

Clark University Master of Arts in Teaching Program
Learning Activity Plan (Porcella Sept. 2015)

- I. Content: Describe *what* it is you will teach. What is the content?

We are finishing Part II, up to page 213, of “Herman and Alice.”

- II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

Students will be able to take the things they have been writing about “Herman and Alice” and transfer them to a more public, oral platform. Additionally, they will know my expectations for formatting all of their journals moving forward for the remainder of the year.

- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

By beginning to transfer our thoughts from written reflections to spoken arguments, we are beginning to move towards other forms of expression about a text. When students write and talk about a text, it solidifies the ideas more concretely in their minds.

- IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.

Today is purely formative assessment, where I will require all students to say something over the course of the class. There are two main components to any conversation occurring today: (1) what students say and (2) how students respond. I will pay attention to both and assess students verbally.

- 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?

The activity is an easy way to get students out of their seats and thus out of the traditional classroom set-up/arrangement. This is one way I hope to encourage students to speak, by giving a new kind of setting where their opinions are still never wrong. I will emphasize that each question can be answered in many ways. Also, the first question is designed to give all students a chance to settle in; it allows everyone to be an expert on their experiences at Claremont.

- 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.

0:00-0:10 Read aloud the remainder of Part II, pages 210-213. Get immediate reactions.

0:10-0:35 Take a Stand: with a series of questions, allow students to stand at opposite ends of the room for Agreement or Disagreement (or in the middle for Unsure) based on some questions about the text. Practice question: “I have enjoyed my time at Claremont.” This is a model question meant to give students the chance to warm up and get a feel for the activity. Questions about the text (1) “I think Herman and Alice did the right thing to get married” (2) “I think Herman and Alice care about each other” (3) “I think Herman and Alice love each other” (4) Wild Card:

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any students want to ask a question or two? (5) Time permitting: “I think Herman and Alice have a bright future together.” If someone has read the whole book, they must stand in the middle for this final question!

- 0:35-0:50 Silent reading time. I can field questions students have about the book or class. Use this time to check in with students who need to do make-up work.
- 0:50-0:52 Announcements about journal grading moving forward; I am still deciding whether or not to assign pages 214-223 for homework.

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

For those who have completed the reading, the questions almost exclusively allow for general answers that won't give away spoilers.

I might receive some pushback about the length of journal requirements to get the A+, but I plan to stand firm in the length and formatting requirements.

If conversations completely stall in the Take a Stand, then I will give students fewer questions but allow some time to talk in pairs/small groups or write before moving to Agree or Disagree.

- VII. List the Massachusetts Learning Standards this lesson addresses.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SL.9-10.1.d 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. (d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.