

“Stop! I Gotta See That! A Debut”

- I. Content: Describe **what** it is you will teach. What is the content?
- This week begins our daily in-class readings with some homework reading.
 - We will read chapter 5 of *You Don't Know Me* while playing the reading game “Stop! I Gotta See That!”
 - Students will then have time to start the homework reading in class.
 - Additionally, I will be staying after school at least two days this week to help students with homework reading. Today, to kick things off for the “season,” I will be holding an afterschool party with some cookies and snacks. This will serve a dual function of getting students in for missing work due before the end of the quarter and for doing the homework reading.
- II. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
- Students will read a text for understanding through the use of visual, auditory, and kinesthetic means.
 - They will comprehend a complex and rich chapter of our class text.
 - Students will participate, either by reading or acting, in their own adapted version of the text.
 - Students will intuit a sense of the importance of reading at home both in the short- and long-term.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- In order to increase interest in reading, I will facilitate many different types of reading.
 - Today’s acting focus will give all students the chance to see the book differently.
 - We will be reading a longer chunk of text in class with an emphasis on bringing the characters to life.
- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals.
- This activity makes assessment a bit challenging, but I will be able to tell from the outer circle who is engaged based on what moments they call out to see.
 - The actors will be scored based on their energy and commitment to the roles.
- 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 will self-select whether to be a reader or a member of the inner circle.
 - This activity allows for very close reading and, by its very nature, engages visual, auditory, and kinesthetic learners.

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. I will reiterate that the quarter is ending this week, and I will make first mention of the afterschool party offering. Also, "Let Us See with 9C" has new posts, so students should visit the site.
0:05-0:10	Explain class reading game and have a few students head to center circle. Four or five students will inhabit the middle and any time an outer-circle member wishes to see a scene or moment acted out, s/he will yell "Stop! I gotta see that!" The middle troupe will act it out.
0:10-0:45	Read chapter 5 by means of "Stop! I Gotta See That!" If behavior deteriorates, then we will read without the acting.
0:45-0:52	Reiterate the quarter is ending and that we will meet afterschool for those interested. Homework: read chapter 6.

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

I imagine that students will be wary to participate in an acting activity for the first time. I will volunteer to sit in the middle of the circle. I hope this will both model the activity and show that there is no harm that can be done from joining the acting troupe.

I also envision students being captivated by the novelty and freedom of the activity, thereby calling out "Stop!" after every few lines. I will express my hope early on that they not do this, and will make a rule for next time that we can only call out to stop and see once per page.

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.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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