

Lesson Objective and Assessment of the objective

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

- Contribute to the building of class rules and make amendments to the class syllabus in order to take on an active role in the construction of the classroom environment.
- Communicate who are as a person by writing/editing one 6 word memoir

Standards

Indiana State Standards: www.doe.in.gov

9-10.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

9-10.SL.2.3 Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standards for the 21st Century Learner:

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

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 provide students with an active role in the decision making process in my classroom. This allows all students opinions and preferences to be heard in the creation of classroom rules. Students will also have the opportunity to make amendments to the syllabus I created. I want to make sure students feel like my expectations are both fair and appropriate. This will allow students to express their personal opinions and will help me to understand my students and their personal needs and interests. I will also provide time after our discussion for students to continue working on their six word memoirs from the previous class. This will give students extra time to finish and will allow them time to work on their editing skills. Students will be able to work at their own individual pace on this project as each students memoir will be completely different.

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

Strategies/Activities Selected:

Class Discussion: At the beginning of class, I will hand out my syllabus to students. We will review the syllabus in it's entirety so that I make my expectations clear. I will provide opportunities for students to make amendments. I will also lead a discussion about classroom rules. I will ask students several questions about what they like best about a classroom.

Rationale: It is important for students to have an active role in the rule creation and syllabus process. I want my students to be prepared for what we will do in the classroom. I also want them to have an active role so I can actively try to meet all of my students needs. I want to have a student-centered classroom. I feel that covering the syllabus and rule creation with student input will help my students to feel supported and cared for in my classroom.

Guided Practice: I will provide more time for students to work on editing their memoirs. This is a continuation of the previous day's lesson.

Rationale: This activity will help me get to know my students and help them get to know each other. I want to start of the semester with a mini-project to help set the tone for the rest of the year. I think this project will be a fun and engaging way for student to introduce themselves. I will provide time for students to perfect their memoirs during class. This will also help students to get used to revision. I will help my students to revise their memoirs in order for them to put forth the best representation of themselves.

Lesson Agenda

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

Teacher Introduction: 1 Minute

Teacher Activity

- Before class starts I will prepare the board with a large sheet of paper where we will brainstorm/write classroom rules.
- When students arrive I will direct them to their assigned seats and pass out the class syllabus once the bell rings.

Student Activity

- Students should be prepared for class and have their 6 word memoir handouts from the previous days class.

Transition Guided Practice:

Student Activity 35 minutes

Teacher Activity

1. To introduce the class syllabus I created, I will give students about 3 minutes to silently survey the document.
2. I will ask students if they have any initial questions about the syllabus.
3. I will explain that we will be reviewing the entire document and I will encourage students to speak up if they have any amendments.
4. We will read through syllabus and I will provide clarifying information for students
5. I will encourage student interaction by asking questions about student preference.
6. After reviewing the syllabus we will discuss and establish a few classroom rules.
7. Students will work with the person sitting next to them to brainstorm one rule they can share with the class I will record the rules on the paper.
8. I will remind students that they must get their syllabus signed by a parent/guardian

Student Activity

1. Students will be prepared to survey the syllabus and will look for anything that initially confuses them.
2. Students will provide amendments to the syllabus or concerns about my expectations.
3. Students will listen attentively and ask any clarifying questions as we review the document.
4. Students will work with a partner to come up with a rule that they believe should be a part of our classroom.
5. Students will present their rule to the whole class.

Transition to Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts? 15-20 minutes

- For a remainder of the period, students will be able to work on editing their 6 word memoirs.
- They should have finished their memoirs by the end of the period.
- I will explain that we will be finishing the memoir project tomorrow during class
- I will remind students that the syllabus contract must be returned. This is an easy way to get 5 homework points!

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

knowledge: Students will follow along as we read the syllabus

comprehension: Students will prove comprehension of the syllabus by answering my discussion questions

application: Students will apply what they have done with their 6 word memoirs to the editing and completion of their memoirs this period.

analysis: Students will analyze the syllabus and suggest amendments

synthesis: Students will create a rule with a partner they believe should be in our classroom.

evaluation: Students will evaluate their memoirs and will evaluate the syllabus.

Formative:

Class discussion: Students will answer questions about the syllabus, provide amendments and create a rule with a partner.

Entrance/Exit slip:

Listened to conversations:

Quiz

Thumbs up, neutral, or down

Homework check

Video quiz

Voting

Whiteboard Check

Summative:

Test

Project: Memoir project will be collected at the end of the 3 day unit.

Report

Presentation

Final Exam

Other

Additional Teacher Preparation:

Copy: Locate:

Reflection: