**Jeremy Fielder Lesson Plans 3/23-3/27**

**English 9 English 12**

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| **3/23/2015 Objectives**1. Introduce concept of “Home Court” Groups2. Create “Home Court Group” ground rules3. Complete a pre-test over “Of Mice and Men”4. Explain the rationale and real-world skills evident in group collaboration**Core Standards Addressed:**RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**Opener:** Reading and annotation: “Synergy” pages 263-267**Lesson sequence:**1. Re-opener – Write everything that comes to mind when you hear the word “relationships”2. Banishments – Final and Declare winner of Freshmen Feud3. Introduce essential questions for the unit of study4. Establish home court groups; explain rationale for home court groups.5. Establish home court “policies” and “ground rules.”6. Use student exemplars for posters and ground rules to illustrate points behind “home court group” rationale.**Closure:** What is the difference between “group work” and “synergy”? What are your home court group rules and guidelines?**Homework**: Home court group posters to be presented along with Historical Context Presentation, which will begin in class on Thursday. | **3/23/2015 Objectives**1. Reading: Pages 90-99. Students will analyze and interpret major lessons during those specific pages.2. Read and analyze major themes from pages 100-108 of Tuesdays with Morrie3. Explain Morrie’s Theory of Detachment4. Interpret major quotes from pages 73-108 into life lessons that can be applied.5. Prepare for a quiz over pages 73-108, including two essay questions (to be answered in class Wednesday)**Core Standards Addressed:** RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**Opener:** Students will be instructed to sit quietly, with books open to page 100 and question sheets ready to be answered.**Lesson sequence:**1. Students will listen to Mitch Albom’s reading of pages 100-108.2. Discuss Morrie’s “Theory of Detachment,” as it applies to emotions.3. Three-minute writing: Are we, as a society, afraid to show our true emotions?4. Students will work individually on finishing questions. They will also be assigned to finish their charts by the end of the hour.**Closure:** Turn in charts.**Homework:** Use question sheets to prepare for a test on pages 73-108; read and chart through 120. |
| **3/24/2015 Objectives**1. Describe the historical context of the novella “Of Mice and Men”2. Collaboratively research and construct a brief oral presentation for group members on the historical context of the novella “Of Mice and Men”3. Complete a pre-test on the novella “Of Mice and Men” and all related concepts.**Core Standards Addressed:**RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatmentSL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.SL.9-10.4: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.**Opener:** Students will pick up a pre-test on the “Of Mice and Men” unit of study, and will complete it to the best of their ability.**Lesson sequence:**1. Objectives for the day: Introduce group power-point and collaboration project to students.2. Students will use surfaces to collaboratively research and design a shared document detailing the following subjects and how they relate to the novella “Of Mice and Men.”John Steinbeck/SalinasEffects of the Great DepressionEffects of the Dust BowlCalifornia during the 1930’sOf Mice and Men as a banned book“Riding the rails”/Migrant workers in California3. As students are researching, they will compile their research onto a shared document; they should be adding to the document at the same time. The document will help each group produce an informal presentation (via power point), to be shared with the rest of the class at the end of the hour tomorrow (One slide per subject).**Closure:** Update progress in each of the five categories for research.**Homework:** Research and add to presentation via google documents. | **3/24/2015 Objectives**1. Utilize online document service to compose personal narratives2. Compose a personal narrative recounting high school experiences.**Core Standards Addressed:**W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.11-12.3b.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**Opener:** Remind students of narrative text strategies for chapter 8 of their autobiographies.A. How to opener each chapter (treat like a mini-narrative; begin with something to pull readers into the chapter)B. Showing rather than telling when writing: being as descriptive as possible, using imagery as well as figurative language to bring life to the text.**Lesson sequence:**1. Students will utilize laptops; they will be reminded of the production deadline for this chapter – end of class Thursday. 2. Seniors should make sure to utilize Google documents to the best of their ability; before they leave the lab, students should familiarize themselves with how to access google documents from home.**Closure:** High School chapters should be shared at the end of the hour.**Homework:** Morrie reading and chart through page 120. |
| **3/25/2015 Objectives**1. Describe the historical context of the novella “Of Mice and Men”2. Collaboratively research and construct a brief oral presentation for group members on the historical context of the novella “Of Mice and Men”3. Complete a pre-test on the novella “Of Mice and Men” and all related concepts.**Core Standards Addressed:**SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.SL.9-10.4: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.SL.9-10.5: 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.**Opener:**  Read and annotate “The 7 Habits of Highly Successful People” chapter on Synergy: 274-275, 277-279, 283-284. **Lesson sequence:**1. Objectives for the day; discuss reading.2. Students will use surfaces to collaboratively research and design a shared document detailing the following subjects and how they relate to the novella “Of Mice and Men.”John Steinbeck/SalinasEffects of the Great DepressionEffects of the Dust BowlCalifornia during the 1930’sOf Mice and Men as a banned book“Riding the rails”/Migrant workers in California3. As students are researching, they will compile their research onto a shared document; they should be adding to the document at the same time. The document will help each group produce an informal presentation (via power point), to be shared with the rest of the class at the end of the hour tomorrow (One slide per subject).4. Begin presentations as time allows; students will have time to compile theirs onto a power point presentation using Google documents/surfaces. 5. Peer tutors will evaluate the presentations on a scale of 1-5 in the following categories:Neatness/Appearance/DressPreparationAccuracy/thoroughness of informationQuality of presentationConventions of Slides/information**Closure:** Video clip on historical context of the novella: Of Mice and Men in Context: Students will fill in notes as they watch a video clip about the historical context of the novella. http://www.youtube.com/watch?v=emATt2VysZI(skip at 5:19 to 6:43) – **Homework:** Check Website for quiz questions; continue working on presentations | **3/25/2015 Objectives**1. Read and analyze pages 109-122 of Tuesday’s with Morrie.2. Students will examine “the misery of being young,” and will evaluate whether it is “miserable” being young compared to old in our society3. Explain the differences between a “want” and a “need.” Analyze why young people don’t know the difference between the two.4. Explain why young people are made to feel “miserable” in our society.5. Analyze Morrie’s stance on creating your own culture; how can we break away from being materialistic?**Core Standards Addressed:** RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**Opener:** Describe our culture in ONE word. Be ready to explain/justify your choice to others. What is the difference between a “need” and a “want.” **Lesson Sequence:**1. Students will read through the following article, and will then relate its contents to one of Morrie’s life lessons: <http://www.everydayhealth.com/kids-health/0821/unhappy-kids-are-more-materialistic.aspx>2. Students will evaluate the statement Morrie makes about whether it is “miserable” being young, compared to being “old” in our society.413. Discuss whether young people are miserable in our society 4. Discuss the differences between a “need” and a “want,” and why young people don’t know the difference. (hopefully students will acknowledge that our culture is teaching America’s youth to place their “values” on the wrong things)5. Listen to Morrie’s audio clip in which he talks about the steps to creating one’s own culture; students will write about whether they are able to break away from their culture.<http://mitchalbom.com/d/books/3856/tuesdays-morrie>6. Read pages 130-141 in “Tuesday’s With Morrie”7. Identify the hibiscus plant as a symbol in the novel; project a picture of the hibiscus plant.8. Project quiz questions for Thursday.**Closure:** 1. What is Morrie’s newest aphorism? 2. Explain what Morrie means by being “fully present?” Are teenagers “fully present?” Why/why not?**Homework:** Charts due through page 141 by beginning of the hour tomorrow. |
| **3/26/2015 Learning Objectives (No Lab or Lap-tops for 5th hour…need to share/adjust)**1. Evaluate Group presentation strength/weaknesses per home court team2. Present a power-point detailing the historical context of the novella “Of Mice and Men.”3. Connect the historical context of the novella “Of Mice and Men” to its main characters and plot.**Core Standards Addressed:**SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.SL.9-10.4: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.SL.9-10.5: 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.**Opener:** Five minutes to organize presentations.**Lesson sequence:**1. Students will present findings, in small groups, of the historical context of the novella “Of Mice and Men.”2. Peer tutors will evaluate the presentations on a scale of 1-5 in the following categories:Neatness/Appearance/DressPreparationAccuracy/thoroughness of informationQuality of presentationConventions of Slides/information3. Students should listen to the presentations, as they will be quizzed over the concepts from the historical context of the novella “Of Mice and Men” the following day.**Closure:** Draw for order of presentations tomorrow; Complete a “synergy” report that reflects on the synergy of the group as a whole, and evaluates the productivity of each individual group member.**Homework:** Complete presentation work as necessary; final presentations will take place tomorrow in class; check website for quiz questions! | **3/26/2015 Learning Objectives**1. Explain what, according to Morrie, it means to be “fully present.”2. Critically read, interpret, and relate contents in a newspaper article to content in Tuesday’s With Morrie.3. Discuss whether Morrie’s observations of being “fully present” are accurate, in light of technology and teen’s use of it to replace authentic conversation.4. Read/interpret pages 142-159.**Core Standards Addressed:**RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**Opener:** Students will read and annotate the article on teens, texting, and how it is having a negative effect on their communication skills: <http://bigstory.ap.org/article/texting-ruining-art-conversation> **Lesson sequence:**1. Read pages 135-138. Prepare for class discussion on the topic of being “fully present.”2. Draw “sticks” for discussion/analysis of our society’s inability to effectively communicate because of technology.3. Reading/questions: Page 142-159. (Explain the symbolism of the Hibiscus plant on page 131)4. Students will answer text-based questions as they read the assigned pages.**Closure:** What is the most important “rule” that Morrie lists on page 149? Why? |
| **3/27/2015 Learning Objectives (Freshmen Feud Lunch)**1. Read and interpret chapter one of the novella “Of Mice and Men”2. Formulate 15 “I Wonder” questions based on the opening chapter of the book.3. Define the term “inference” and make inferences to answer five “I Wonder” Questions from the first chapter of the Novella “Of Mice and Men.”**Core Standards Addressed:**L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work**Opener:** Quiz on historical context of the novella “Of Mice and Men.”**Lesson sequence:**1. Finish any outstanding/late presentations2. Reading of chapter one – “Of Mice and Men.”3. As students read, they will formulate 15 “I wonder” questions based on the text. **Closure**: Define the term “inference.” Students will be prompted to write five “inferences” based on the first chapter of “Of Mice and Men”**Homework:** Finish reading “Of Mice and Men” over the weekend; finish reading “I wonder” questions as well as inferences from chapter one. | **3/27/2015 Learning Objectives**1. Utilize online document service to compose personal narratives2. Compose a personal narrative recounting middle school experiences.**Core Standards Addressed:**W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.11-12.3b.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**Opener:** Remind students of narrative text strategies for chapter 9 of their autobiographies.A. How to opener each chapter (treat like a mini-narrative; begin with something to pull readers into the chapter)B. Showing rather than telling when writing: being as descriptive as possible, using imagery as well as figurative language to bring life to the text.**Lesson sequence:**1. Students will utilize laptops; they will be reminded of the production deadline for this chapter – end of class Thursday. 2. Seniors should make sure to utilize Google documents to the best of their ability; before they leave the lab, students should familiarize themselves with how to access google documents from home.**Closure:** Reminder of reading deadlines.**Homework:** Catch up with Morrie charting and reading by Monday; continue working on Autobiography. |