**Nicola Racanelli**

**LESSON PLAN**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject: English** | **Grade: 9** | **Date:** **October 12th/16** | **Duration:** **60 minutes** |
| **Lesson Overview** | The students will be reading the short story “The Rabbit” in class and then they will be given a writing activity to do in class.  |
| **Class Profile** | The class has 32 students; 10 of those students are ELL learners and 2 have a learning disability that require an EA. The EA helps both students in class.  |

|  |  |
| --- | --- |
| **Big Idea(s)** | The big idea is that people will understand texts differently depending on their own perspectives and their worldviews. Language and story can be a great source of joy and promote creativity.  |

|  |  |
| --- | --- |
| **Curriculum Competencies** | To allow students to think critically, creatively, and relatively to explore ideas within, between, and beyond texts. To be able to construct meaningful person connections between self, text and world.  |
| **Content**  | * Students will be reading a short story as a class. This will allow students who feel comfortable reading aloud to do so.
* Then students will be writing an assignment that will allow them to connect real-life experiences to their reading and understanding of the story
* They will be given three constraints to help them build on their writing skills. The first constraint is that they only have 15 minutes to complete the activity. The second constraint is that they have to use as many adjectives as they can, without using the same adjective twice. The third constraint is that they are not allowed to use personal pronouns; they have to write in the second person

  |
| **Language Objectives** | Students will review what adjectives are and how they are used. Students will also review what personal pronouns are and how to write in the second person.  |

|  |
| --- |
| **Materials and Equipment Needed for this Lesson** |
| * 32 paper copies of the short story “The Rabbit”
* Students will need a pen or pencil and a piece of paper
* A white board marker to write on the white board
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Lesson Stages** | **Learning Activities** | **Time** |
| 1 | **Warm-up**  | * Students come in, find their seats and then class with begin
* Teacher will hand out the short story, “The Rabbit”
 | 5 minutes |
| 2 | **Presentation** | * The class with read the short story together. The teacher will read some of the short story and then ask if there are any volunteers that would like to read (this will prevent students from feeling uncomfortable reading aloud).
* After the short story has been read the teacher will go over the in-class assignment and the constraints
* There will be a short adjective and personal pronoun review (on the white board) to refresh the students’ memory
 | 20 minutes5 minutes10 minutes |
| 3 | **Practice and Production** | * The students will only have 15 minutes to complete the assignment
* The teacher will walk around the class to assist any students that may need it
 | 15 minutes |
| 4 | **Closure** | * Teacher will make sure that the students’ names are on their assignments and then collect them
 | 5 minutes  |

|  |  |
| --- | --- |
| **Adaptations for English Language Learners** | * While the short story is being read aloud, the teacher will stop if there are any words that students do not understand
* During the writing activity, the teacher will be walking around to assist students, especially those who are ELL learners, and the teacher will support them any way they can (ex. If a student needed help constructing a thought into a sentence, the teacher would assist them)
* Have multiple dictionaries and thesauruses readily available for students
* Teacher would speak to the EA to see if the activity needs to be simplified for the two students with learning disabilities
 |

|  |  |
| --- | --- |
| **Assessment/****Evaluation of Students’ Learning** | * The students will receive a completion mark for completing the activity in class
* Teacher will go through each writing assignment and see if the students followed the prompts correctly and see what level of vocabulary was used
* Teacher will write comments about what the student did correctly on the assignment
* If the same issues come up within the assignments (ex. using their instead of there) the teacher will go over this in the next class as a group
 |

|  |  |
| --- | --- |
| **Reflection**  | * I decided to read the short story, “The Rabbit” because it is a story that most students in grade 9 can relate to and they would not necessarily read in their spare time
* The idea behind the activity is to read the story aloud in class, to build on students’ reading comprehension and to have them write a short assignment that allows students to be creative and to be able to connect the story to a situation in their personal lives
* Telling the students that they are not able to use the same adjective twice, allows them to diversify their vocabulary
 |