

“A You Don’t Know Me Book Club”

- I. Content: Describe **what** it is you will teach. What is the content?
- We will begin with a prompt for students to answer in their journals, relative to the reading but more focused on getting students thinking about their memoirs.
 - Then, we will begin reading chapter 15 in a book club format, explained below.
 - Students will finish the reading for homework if they need to do so.
- II. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
- Students will begin thinking about their memoirs by engaging with a prompt that relates the literature and their lives.
 - Students will engage in small group readings and discussion, in a style similar to what their 8th grade English teacher used last year and in summer institute, both to give student voice more opportunity to be heard and to vary discussion styles.
 - Students will use active speaking and listening skills to read in small groups in order to uncover meaning and discuss questions.
 - Students will take on roles when reading to more actively engage with the text, and in a way that plays into their strengths.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- It is my goal to get more students reading aloud this unit, so today’s book club aims to hear more student voices and encourage more people to be heard in a lower-stakes setting.
 - Student analysis and going back into the text is paramount; students will be required to dive into the text today while reading.
- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals.
- I will collect and grade as a group the notes that students take in their groups.
 - I will travel around to groups to hear the conversations and formatively assess.
- 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?
- I am using heterogenous groupings at the tables to accommodate all types and levels of learners.
 - Though I am picking the groups, within the groups students have a choice of whether they wish to read, write, or speak. I am trying to engage all students in closer reading through a different, more low-stakes style conversation.

- Students can work at their own pace in the groups, and there are additional steps quickly-working groups can take if they finish early.

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.

0:00-0:20 Students will enter to a writing prompt that is relevant to both the text and their lives. The prompt: (1) Think about a time when you were in trouble; what happened and what did you do/did you learn anything? (2) What would you do if you were in the narrator's position?

0:20-0:50 At their tables, students will partake in a book club style conversation reading of chapter 15. Students probably are familiar with this format from last year, but I will still explain and model it: Students will take turns reading at tables of about three students each. They will take turns reading, except for a scribe who will be responsible for writing down ideas/questions that all members have regarding the text. I want to see at least two ideas per student turned in to me at the end of the period. I may consider making groups of four and giving roles: Reader 1, Reader 2, Scribe, and Questioner.

0:50-0:52 **Homework:** finish the reading individually at home if necessary.

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

I am giving students a lot of freedom to read in small groups, and trusting that they will stay focused. If they do not, I will try to use my presence/close proximity at tables to encourage students to stay focused in groups. I am also grading the writing they submit, which should act as an incentive. Students may not be as familiar as I thought with the style of reading; I will explain and model it after checking in with students.

VII. List the Massachusetts Learning Standards this lesson addresses.

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.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) 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.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.