

“Getting to Know You: Speed Dating ”

- I. Content: Describe **what** it is you will teach. What is the content?
- We begin our reading of *You Don't Know Me* this week, also signaling the start of a new unit that should take us until February vacation.
 - This six-week unit focuses on reading Klass' book as well as some short stories and poetry. The unit assessment will be the students' second full memoir chapter of the year.
 - Today allows us to think about some essential questions. Students will take up the issues of identity, “knowing” someone, love, and friendship in the form of a speed-dating simulation.
 - After the activity, students will have a debriefing conversation where all students will be expected to contribute.
- 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 the unit's essential questions, especially the idea of “knowing” someone.
 - Students will engage in substantive conversations regarding themes relevant to the text (thereby also previewing the themes in regard to their own lives).
 - They will take turns speaking and listening while engaged in the rounds of speed dating.
 - Students will share out one idea that they engaged with today as a means of trying out the idea for a potential writing assignment later.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- As the opening lesson of the unit, I want to engage students with the essential questions in a more implicit way while being more explicit about potential themes in the book we are about to begin reading.
 - Today allows for us to formulate our own ideas of “knowing” before we read the opening chapters of *You Don't Know Me*.
 - We will continually return to the questions that arise today, both during daily writing activities and once we begin our memoir writing.
- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals.
- I will listen in on as many conversations as possible today to see what students are talking about.
 - Our debriefing at the end of the class will allow me to see what students were thinking and talking about and also gives the chance for students to build off each other's ideas.
 - I will collect the menus to score for a participation grade.
 - Additionally, they will be required to use the ideas from today in their homework journal entry, which I will also be grading.

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 will let students choose their first partner pair so that they can begin with someone whom they are comfortable speaking with.
- Students are given choices of the questions so that they may choose ones they feel comfortable answering with a partner.
- I will have a “menu” for each student with explicit written directions provided on this and at the front of the room on the board.
- Conversation and writing is all low-stakes today, and students can later share out ideas during the debriefing section if they wish.

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.

0:00-0:05	Welcome students back from vacation. I will make some brief announcements about the closing of the second quarter and about my availability after school.
0:05-0:10	Explain Speed Dating activity. Students will find a partner, and we will form an outer circle around the tables and an inner circle in the middle of the room. I will distribute a “menu” with questions to discuss on a series of “dates” (see attached menu). These will draw from the unit’s essential questions as well as other themed questions. Students will have three minutes per date to discuss at least one of the questions, although they can always talk about more! Then, during a one minute scoring session, each student must write down one idea they shared or heard. (Summary of tasks during date: [1] Discuss a question on sheet for two minutes [2] Write down an idea for one minute [3] With extra time, discuss other questions.)
0:10-0:40	Conduct activity. We will probably get to do four rounds. Students will earn participation points for turning in their scoring cards.
0:40-0:50	From where students are sitting, we will debrief. One student at a time.
0:50-0:52	Homework: journal entry response to question “Who is someone you feel like you know really well? (It could be you.) What do you know about this person?”

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

I anticipate that students may find the concept of “dating” to be amusing, perhaps too amusing. I worry about some of my less mature students. To counteract this as best I can, I will keep a high energy and confidence so that students have less lull time to consider all the meanings of “dating.”

Movement could be a challenge as my students often do not like activities that require that they move around the room. I will keep an audible timer both for the rounds of speed dating as well as transition time and hold them to these measures.

VII. List the Massachusetts Learning Standards this lesson addresses.

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.

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