

“Finishing *You Don’t Know Me*”

- I. Content: Describe **what** it is you will teach. What is the content?
- We will finish *You Don’t Know Me* today.
 - Then, we will engage with some table talk before having a whole-class conversation.
 - With time, we will talk about the next day’s plan, which involves returning to the “Hot Seat” activity now that we have finished the book.
- II. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
- Students will participate in a whole-class reading activity to strengthen their comprehension and listening skills.
 - They will understand the chapter of the text through very close, active reading.
 - Students will begin conversation at lower-stakes table talk in order to give everyone the chance to formulate ideas about the novel.
 - Students will prepare for their roles during Friday’s class.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- We will finish the book and will engage with some questions that have come up over our six weeks of reading.
 - Students will consider how characters have changed and will use this to inform their writing as well as our activity in class the next day.
- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals.
- Students will be assessed during Table Talk time, when they will converse in their table groupings and take some notes.
 - I will collect the notes and will formatively assess during conversation.
- 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?
- Student groupings are inherently heterogeneous, since I have grouped tables heterogeneously.
 - Conversation will begin low-stakes before moving to whole class conversation, and even debate.
- 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.

0:00-0:25	Students will enter and we will finish the book, reading chapter 26 and the Epilogue. We will take turns, though I will read the Epilogue to them for momentum and effect.
0:25-0:30	Table Talk time, with questions regarding common themes, symbols, and motifs found within the text. Students will be given five or six choices of questions and will work with one in their groupings.
0:30-0:45	We have completed the book, so now it is time to ask questions and respond. What do we think? Group conversation based on Table Talk questions.
0:45-0:52	Time remaining will be devoted to preparing for another Hot Seat activity tomorrow, since we know the whole book. Classwork becoming homework : all students will formulate 2 questions for characters. One must be for 1 character, the other for multiple characters. Students are also welcome to bring food for tomorrow for the second half of class to celebrate the upcoming holiday.

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

We will be doing a lot of reading today. I will help ease the possible unrest by varying reading in class; students will begin and I will dramatically read the Epilogue. We will balance conversation.

VII. List the Massachusetts Learning Standards this lesson addresses.

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.

SL.9-10.1.a-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. (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. (c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (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.

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.