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8th Grade English
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Moving Towards Independent Work

- I. Content: Describe **what** it is you will teach. What is the content? - The students have been reading Sherman Alexie's *Absolutely True Diary of a Part Time Indian* and have read as a class up to page 47. In this class, they will be completing an activity to discuss quotes that they chose from the novel, focusing on what the main character Junior's life is like. Students who complete this activity will have the opportunity to complete a bonus challenge centered around coming up with effective discussion questions.
- II. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. Students will be able to analyze and discuss the meaning of quotes from the novel.
 - b. Students will be able to identify particular quotes that support their claims.
 - c. Students will be able to work effectively in a group, fulfilling different roles within their groups.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals. - Many of my CUP Learning goals center around effective collaboration, student-led discussions, student generated questions, and literary analysis. I believe that the learning goals of my lesson today align well with the CUP learning goals and will help my students to work towards a better understanding of the novel.
- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals. - I will be checking in on each group to hear their discussions, which will be the primary way that I determine whether or not they have reached our learning goals. The students will also be asked to fill out an index card with the quotes that they chose and why they chose them.
- V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported? - Students have been placed in Book Groups that have been specifically chosen to support higher needs students. I am also providing bonus challenges for students who finish their work early and need something else to work on.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.
 - i. 0-10 Mindful Minute and settle into groups.
 - ii. 10-50 Save the Last Word activity in groups
 - iii. 50-60 If students finish their main activity, they will have time to complete a Bonus Challenge.

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them? - Most of the challenges that I anticipate are either with students not having completed the previous activity where they chose the quotes that they will use in this activity, or with students not working effectively in their groups. I plan on providing time for students to look back through the book if they did not complete the activity where they already chose the quotes, and I also plan on checking in with each group to make sure that they are working effectively.

VII. List the Massachusetts Learning Standards this lesson addresses.

1. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
2. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.