

LLED 367: Lesson Plan

Subject: English	Grade: 9	Date:	Duration: 80
Lesson Overview	Students will have finished their reading of Sherman Alexie's novel prior to class, and will complete an in class writing assignment. Students will also begin work on a multi-genre short story about a personal experience.		
Class Profile	Grade 9 English class, 32 students, 15% ELL learners, 1 student with a learning disability (with an EA)		

Big Idea(s)	Language and story can be a source of creativity and joy. Exploring stories and text helps us understand ourselves and make connections to the others and to the world.
Curriculum Competencies	Respond to text in personal, creative and critical ways. Explain how literary elements, techniques and devices enhance and shape meaning.
Content	Students will engage with four aspects of reader response: illustration, quotes, real-world connections and sensory language. Students will create a short story that utilizes more than one mode of writing (narrative, comic drawing, letter writing, poetry) to share a story of a success they have experienced in the context of school. Students will briefly share a response with the class. Students will collaborate to identify suitable story content.
Language Objectives	Students will explore sensory language Students will practice making connections from the novel to the real world. Students will engage with descriptive language through drawing. Students will engage with significant quotes, and the impact a few words can have in creating meaning. Students will experiment with several writing genres and apply these techniques to telling a story from their own life.

Materials and Equipment Needed for this Lesson

Four Quadrants response sheet / example
Copies of Sherman Alexie novel
Projector/laptop - Community clip

	Lesson Stages	Learning Activities	Time
1	Warm-up	Welcome, attendance, and weekend check in, let students share something exciting that happened over the weekend (maybe examples here for stories to come)	5
		Introduce and complete Four Quadrant exercise: Students will respond to the novel by drawing something from the text that stuck with them, writing a favourite quote, connecting something from the novel to an event in the real world, and finding an example of sensory language from the text.	10
2	Presentation	Students briefly present one of their four quadrant responses	5
		Introduction to short story writing assignment: class discussion about different genres found within the novel. How many can we find? What effect does this have? - creating character - humour - perspective - passage of time	20
		Show short clip of Community episode where it switches from real to claymation and back.	5
3	Practice and Production	Students will begin their writing project by discussing in groups of 3 or 4 significant moments in their school experience. Students help one another decide what would make a good short story.	10
		Students will begin writing their story, to continue outside of class. Will be given more class time next class to work on this assignment	20
4	Closure	Reminder of expectations for the assignment, key features to focus on. Leave students with an inspirational Michael Scott quote from the office.	5

Adaptations for English Language Learners	<p>Four quadrant assignment comes with examples of sensory language, and page suggestions for where to find examples in the text.</p> <p>Students can include passages in their first language for their short story if they provide a translation.</p> <p>Students can create images/comics without text to support their story.</p> <p>In group work, students will collaborate to create better understanding of the goals of the assignment, and assist one another in choosing a suitable topic to write about.</p> <p>For the student with a learning disability there will be flexibility in the short story assignment, and the EA and student will discuss together how student would like to respond (either completing assignment as outlined or with modifications ie. A story told through one genre other than narrative). An easy adaptation might be to write a short story/comic that focuses on a sensory experience the student has had.</p>
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Assessment/ Evaluation of Students' Learning	<p>Formative Assessment: class discussion, asking questions to ensure understanding, walking around the room during small group discussion, review materials.</p>
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Reflection I chose to utilize the four quadrant exercise as it is a fun way to engage in a close reading of the novel. It gives me an opportunity to see who's done the reading. It engages creativity, critical thinking, language comprehension skills, and descriptive techniques.

The four quadrant exercise should serve to provide scaffolding for the short story assignment.

I chose to use the multi genre short story assignment to engage students in exploring new ways of presenting fiction/information. The hope is that they will discover an affinity for a mode they haven't experimented with before, and will engage with their own personal story in a way that creates meaningful connections for the reader.