articles, mentor teachers plans, etc.) Write citations.**  Readwritethink.org  Mentor teachers plans |

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| **Reflection on assessment - 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 objective the lesson could be changed to be partially done as a group, or as a whole. The majority of the assignment would still need to be completed independently in preparation for the HSA. |

Intern: Jeffrey Holle

Mentor: Melissa Sweeney

Date of Teaching Segment: March 8th, 2012

**Teaching Segment Two: Reflection**

My second teaching segment at Dundalk High School went very well. As soon as I introduced the activity to the students they were very excited. Many of the students claimed they had done nothing all day except write and read, so they were quite interested in completing an activity that was creative and semi-informal. The most successful portion of the lesson was the modeling; students were eager to answer questions for the assignment and were happy to share their opinions. The final portion of the lesson did not go as well as I was expecting. Students were instructed to write a short diary entry from the point of view of the character they had created. Students seemed uninterested in doing independent writing after having completed such an informal activity as a whole. While students were happy to complete the survey and develop a character, they were unresponsive to the portion I thought they would most enjoy.

If I were to teach this lesson again I do not think I would change much. I would explain the end activity to the students before they finished making their characters more clearly. I believe the students were not paying close attention when told there would be an independent portion in the assignment. By ensuring students were away of the independent practice to come, they would be prepared to work silently and hopefully be more focused. INTASC principles present in my lesson were INTASC Principle Five (Motivation and Behavior) and INTASC Principle Three (Learning Styles/ Diversity). INTASC Five was featured in my lesson by creating a lesson that was relevant to the students. I used shoes cut from popular magazines that I knew the children would respond to. They were eager to choose a shoe that they would like to wear themselves, and they were excited to complete the assignment. INTASC Three was included in my lesson by differentiating instruction. Instead of featuring purely direct instruction I allowed students to be creative. The assignment also featured a heavily creative assessment unlike the formal assessments that they had been completing recently.

