

Lesson Objective and Assessment of the objective

By the end of the workshop, student will be able to:

- Create a visual representation of their 6 word memoir which reflects personal information and supports memoir.
- Build classroom community by sharing personal background 6 word memoirs and journal entries with peers.

Standards

Indiana State Standards: www.doe.in.gov

9-10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

9-10.W.3.3 Write narrative compositions in a variety of forms

NCTE Standards: www.ncte.org/standards/ncte-ira

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standards for the 21st Century Learner:

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

Supporting Diverse Learners:

Since this is the first week of school, I want to get to know my students and their individual backgrounds. I also want to begin building my classroom community. I will give students time to finish their 6 word memoirs and to draw an illustration of their memoir. The student journals will be individual and will reflect the action and thought that was a part of completing their memoirs. Since students will have to share their memoirs at the end of class, I am hoping the journal assignment will support their mini-speech. All students should be able to succeed in this mini-project because they are creating personal memoirs, this means students are allowed to provide whatever information they feel is most suitable.

<u>Method(s) for Instruction</u>		<u>Use of Materials</u>	<u>Use of Technology</u>
	Teacher Modeling/Demo.		
	Journal writing		Cell Phone
Class/Group Discussion:		Teacher's Manual pg #	PollEverywhere.co
Mini-Speech	Role Play		
Cooperative Learning:	Hands-on	Student Text:	CPS Clickers
Small Group:	Inquiry Learning	Picture Books	Elmo Document Camera
Guided Practice:6 Word	Game	Handouts: Writing a 6	Student Computers
Memoir Writing	Simulation/Role Playing	Word Memoir	Video Clips/DVD:
Lab	Independent Learning	Manipulative:	Website: http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-power-language-with-30701.html?tab=3#tabs
Lecture or Direct Instruction	Other	Related Equipment:	http://www.sixwordmemoirs.com/
Question/Answer		Other: Notecards for students to write their final memoirs on and to draw an illustration on.	
Learning Stations			
Readers/Writers Workshop		Adapted materials	Web 2.0 tool

Strategies/Activities Selected:

Guided Practice: At the beginning of class, students will finish their memoirs and write them on a notecard along with an illustration.

Rationale: I am trying to provide plenty of time for students to work on their memoirs. The visual illustration will give students a medium to express themselves and will support the language used in their memoir. I will pass out notecards for students to use for this task so that I can hang them around my classroom after the unit.

Journal Writing: After students have completed their memoirs they will need to write a journal entry about their memoirs. This will be a paragraph reflection that supports and tells the story behind their memoir.

Rationale: This activity will help me get to know my students and help them get to know each other. I want to know the background information about their memoirs and get students used to writing journal reflections. Students should write a paragraph about the process and meaning of their memoir so that I can get to know them better upon reading the journal. This will also help students know what to say when they are presenting their memoir

Mini-Speech/Class Discussion: At the end of the unit I will require students to share their memoirs with classmates. Students will be required to give a mini-speech about 30 seconds. They will share their memoir and will explain what the memoir means to them

Rationale: This activity will help me get to know my students and help them get to know each other. This activity will help students get used to sharing their opinions and personal stories in class. I want my classroom to feel like a safe space for students to share their personal life. I think this activity will help students get used to speaking and listening activities. I will model this with my 6 word memoir so that students feel more comfortable sharing with classmates.

Lesson Agenda

Warm up: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections

Teacher Introduction: 15 minutes

Teacher Activity

- Before class starts I will put a notecard on the back table (students will know to grab one of these since we have establish this as a class room procedure on the previous day)
- When students arrive I will remind them to get out their 6 word memoir worksheets and notes.
- Once the bell rings, I will direct students to begin working on their 6 word memoirs and will instruct them to illustrate their memoir on the note card that I provided.
- I will tell students that I will be hanging the notecards in the classroom so that they put extra care into creating their notecard.
- I will give students time to work independently on their memoir

Student Activity

- Students should be prepared to finish working on their memoir project.
- Students will take a notecard and will draw an illustration for their memoir.
- Students will work diligently on their memoir at the start of class.

Transition Guided Practice:

Student Activity: 10 minutes

Teacher Activity

1. I will ask students to write a journal assignment on the back of their notecard.
2. I will write directions on the board for specific prompts to write about on the back.
3. I will give students 10 minutes to write their journal entry.

Student Activity

1. Students will write a journal reflection on the back of the notecard that their memoir is on.
2. Students will work independently on this task for about 10 minutes and will respond to the prompts on the board.

Transition to Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts? 20 minutes

- I will explain the speech requirements and will provide an example.
- I will model a 30 second speech using my memoir
- Students will present their memoirs in a 30 second speech
- This will require students to share their memoir and provide a sentence or two of context or definition of what their memoir means to them.
- Each students will get a turn and will stand up beside their desk to present
- At the end of the period students will turn in their notecards and their handouts from the first day of school.

Daily Assessment *How do you know your students met your lesson objective(s) and to what extent?*

knowledge: Students will show knowledge by writing their six work memoir on a notecard

comprehension: Students will comprehend what their memoir means during the journal activity

application: Students will apply the journal activity to the 30 second speech

analysis: Students will analyze their memoir in writing a journal entry

synthesis: Students will create an illustration for their memoir

evaluation: Students will evaluate each other as they share their memoirs aloud

Formative:

Class discussion: Students will present their memoirs to the class

Entrance/Exit slip:

Listened to conversations:

Quiz

Thumbs up, neutral, or down

Homework check

Video quiz

Voting

Whiteboard Check

Other: I will be collecting the handout at the end of the three day lesson.

Summative:

Test

Mini-Project : I will collect the notecard and the handouts at the end of this period. I will grade the students according to their completion of the assignment.

Report

Presentation

Final Exam

Other

Additional Teacher Preparation:

Copy: Locate:

Reflection: