Lesson Plan

Teacher  Jessica Leopoldo  Class ELA 8  Date 11/04 and 11/05  Grade Level 8
Room Number E-2  Period All block periods  Unit Who am I, and where do I belong?
Lesson Number #1  and Topic What is culture?

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel Ashes of Roses. Now, students will continue to look at culture, but through a multi-cultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading The House on Mango Street. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will begin to develop a tolerance and appreciation for people from other cultures.
- Students will be able to write their own original vignettes using The House on Mango Street as an example.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to create a working definition for “culture” as a class.
- Students will be able to understand and recognize that they can associate themselves within a multiple of cultures.
- Students will be able to listen and respond to a text.

Rationale
Students: Do you know your cultural heritage? Or can you name some of the cultures you can associate within your life? Well, we are going to begin a multi-cultural unit where you will get to explore the diverse cultural beliefs that people hold around us. Through this unit, you will be able to discover more about yourself and others.

Administrators: This activity has students practice skills that are tested on the State Assessments. Creating a working definition of culture and discussing the short story read in class will help students when they have to complete the short answer questions on the exam. On the exam, they will have to infer meanings out of the text provided. This skill will be practiced during this lesson as well as others throughout the unit.

Critical Pedagogues: Students are not given the chance to study and learn about different cultures very often. As a result of this, we have students that are bullied and outcast for their different beliefs and practices. Through this lesson, students will see that culture exists everywhere and that diversity is not a bad thing. Like technology and fashion, culture is always changing and transforming. Students will take their new knowledge of culture and continue to learn about and respect diverse cultures that they will come across in the rest of their lives.
Background Knowledge and Skill
Students have studied grammar and read *Ashes of Roses*.

Standards:

**Learning Standard 1 : Language for Information and Understanding**
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

*Performance Indicator* : Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material.

**Learning Standard 2 : Language for Literary Response and Expression**
Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

*Performance Indicator* : Recognize different levels of meaning

**Summary:** The instructor will begin the class by having students define and provide examples of culture. Students will come up with a class definition then identify cultures that they are a part of. Students will complete the “List of Various Groups” handout and discuss similar groups that they might have in common with their peers. The instructor will ask each group to present their work, and then will read *The All American Slurp* aloud to the class. Students will answer questions and discuss the reading, and then be assigned a small project for the next class meeting.

**Procedure:**
Anticipatory set

(Students are taking a Parts of Speech Test for the first 20-30 minutes of the period to wrap up the previous unit)

Student Survey

Have students take out a sheet of paper:

First, write out your full name and what day and block period you have English Class.

Next, number the paper starting with 1 and ending with 5. Leave a couple of lines for you to write in between.

Now, I am going to ask a couple questions. This is just a simple survey so that I can learn a little about each of you. Your interests and comforts while in the classroom. This will help me become a better teacher and help you learn through this unit.

1.) What is your favorite subject in school? What do you like to learn about?

2.) How do you learn best?

   A.) Quietly and independently
   B.) Listening to the teacher and taking notes
   C.) Within groups → hands on activity
   D.) With a partner working together

3.) Who would be a good person for you to work with in class? (I am not asking you to name a person you are friends with. I want to know who you think it would be best to work with. Someone who you can get help from and learn with (who WILL NOT distract you).

4.) What do you like to do for fun afterschool? List a couple of activities of hobbies.

5.) Is there anything that you think I should know or would like to share? I will be the only one reading this.

______________________________

Classroom Procedures

We will be starting a multi-cultural unit. This means that while reading our new class book The House on Mango Street, we will be taking a closer look at the customs and beliefs of other cultures. Each class will follow a similar routine (unless noted), and I expect everyone to know what to do when they arrive in class after a week or so of
Most days, we will begin with a grammar and vocabulary lesson. You should be used to this by now. Mrs. Caputo uses this format when conducting her classes. This means that when you come into class, you should grab your composition notebook. This means EVERY DAY.

Grammar and vocabulary lessons will alternate in material and activity. Some days I will expect you to quietly take notes when I am introducing new material. Other days will you have the chance to work in groups and independently on practice activities. I promise to try and provide time where you can get up and move around. Block periods are very long, and I am just getting used to teaching them as well. So I would love to have movement inside the classroom. But if I believe that you guys will not be able to handle this, then I will not allow as much time for you to work with others around the room. Some days, I may allow you to choose partners and group members. Again, this is a privilege that I have no problem taking away. I will move people and create groups if I feel that it is necessary.

After we finish the beginning lesson or practice, I will have you turn to your JOURNAL sections of your composition books. We will begin our readings and discussions of HOMS with a pre-reading writing prompt (about 6-8 sentences) almost every class period. I will ask for volunteers to share their paragraphs with the class. These paragraphs will help you with your creative writing assignment that we will be working on near the end of the unit.

Morning all! So we are going to begin a new unit this week. I am very excited to work with all of you. Today, we are going to discuss culture.

Ask: Who can define culture? Can you create a working definition? Direct students to brainstorm examples in their composition books.

Have students volunteer their answers and write them on the board. Create a working definition as a class.

Here are some example definitions from various dictionaries. Compare the class definition to these definitions.
- The act of developing the intellectual and moral faculties especially by education
  the customary beliefs, social forms, and material traits of a racial, religious, or social group
- The set of shared attitudes, values, goals, and practices that characterizes an institution or organization
- The quality in a person or society that arises from a concern for what is regarded as excellent in arts, letters, manners, scholarly pursuits, etc.

Ask: What goes into culture? What are some important aspects of culture that define each individual group?
- clothing
Instruction

“School is a culture. From the list we made, how does school culture fit some of the list - in particular, clothing, music, and government?”

Create a web on the board of things that can be associated with the school culture.

Hand out the worksheet “List of Various Groups”

Organize students in groups of four and then tell each student to circle the groups on this list to which they belong independently. After they complete this task, ask students to take their list with them and move into their assigned groups.

Once in groups, ask students to compare their individual lists with other people in their group. They are to identify three things that everyone in their group has in common on their individual lists. At the bottom of each paper, student will write down the name of the 3 groups they have in common. Put this list marked 1-5 on the overhead.

1.) Name

2.) Purposes of that group (why it is in existence)

3.) The beliefs of that group

4.) The rules of the group

5.) Is membership voluntary or involuntary?

After about ten minutes, ask each group to share one of the three things they had in common with the class. Have them state the answer(s) they chose for 1-5 above. It is okay if another small group presents the same selection (family, school, etc.).

Guided Practice (Might be pushed to following week depending on time)

Ask students to return to their seats and collect their independent work. Introduce the short vignette:

*The All-American Slurp*
By Lensey Namioka

Read aloud the story to the students. Ask them to think about the following two questions
that will be discussed after the reading:

1.) What differences are shown between the American culture and the Chinese culture in the story?

2.) Can cultures change and transform? Can cultures blend together?

Discuss the questions together. How is this a good introduction to a multi-cultural unit?

**Independent Practice**

Small homework project: Bring in an object from home that represents a culture that you are a part of.

I would like you to find an object and write a 4-5 sentence paragraph explaining how this object represents the culture you are talking about and how it is important to you in some way.

*For example: I brought in an object of my own: Cortland Sweatshirt. Since I am a student teacher, I go to SUNY Cortland. Today I brought in my Cortland Sweatshirt. This sweatshirt is a symbol of the campus culture. I come from downstate, and it is not as cold down there. In Cortland, many students show their school pride by wearing school apparel while also keeping warm!*

**Closure**

Review our class definition of culture. We will be starting a multi-cultural unit. In this unit, we will be reading literature from a variety of diverse cultures.

Please make sure to bring your object and paragraph next class. We will be sharing.

Have a great day 😊

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**Accommodations for Students with Special Needs**

I will be making a larger worksheet for a student with a visual impairment. Students that need extra help can receive help from me while working in their groups. All students are welcome afterschool.

**Assessment of Student Learning**

Students will be assessed on the following:

1. Informal Assessment – Instructor will ask for volunteers to participate in providing a definition and examples of culture, and will walk around when students are completing the worksheet in groups.
2. Formal Assessment – Collect the handouts completed in class. Assess small presentations next class period.
**Week Three: Teaching ➔ Full Schedule**

**Lesson Plan**

Teacher **Jessica Leopoldo**

Class ELA 8  Date 11/08 and 11/09  Grade Level 8

Room Number E-2  Period All block periods  Unit: *Who am I, and where do I belong?*

Lesson Number **#2**  and Topic  *The Transition and Transformation of Culture*

**Context**

Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel *Ashes of Roses*. Now, students will continue to look at culture, but through a multi-cultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading *The House on Mango Street*. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

**Objectives**

**Long-range objectives:**
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using *The House on Mango Street* as an example.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

**Short-range objectives:**
- Students will be able to review their knowledge of the English parts of speech by recognizing the verbs in the sentences that they will read.
- Students will be able to respectfully listen to others while a peer is presenting.
- Students will be able to present themselves in a professional manner while sharing their work in front of peers.
- Students will be able to participate in an active discussion, critically analyzing their reading and relating it to their own experiences.

**Rationale**

**Students:** Do you know your cultural heritage? Or can you name some of the cultures you can associate within your life? Well, we are going to begin a multi-cultural unit where you will get to explore the diverse cultural beliefs that people hold around us. Through this unit, you will be able to discover more about yourself and others.

**Administrators:** This activity has students practice skills that are tested on the State Assessments. Creating a working definition of culture and discussing the short story read in class will help students when they have to complete the short answer questions on the exam. On the exam, they will have to infer meanings out of the text provided. This skill will be practiced during this lesson as well as others throughout the unit.
Critical Pedagogues: Students are not given the chance to study and learn about different cultures very often. As a result of this, we have students that are bullied and outcast for their different beliefs and practices. Through this lesson, students will see that culture exists everywhere and that diversity is not a bad thing. Like technology and fashion, culture is always changing and transforming. Students will take their new knowledge of culture and continue to learn about and respect diverse cultures that they come across in the rest of their lives.

Background Knowledge and Skill
Students have created a class definition of the word “culture,” and shared something about one of their cultures with their classmates.

Standards:
Learning Standard 1 : Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding.
As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Compare and synthesize information from different sources.
Language for Social Interaction
Students will listen, speak, read, and write for social interaction.
Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Express ideas and concerns clearly and respectfully in conversations and group discussions
Listen attentively to others and build on others' ideas in conversations with peers and adults

Summary: The instructor will begin the class with a grammar “bell ringer” activity. Students will be asked to review verbs as they pick out the verb(s) in each of the five sentences provided on the board. Afterwards, students will present their cultural objects to the rest of the class in one-minute presentations. The instructor will take the second period to read All-American Slurp aloud to the class, and have students engage in a conversation through discussion questions and prompts.

Procedure 80 minute period

Anticipatory set

Bell Ringer Activity:
Students will take out their composition notebooks and flip to the grammar section. Students will be asked to re-write the sentences on the board and pick out the verbs in each sentence.

The following sentences are taken from the short story we will be reading aloud today:

1.) “After arriving at the house, we shook hands with our hosts and packed ourselves into a sofa” (55).

2.) “Mrs. Gleason went off with the relish tray to the other guests, and we carefully watched to see what they did” (56).

3.) “Mother’s approach was to memorize lists of polite phrases that would cover all possible social situations” (59).

4.) “The soup arrived in a plate” (62).
5.) “I splashed cold water on my burning face, and as I dried myself with a paper towel, I stared into the mirror” (63).

*If we have time or it is needed, ask students to supply the parts of speech of the other words in the provided sentences.

**Instruction**

*The All-American Slurp*
By Lensey Namioka

Read aloud the story to the students. Ask them to think about the following two questions that will be discussed after the reading:

**Discussion:**
- Create a chart on the board. Contrasting the Lin family and Gleason family.
- American traditions in the story and Chinese traditions

**Guided Practice**

1.) What differences are shown between the American culture and the Chinese culture in the story?

3.) Which family do you associate yourself with more?

2.) **Can cultures change and transform?** Can cultures blend together? Cultures are constantly changing with time. People meet other individuals with different ideas and beliefs.

Discussion of the transition and transformation that any given culture goes through. What happens to traditions over time? What about rules? Do they stay static or are they constantly changing?

United States → known in history as “The Melting Pot” → students are required to take Spanish or another Foreign Language in school.

*Discuss the questions together. How is this a good introduction to a multi-cultural unit?*

**Independent Practice**

Share another item with the class. Model a one-minute presentation for the students before they present their own objects.
Allow students a couple minutes to get out their objects and descriptions. Check to make sure everyone has something to share.

Either have students face each other in a circle, or have students stand up in the front of the room to present their object. Tell students that this is not a graded exercise, just another way for their peers to learn more about their interests and beliefs.

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<thead>
<tr>
<th><strong>Closure</strong></th>
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<tbody>
<tr>
<td><strong>Exit Slip:</strong> Did you enjoy listening to other presenters?</td>
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<tr>
<td>How did it feel to share something unique about yourself with your peers?</td>
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<tr>
<td>Our next book will be introduced next class. Have a great day 😊</td>
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<table>
<thead>
<tr>
<th><strong>Special notes and Reminders to myself</strong></th>
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<tbody>
<tr>
<td>Keep an eye on the clock!</td>
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<tr>
<td>Make sure other students are being respectful while their peers present.</td>
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<tr>
<th><strong>Materials and Resources needed</strong></th>
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<tbody>
<tr>
<td><em>American Street</em> Anthology copies for class</td>
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<tr>
<td>Paper / pencil</td>
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<td>Composition Notebooks</td>
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<tr>
<th><strong>Accommodations for Students with Special Needs</strong></th>
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<tr>
<td>Students that need help can ask one of their peers to present alongside them. Students can also come in afterschool if they are having trouble with grammar, activities, etc. Sign interpreter present for Valerie.</td>
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<tr>
<th><strong>Assessment of Student Learning</strong></th>
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<tr>
<td>Students will be assessed on the following:</td>
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3. Informal Assessment – Instructor will ask for volunteers to talk about their Halloween traditions.
4. Formal Assessment – One minute presentations and paragraphs.
Lesson Plan

Teacher __Jessica Leopoldo________ Class ELA 8  Date 11/10 and 11/12  Grade Level 8
Room Number E-2  Period All block periods Unit __Who am I, and where do I belong?__
Lesson Number ___#3___ and Topic Introduction to HOMS

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel Ashes of Roses. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading The House on Mango Street. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using The House on Mango Street as an example.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to reflect on their lives and individuality through writing.
- Students will be able to use their own observation and examination of a text in order to make predictions and inferences.
- Students will be able to define, identify, and incorporate literary elements, such as simile and metaphor, into their writing.

Rationale

Students: Do you know your cultural heritage? Or can you name some of the cultures you can associate within your life? Well, we are going to begin a multi-cultural unit where you will get to explore the diverse cultural beliefs that people hold around us. Through this unit, you will be able to discover more about yourself and others.

Administrators: This activity has students practice skills that are tested on the State Assessments. Creating a working definition of culture and discussing the short story read in class will help students when they have to complete the short answer questions on the exam. On the exam, they will have to infer meanings out of the text provided. This skill will be practiced during this lesson as well as others throughout the unit.

Critical Pedagogues: Students are not given the chance to study and learn about different cultures very often. As a result of this, we have students that are bullied and outcast for their different beliefs and practices. Through this lesson, students will see that culture exists everywhere and that diversity is not a bad thing. Like technology and fashion, culture is always changing and transforming. Students will take their new knowledge of culture and continue to learn about and respect diverse cultures that they come across in the rest of their lives.
**Background Knowledge and Skill**

Students have created a class definition of the word “culture,” and shared something about one of their cultures with their classmates.

**Standards:**

**Learning Standard 1 : Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Performance Indicator :** Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material.

**Learning Standard 2 : Language for Literary Response and Expression**

Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Listening and Reading**

**Performance Indicator :** Identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work

**Performance Indicator :** Recognize different levels of meaning

**Performance Indicator :** Read aloud with expression, conveying the meaning and mood of a work

**Summary:** The instructor will begin the class by explaining the unit they will be starting today, some rules and procedures that they will follow, and ask if they have any questions. The instructor will have students complete a pre-reading writing activity, and then introduce the new book: *The House on Mango Street*. Students will take a look at the book and make predictions, inferences, and formulate opinions on what the book is about. The instructor will then give some background on the book, explaining how it is made up of vignettes. The instructor will continue to review what a vignette is, and begin the pre-reading writing activity. Students will then open their books and read independently alongside the instructor.

**Procedure 80 minute period**

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<tr>
<th>Anticipatory set</th>
<th>15 minutes</th>
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<tr>
<td>Theme /Topic for today: <strong>Self-Definition and Identity</strong></td>
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<tr>
<td><strong>Bell Ringer:</strong> First pre-reading writing activity: ask students to take out their composition books and flip to the journal section.</td>
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<td>Pre-reading question: What is the personal significance of your given name (first, middle and last)? Does your name mean different things to you, your family, and your friends? What are your nicknames? What do your nicknames mean to you and those who call you those names?</td>
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<tr>
<td>Write a 6-8 sentence paragraph answering some of these questions.</td>
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When everyone is done, ask for volunteers if anyone wants to share.

**Instruction**

Introduction to *The House on Mango Street (HOMS)*.
- We are often told not to judge a book by its cover, but that is exactly what I am going to ask you to do today.
- Hand out copies of *HOMS*
- Ask students to independently examine the book.
- What is on the cover? What colors, images, and fonts are used?
- How big is the book? How many pages? Thick or thin?
- Read the back description. What can you learn from the back?
- Turn the pages What do you notice about the chapters? Long or short? What about the chapter titles?

Bring class together and go over the previous questions. Ask students to raise their hands or can call on groups.

After discussion of beginning observation, read the **introduction** to *HOMS*. Go over a what vignette is. Make sure students are comfortable with the book that they will begin reading.

*For the next few weeks, we will be reading, studying, and analyzing Sandra Cisneros' short novel *The House on Mango Street*. This novel is made up of 44 short character sketches, or stories, called vignettes. Esperanza, a Mexican-American young woman who just moved with her family to Mango Street, narrates them. We are going to read the novel thematic sections, discussing the underlying topics and themes of the grouped vignettes each day. Before we read and discuss each group, you will do a pre-reading writing journal assignment daily. This is will get out juices flowing and also help you when you are asked to write a one page memoir or vignette later on in the unit.*

**Guided Practice**

Begin reading pages 3-11 aloud to the class. Make sure all students are either reading along silently in their books or listening intently.

- *The House on Mango Street*
- *Hairs*
- *Boys and Girls*
- *My Name*
**Independent Practice**

Discussion of simile and metaphor. Handout for homework.

**Notes:**

*Simile:* What is a simile? What does it do?
A simile is a figure of speech that indirectly compares two different things by using the words “like” or “as.”
The two things that are being compared still remain distinct from each other. Still separate.
Ex.) Her eyes were like stars in the darkness.

*Metaphor:* What is a metaphor? What does it do?
Compares two things directly. Understand one thing in terms of another.
Ex.) Her eyes were stars in the darkness.

The use of simile and metaphor in “My Name”:

Find the similes and metaphors in the following passage from *The House on Mango Street*.

“In English my name means hope. In Spanish it means too many letters. It means sadness; it means waiting. It is *like* the number nine. A muddy color. *It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.*”

*Handout on simile and metaphor for homework
Begin sheet ➔ paragraph for homework on back of sheet or separate sheet of paper.

**Closure**

**Exit Slip:** Have students answer these questions on their own before they leave.

Reading comprehension questions for students:
1.) Describe the house on Mango Street. Is it is house you would like to live in? Why or why not?

2.) What is the main character’s name? What is her sister’s name?

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**Special notes and Reminders to myself**

Keep an eye on the clock!

**Materials and Resources needed**

*The House on Mango Street*
Composition Notebooks
**Accommodations for Students with Special Need**

Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. Any worksheets that are handed out will also be available in larger font size for a student with a visual disability. A sign interpreter is also present in the morning class.

**Assessment of Student Learning**

Students will be assessed on the following:

- Informal Assessment – Instructor will ask for volunteers to share their journal writing.
- Formal Assessment – Reading comprehension questions at the end of class and homework handout.
Week Four Lesson Plan

Teacher ______ Jessica Leopoldo ______ Class ELA 8 Date ______ 11/15 and 11/16 _______ Grade Level 8
Room Number E-2 Period All block periods Unit ______ Who am I, and where do I belong? _______
Lesson Number ______ #4 ____ and Topic Friendship, Neighborhood, and Home

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel Ashes of Roses. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading The House on Mango Street. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using The House on Mango Street as an example.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to integrate new words into their growing vocabulary and writing.
- Students will be able to recognize the meaning of words they come across in their reading using context clues.
- Students will be able to employ their new knowledge of the literary elements simile and metaphor while reading.

Rationale
Students: Have you ever come across a word that you did not recognize while reading? Did you look up the word or ask someone what it means? Or did you just skip over it and decide it was not necessary to understand the meaning of the text? Well, there are ways to find out what the word means without leaving your seat or grabbing a dictionary. Context clues in a sentence can help us figure out the meaning of any given word. There are an infinite number of words that are at your disposal! You just need to learn new words and slowly integrate them into your expanding daily vocabulary! Learning new words will impress your friends and your future employers!

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage. This practice will have students practice the art of looking up words they do not know and using them to understand their meaning.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words now, they will be more inclined to look up new words and practice methods of expanding their vocabulary into the future.
Background Knowledge and Skill
Students understand the meaning of the word “culture” and have begun reading HOMS.

Standards:
Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Organize information according to an identifiable structure, such as compare/contrast or general to specific.

Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material.

Summary: The instructor will begin with an introduction to context clues and new vocabulary that students will be learning and studying this week. Students will make inferences about the new words based on the provided sentences. Afterwards, students will complete and pre-reading writing assignment and begin continue reading HOMS, looking for similes if there is extra time.

Procedure 80 minute period

<table>
<thead>
<tr>
<th>Anticipatory set</th>
<th>15 minutes</th>
</tr>
</thead>
</table>

Since you just recently finished up the eight different parts of speech, we are going to take a little break from grammar. Yes! But this means that we will begin working with new vocabulary.

Before we are confronted with any new words, today I would like to go over different methods of working out the meaning of new words. Have you ever read of a story, article, letter, magazine, etc., where you were confronted with a work you did not recognize or understand? What did you do when you cam across the word?

What do you do when you come across a word you do not know while reading?
A.) Stop reading and look it up in the dictionary.
B.) The word must not be that important anyway; just keep reading and skip over the word.
C.) Use the other words in the sentence to figure out the meaning of the unknown word.
D.) Never had that problem! (I know everything! Or I never read so I avoid that problem!)

Different ways for to confront new vocabulary. There are several methods that we as readers can use to learn new words.

- Look it up in the dictionary
- Context clues (my favorite!)
- Ask Ma or Da… maybe they know
- Graphic webs and working with roots
We are going to look at context clues today…
Notes on context clues on attached sheet (put on Elmo)
Then introduce vocabulary using context clues. Have students try and work out the definitions.

Bell Ringer: Vocabulary Introduction → using context clues!!
1.) Astute: Uncle Kenny is an astute lawyer; there isn’t much about legal matters that he doesn’t understand.
2.) Bias: The store owner seemed to have a bias against teenagers and refused to hire me.
3.) Compile: After Mrs. Lee compiles the receipts, we’ll know exactly how much we’ve spent.
4.) Destitute: The destitute people in the refugee camp had little food and almost no medicine.
5.) Enhance: Putting in a swimming pool would enhance the value of the property.
6.) Extraneous: Since only soup was served, the forks on the table were extraneous.
7.) Fabricate: The girl hoped she could fabricate a story that would keep her from being punished.
8.) Flaunt: The man took every opportunity to flaunt his build by flexing his muscles.
9.) Heyday: In their heyday, that band was at the top of the charts week after week.
10.) Illegible: The sign was so weather-beaten that it had become illegible.
11.) Intuition: Peter’s intuition told him that Gwen was a person he could trust completely.
12.) Lush: The rainforest is full of lush vegetation and amazing creatures.
Having grown up in much more lush surroundings, the princess had difficulty in adjusting to a cottage in the woods.
13.) Renown: The scientist gained renown for her successful work in chemistry and eventually won the Nobel Prize.
14.) Sedate: At first, the party guests were sedate, but they loosened up when the dancing started.
It is often helpful to sedate a patient before setting a broken bone.
15.) Vigil: The sick child’s parents took turns keeping a vigil over her.
### Instruction

**Theme /Topic for today:** Friendship, Neighborhood, and Home  

Second pre-reading writing activity: ask students to take out their composition books and flip to the journal section.

Pre-reading question: Describe your neighborhood, house, or room using lots of details (adjectives!!). How is this place important to you? Where are you most comfortable and why?

Write a 6-8 sentence paragraph answering some of these questions.

When everyone is done, ask for volunteers if anyone wants to share! Short discussion.

### Guided Practice

Begin reading pages 12-25 aloud to the class. Make sure all students are either reading along silently in their books or listening intently.

- *Cathy Queen of Cats*
- *Our Good Day*
- *Laughter*
- *Gil’s Furniture Bought and Sold*
- *Meme Ortiz*
- *Louie, His Cousin and His Other Cousin*

### Independent Practice

Class Discussion on the board: give all students a question to look up in the book to help with the discussion.

**Ezperanza is looking for friendship.**
1. *Cathy Queen of Cats* → “Two girls raggedy as rats live across the street.”
   “Cats asleep like donuts.”
2. *Our Good Day* → “Can’t you see they smell like a broom.”

**Ezperanza and Nenny and home.**
3. *Laughter* → “Not the shy ice scream bells’ giggle of Rachel and Lucy’s family, but all of a sudden and surprised like a pile of dishes breaking.”

**Neighborhood**
4. *Gil’s Furniture Bought and Sold* → Comparing the music. “It’s like all of a sudden he let go a million moths all over the dusty furniture and swan-neck shadows and in our bones. It’s like drops of water.”

**Friendship with Meme.**
5. *Meme Ortiz* → “Down at the base of the tree, the dog with two names barks into empty air, and there at the end of the block, looking smaller still, our house with its..."
feet tucked under like a cat.”

**Neighborhood: Meme's neighbors.**

6. *Louie, His Cousin and His Other Cousin* → “The seats were soft like a sofa”
   “The nose of that yellow Cadillac was all pleated like an alligator’s”

**Closure**

Close conversations with review of context clues and their vocabulary homework. 5 minutes

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**Special notes and Reminders to myself**

Keep an eye on the clock!

**Materials and Resources needed**

*The House on Mango Street*

Elmo

Composition Notebooks

**Accommodations for Students with Special Need**

Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. Any worksheets that are handed out will also be available in larger font size for a student with a visual disability. A sign interpreter is also present in the morning class for a deaf student. Vocabulary is modified for students with special needs. They are asked to take a look at eight of the fifteen words presented.

**Assessment of Student Learning**

Students will be assessed on the following:

5. Informal Assessment – Instructor will ask for volunteers to share their journal writing.
6. Formal Assessment – Memoirs writing later on and vocabulary homework.
Lesson Plan

Teacher  Jessica Leopoldo  Class  ELA 8  Date  11/17 and 11/18  Grade Level 8
Room Number  E-2  Period  All block periods  Unit  Who am I, and where do I belong?
Lesson Number  #5  and Topic  Freedom and Entrapment

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel Ashes of Roses. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading The House on Mango Street. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using The House on Mango Street as an example.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to incorporate new vocabulary words into their own writing and speech.
- Students will be able to write about a personal experience relating to the theme of freedom vs. entrapment.
- Students will be able to relate their own hardships of achieving freedom from their entrapment to the characters in the story.

Rationale
Students: Do you find yourself forgetting new vocabulary terms that you recently learned? This will help you become more comfortable with the words. Through interactive stations, you will be able to work with the words and their definitions while connecting them to other words, drawings, or actions.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage. This practice will have students practice the art of looking up words they do not know and using them to understand their meaning.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words now, they will be more inclined to look up new words and practice methods of expanding their vocabulary into the future.

Background Knowledge and Skill
Students understand the meaning of the word “culture” and have begun reading HOMS.
Standards:

**Learning Standard 1 : Language for Information and Understanding**
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Performance Indicator :** Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material.

**Learning Standard 2 : Language for Literary Response and Expression**
Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Listening and Reading**

**Performance Indicator :** Identify significant literary elements (including metaphor, symbolism, hyperbole), read aloud with expression, conveying the meaning and mood of a work.

**Summary:** Students will begin with a review of the vocabulary by rotating exercise stations where they will work with the words in different ways for the first period. After completing all the rotations, students will write in their journals on their provided topic and continuing reading and discussing HOMS.

**Procedure 80 minute period**

<table>
<thead>
<tr>
<th>Anticipatory set</th>
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</tr>
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<tbody>
<tr>
<td>Vocabulary review: stations!</td>
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<tr>
<td>Have words listed in boxes on sheet provided. Students will journey from station to station around the room while working with all of the vocabulary words in various activities.</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Stations:</td>
<td>40 minutes</td>
</tr>
<tr>
<td>1.) Synonyms and Antonyms</td>
<td>40 minutes</td>
</tr>
<tr>
<td>2.) Drawing a picture / illustration of the word</td>
<td>40 minutes</td>
</tr>
<tr>
<td>3.) Writing an original sentence incorporating the word (give context clues!)</td>
<td>40 minutes</td>
</tr>
<tr>
<td>4.) Part of speech / define it using your own words</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

**Instruction**

Theme /Topic for today: **Freedom and Entrapment**

Second pre-reading writing activity: ask students to take out their composition books and flip to the journal section.

Pre-reading question: In what areas of your life are you most free to do what you want? In what areas of your life do you have the least freedom? Why do you believe these rules are in place? Provide a couple of examples or memories for each.
Write a 6-8 sentence paragraph answering some of these questions.

When everyone is done, ask for volunteers if anyone wants to share!

<table>
<thead>
<tr>
<th>Guided Practice</th>
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</thead>
<tbody>
<tr>
<td>Begin reading pages 26-28 aloud to the class. Make sure all students are either reading along silently in their books or listening intently.</td>
</tr>
<tr>
<td>- Marin</td>
</tr>
<tr>
<td>- Those Who Don’t</td>
</tr>
<tr>
<td>- There Was an Old Woman...</td>
</tr>
<tr>
<td>- Alicia Who Sees Mice</td>
</tr>
<tr>
<td>- Darius and the Cloud</td>
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<tr>
<td>- And Some More</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Practice</th>
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</thead>
<tbody>
<tr>
<td>Class Discussion on the board: give all students a question to look up in the book to help with the discussion.</td>
</tr>
</tbody>
</table>

**In this community, what kinds of lives do most of the women lead? Do they have a lot of freedom or are they mostly trapped inside their homes?**

Provide evidence from the text:

**Marin** (p. 26)
- sells Avon and takes care of her cousins
- waiting to go back to her country with her boyfriend
- wants to look beautiful and have nice clothes
- is going to be sent back to her mother → can only stay in front yard
- boys only thing that matters

**Mrs. Vargas** (p. 29)
- always “buttoning and bottling and babying”
- takes care of her crazy children
- never has time to herself

**Alicia** (p. 31)
- “a woman’s place is sleeping” so she can wake up and clean and prepare food
- “inherited her mother’s rolling pin”
- wants to go to a university → very smart and studies at night

<table>
<thead>
<tr>
<th>Closure</th>
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</thead>
<tbody>
<tr>
<td>Quick review of vocabulary words with an exit slip.</td>
</tr>
<tr>
<td>Create a new sentence using one of the vocabulary words you worked with in your</td>
</tr>
</tbody>
</table>
Special notes and Reminders to myself
Keep an eye on the clock!

Materials and Resources needed
The House on Mango Street
Stations (instructions and desks set up for each)
Composition Notebooks

Accommodations for Students with Special Need
Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. Any worksheets that are handed out will also be available in larger font size for a student with a visual disability. A sign interpreter is also present in the morning class for a deaf student. Vocabulary is modified for students with special needs. They are asked to take a look at eight of the fifteen words presented.

Assessment of Student Learning
Students will be assessed on the following:

7. Informal Assessment – Instructor will ask for volunteers to share their journal writing.
8. Formal Assessment – Memoirs writing and vocabulary quiz later on in the week.
Lesson Plan

Teacher __Jessica Leopoldo_________ Class ELA 8  Date 11/19 and 11/22  Grade Level 8
Room Number E-2  Period All block periods  Unit Who am I, and where do I belong?
Lesson Number ___#6___  and Topic Growth and Maturity

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel *Ashes of Roses*. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading *The House on Mango Street*. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using *The House on Mango Street* as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to incorporate new vocabulary words into their own writing and speech.
- Students will be able to write about a personal experience relating to the theme of maturity and growth.
- Students will be able to relate their own experiences in transitioning from childhood to adulthood to Esperanza in *The House on Mango Street*.

Rationale
Students: Do you find yourself forgetting new vocabulary terms that you recently learned? This will help you become more comfortable with the words. Through interactive stations, you will be able to work with the words and their definitions while connecting them to other words, drawings, or actions.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage. This practice will have students practice the art of looking up words they do not know and using them to understand their meaning.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words now, they will be more inclined to look up new words and practice methods of expanding their vocabulary into the future.

Background Knowledge and Skill
Students understand the meaning of the word “culture” and have begun reading *HOMS*. 
Standards:

**Learning Standard 1:** Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

**Performance Indicator:** Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material.

**Learning Standard 2:** Language for Literary Response and Expression
Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

**Listening and Reading**
**Performance Indicator:** Identify significant literary elements (including metaphor, symbolism, performance, and style)

**Performance Indicator:** Read aloud with expression, conveying the meaning and mood of a work.

**Summary:** Students will continue with a review of the vocabulary by rotating exercise stations where they will work with the words in different ways for the first period. After completing all the rotations, students will write in their journals on their provided topic and continuing reading and discussing HOMS.

**Procedure 80 minute period**

<table>
<thead>
<tr>
<th>Anticipatory set</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary review: stations! Have words listed in boxes on sheet provided. Students will journey from station to station around the room while working with all of the vocabulary words in various activities.</td>
<td></td>
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</tr>
<tr>
<td>7.) Writing an original sentence incorporating the word (give context clues!)</td>
<td></td>
</tr>
<tr>
<td>8.) Write a story using at least eight vocabulary words. Be creative!</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme /Topic for today: Growth and Maturity</td>
<td></td>
</tr>
<tr>
<td>Second pre-reading writing activity: ask students to take out their composition books and flip to the journal section.</td>
<td></td>
</tr>
<tr>
<td>Pre-reading question: Describe your transition from Elementary School to Middle School. How have you changed emotionally, physically, and mentally? Next year you will be transitioning in High School. How do you think your life will change then?</td>
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</tr>
</tbody>
</table>
**Guided Practice**

Ask for volunteers to share their writing.  
Remind students to be respectful when their peers are sharing. No talking to others during this time.

| 10 minutes |

**Independent Practice**

Begin reading pages 39-55 aloud to the class. Make sure all students are either reading along silently in their books or listening intently.

- *The Family of Little Feet*
- *A Rice Sandwich*
- *Chanclas*
- *Hips*
- *The First Job*

| 10 minutes |

**Closure**

Quick review of vocabulary words with an exit slip. 
Create a new sentence using one of the vocabulary words you worked with in your station rotations today!

| 5 minutes |

**Special notes and Reminders to myself**

Keep an eye on the clock!

**Materials and Resources needed**

*The House on Mango Street*

Stations (instructions and desks set up for each)

Composition Notebooks

**Accommodations for Students with Special Need**

Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. Any worksheets that are handed out will also be available in larger font size for a student with a visual disability. A sign interpreter is also present in the morning class for a deaf student. Vocabulary is modified for students with special needs. They are asked to take a look at eight of the fifteen words presented.

**Assessment of Student Learning**

Students will be assessed on the following:

9. Informal Assessment – Instructor will ask for volunteers to share their journal writing.
10. Formal Assessment – Memoirs writing and vocabulary quiz later on in the week.
Lesson Plan

Teacher __Jessica Leopoldo__________ Class ELA 8  Date _11/23 Grade Level 8
Room Number E-2  Period 5/6  Unit Who am I, and where do I belong?
Lesson Number ___#7____  and Topic Thanksgiving Day

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel Ashes of Roses. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading The House on Mango Street. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using The House on Mango Street as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to review their new vocabulary words by relating them to a cultural holiday.
- Students will be able to write about a personal experience relating to their cultural traditions.
- Students will understand that different cultural celebrate different traditions, but a lot of the traditions are similar.

Rationale
Students: Do you have a Thanksgiving tradition within your family? Well all people do celebrate traditions, even if they are a tad different. Today we will learn about other cultural festivals in comparison to our own. This will expand our cultural knowledge and look at the holiday through a new perspective.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage. This practice will have students practice the art of looking up words they do not know and using them to understand their meaning.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words now, they will be more inclined to look up new words and practice methods of expanding their vocabulary into the future.

Background Knowledge and Skill
Students understand the meaning of the word “culture” and have begun reading HOMS.
Standards:
Learning Standard 1: Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Performance Indicator: Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material.

Learning Standard 2: Language for Literary Response and Expression
Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Listening and Reading
Performance Indicator: Identify significant literary elements (including metaphor, symbolism, Performance Indicator: Read aloud with expression, conveying the meaning and mood of a work

Summary: Students will begin class with a short vocabulary recap. They will have to fill in the blanks for the provided sentences. After reviewing the vocabulary, students will write about their field trip experience or their future thoughts. The instructor will ask for volunteers to share their writing, and then have students look at a Thanksgiving article to examine how other cultures may celebrate this holiday.

Procedure 80 minute period

Anticipatory set

Journal Writing: Write about your trip today. Sum up your feelings about the whole experience.

OR

Describe your Thanksgiving tradition. What do you do on Turkey Day?

15 minutes

Instruction

Vocabulary review: sentences! Have students fill in the blanks.

My Thanksgiving
1.) My mother, the astute cook, made sure that there were platters of food that everyone liked on the table.
2.) She compiled her numerous potato recipes, trying to find her favorites among the bunch.
3.) I found the desserts and decided to enhance the all-ready frosted cupcakes by adding on extra icing.
4.) My mother found out and yelled at me, saying the extra icing was extraneous.
5.) When my family finally came, they ate so much that you would think they were destitute people that haven’t eaten in a long time.

15 minutes
6.) After the meal, my aunt continued to flaunt her dessert, pointing out how perfectly round her cookies came out.
7.) All in all, it was a good meal. We all sat on the couch after cleaning up, sedate and ready for a nap.

**Guided Practice**

Introduction to *Thanksgiving Day* and harvest festivals around the world.

As the harvest season approaches, this is a great time to learn about different cultures as well as agriculture, geography and astronomy.

In Korea, the harvest festival is called Chusok. Families take this time to thank their ancestors for the fruits of their labor. Native Americans say the moon shines the brightest during this time of the year. Thus, they call the month of September the Harvest Moon. In Canada, the Harvest Moon is celebrated on the second Monday in October. It is the Canadian Thanksgiving Day.

In the United States, *Thanksgiving* is celebrated on the 4th Thursday of November. Families get together for a big feast with turkey and grandma's apple pie. But in the Far East, Thanksgiving comes a bit earlier. In China and Vietnam, the family feast includes mooncakes and round fruits -- symbols of togetherness.

In Israel, the harvest festival is called Succoth. The celebration lasts for seven days. Jewish families build outdoor booths during the Succoth celebration.

In India, the harvest celebration is called Pongal or the Rice Harvest Festival. Families take this time to thank all those who have contributed to a successful harvest -- including the gods, the sun and the cattle.

In Ghana and Nigeria, the harvest festival is also named after a food. It is the Yam Festival. The celebration starts in the beginning of August at the end of the rainy season.

In the United States, the Kwanzaa celebration is based on African harvest traditions. Kwanzaa means first fruits in Swahili. The celebration starts on December 26 and lasts for 7 days.

While the harvest is celebrated differently in different parts of the world, there are many common themes. The spirit of thanksgiving, the love of family, the value of hard work and the appreciation of the land and celestial powers are found in all cultures.

**Independent Practice**

Now, each group has a different cultural festival on their desks. I would like you to assign tasks to each group member. One group member will be the reader (read the article to the other group members), one will be the illustrator, one will be the
presenter (present their holiday to the rest of the class), and one (or more) will be writers and compare and contrast their holiday to Thanksgiving.

**Closure**

Have students present their cultural festivals.  

| 5 minutes |

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**Special notes and Reminders to myself**

Keep an eye on the clock!

**Materials and Resources needed**

*The House on Mango Street*

Stations (instructions and desks set up for each)

Composition Notebooks

**Accommodations for Students with Special Need**

Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. Any worksheets that are handed out will also be available in larger font size for a student with a visual disability. A sign interpreter is also present in the morning class for a deaf student. Vocabulary is modified for students with special needs. They are asked to take a look at eight of the fifteen words presented.

**Assessment of Student Learning**

**Students will be assessed on the following:**

11. Informal Assessment – Instructor will ask students to present their group work.

12. Formal Assessment – Research project later on in the unit.
Lesson Plan

Teacher __Jessica Leopoldo__  Class __ELA 8__  Date __11/29-11/30__  Grade Level __8__

Room Number __E-2__  Period __All blocks__  Unit __Who am I, and where do I belong?__

Lesson Number __#8__  and Topic __Introduction to Memoir__

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel *Ashes of Roses*. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading *The House on Mango Street*. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using *The House on Mango Street* as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to review their new vocabulary words by relating them to an American cultural holiday and tradition.
- Students will be able to define the characteristics of memoir.
- Students will find something important in their own lives that they will like to share to the world through writing.

Rationale
**Students:** Have you ever written in a diary? How about a story? Memoir is a combination of the two! This form of writing will enhance your creative writing skills while allowing you to write about something that you care about.

**Administrators:** This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage and also use their writing skills on the essay portion of the exam.

**Critical Pedagogues:** Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words and writing methods, they will be more inclined to look up new words and practice methods of expanding their vocabulary and writing skills into the future.

**Background Knowledge and Skill**
Students understand the meaning of the word “culture” and have begun reading *HOMS*. 
**Summary:** Students will begin class with a short vocabulary recap. They will have to fill in the blanks for the provided sentences. After reviewing the vocabulary, the instructor will begin introducing memoir using notes on the ELMO. Afterwards, students will begin drafting storyboards for their own memoirs.

**Procedure 80 minute period**

<table>
<thead>
<tr>
<th>Anticipatory set</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary review: sentences! Have students fill in the blanks.</td>
<td></td>
</tr>
</tbody>
</table>

**My Thanksgiving**

1.) My mother, the astute cook, made sure that there were platters of food that everyone liked on the table.
2.) She compiled her numerous potato recipes, trying to find her favorites among the bunch.
3.) I found the desserts and decided to enhance the all-ready frosted cupcakes by adding on extra icing.
4.) My mother found out and yelled at me, saying the extra icing was extraneous.
5.) When my family finally came, they ate so much that you would think they were destitute people that haven’t eaten in a long time.
6.) After the meal, my aunt continued to flaunt her dessert, pointing out how perfectly round her cookies came out.
7.) All in all, it was a good meal. We all sat on the couch after cleaning up, sedate and ready for a nap.

**Black Friday: The Rush!**

The day after Thanksgiving I awoke with a start. It was Black Friday and sales started at 4 am sharp!
I fabricated a story to my parents explaining that I could not stay up late. I would have to get ready in the morning and could not be sedate!
My dad had a bias against the famous shopping day, Saying it was not the right way.
My mom’s intuition also revealed my lie,
But she kept my secret with the promise of sweet deals and pie!
I quickly brushed my lush hair and scribbled an illegible note,
Promising my parents to be back soon and wear my coat!
I headed to the stores that achieved great renown for their sales,
And kept vigilant of the growing lines of females.
Happy to say that I will be in my heyday this shopping spree,
Getting stuff so cheap it ought to be free!

Remind them of vocabulary quiz next class and fun vocab review session afterschool!
**Introduction to memoir: ELMO notes**

**Memoir**

**Definition:**
A *memoir* is a piece of *autobiographical* writing. It often tries to capture certain highlights or meaningful moments in one's past. It is also called creative nonfiction: telling a true story using fictional elements.

**Characteristics / Elements of Memoir:**
- Focus on a brief period of time or series of related events
- Narrative structure, including many of the usual elements of storytelling such as setting, plot development, imagery, conflict, characterization, foreshadowing and flashback, and irony and symbolism
- A fictional quality even though the story is true
- Higher emotional level
- More personal reconstruction of the events and their impact

**What to Concentrate on While Writing Your Memoir**

- Get to know the narrator. The audience must connect with the narrator. Share information about yourself or things you might have in common with the audience.
- Use description that brings the story to life: “SHOW not TELL.” Use descriptive words and phrases, making the reader feel like they were present when the action took place.
- Include dialogue that shows feeling. In this case, less often means more. Include only the most important dialogue that has the most impact.
- Feature a beginning that catches the reader’s attention. Hook your readers immediately. A few ideas include starting in the middle of the action, having the characters talk, beginning with a surprising statement or fact or giving some important background information.
- Add sensory details. These are words or descriptions that appeal to one of your senses. Sensory details provide a complete look at the story, and make your memoir more interesting.
- Share thoughts and feelings. This allows readers to understand how the experience affected you, and what you were going through. Thoughts and feelings help build a connection to the narrator.
- Reveal why the event was important. Writers share what they learned from this experience, building a connection with the audience. Writers want to evoke an
emotional response from the reader.

**Guided Practice**
Show NOT Tell: short activity on the board. Have students “show” the emotions evoked in the following sentences rather than merely telling the emotions:

Ex) He was nervous to take the exam. → As the teacher handed out the tests, he chewed on his pencil furiously and wiped the sweat off of his forehead.

1.) She was excited to see the ice cream truck.
2.) The dog was tired from the long walk.

**Independent Practice**

Share my own memoir: *The Golden Child in Transition*.

How do we begin writing a memoir? First, I would like everyone to open up their composition books and look at their recent journal entries. These journal entries had you concentrate on important aspects of your life and individual identity. While you look over these entries, do any important memories come to mind?

Choose an important memory, personal, or object to write about. A memoir is a personal account. You should write about something or someone that is very important to you.

**Plot Curve / Story Arc**

After you choose a memory I would like you to create a storyboard to outline your memoir. While writing memoir, we will be concentrating on using our senses and creating visuals. Drawing out storyboards will help you visualize what you will later write.

**Closure**

For the remainder of class, have students begin working on their storyboards.

***Special notes and Reminders to myself***

Keep an eye on the clock!
Materials and Resources needed
Memoir Assignment
Composition Notebooks
ELMO

Accommodations for Students with Special Need
Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. Any worksheets that are handed out will also be available in larger font size for a student with a visual disability. A sign interpreter is also present in the morning class for a deaf student. Vocabulary is modified for students with special needs. They are asked to take a look at eight of the fifteen words presented.

Assessment of Student Learning
Students will be assessed on the following:

13. Informal Assessment – Instructor will ask students to participate.
14. Formal Assessment – Finished memoirs due next week.
Lesson Plan

Teacher Jessica Leopoldo            Class ELA 8  Date 12/1-12/2 Grade Level 8
Room Number E-2  Period All blocks Unit Who am I, and where do I belong?
Lesson Number #9  and Topic Writing Memoir

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel Ashes of Roses. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading The House on Mango Street. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using The House on Mango Street as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to test their growing vocabulary with a quiz on last week’s important terms.
- Students will find something important in their own lives that they will like to share to the world through writing an original memoir.

Rationale
Students: Have you ever written in a diary? How about a story? Memoir is a combination of the two! This form of writing will enhance your creative writing skills while allowing you to write about something that you care about.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage and also use their writing skills on the essay portion of the exam.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words and writing methods, they will be more inclined to look up new words and practice methods of expanding their vocabulary and writing skills into the future.

Background Knowledge and Skill
Students understand the meaning of the word “culture” and have begun reading HOMS.
Summary: Students will begin class with a short vocabulary quiz. After they complete the exam, they will be given the remainder of the period to write their memoirs.

**Procedure 80 minute period**

<table>
<thead>
<tr>
<th>Anticipatory set</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning all! Please look at the board for today's agenda! First, you will be taking your vocabulary quiz. I hope everyone is comfortable with the vocabulary words by now, and then you will be given the remainder of the class for writing the rough draft of your memoirs.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Quiz: see attached.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memoir writing. Walk around the room to make sure the students have their storyboards complete and are ready to write!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk around. Individual conferences with students.</td>
<td></td>
</tr>
<tr>
<td>Help students that are struggling.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Practice</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rough drafts are to be handed in at the end of the class period. Students that need extra time should stay for afterschool period. Students will receive comments on their beginning drafts and work on a final draft the next class.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure</th>
<th>Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does everyone feel about their writing thus far? How do you like this genre? Share thoughts! Remind students that need to stay afterschool.</td>
<td></td>
</tr>
</tbody>
</table>

**Special notes and Reminders to myself**

Keep an eye on the clock!

**Materials and Resources needed**

Memoir Assignment
Vocabulary quiz

**Accommodations for Students with Special Need**

Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. The quiz will also be available in larger font size for a student with a
visual disability, and it will be modified for students with special disabilities (only include eight words). A sign interpreter is also present in the morning class for a deaf student.

**Assessment of Student Learning**

*Students will be assessed on the following:*

15. Informal Assessment – Instructor will watch and help student with their writing
16. Formal Assessment – Finished memoirs due next week and vocabulary quizzes.
Lesson Plan

Teacher: Jessica Leopoldo

Class: ELA 8

Date: 12/3-12/4

Grade Level: 8

Room Number: E-2

Period: All blocks

Unit: Who am I, and where do I belong?

Lesson Number: #10

Topic: Final drafting of Memoir

Context

Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel Ashes of Roses. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading The House on Mango Street. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives

Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using The House on Mango Street as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will utilize editing techniques that they have learned in order to produce a final draft of their memoirs.

Rationale

Students: Have you ever written in a diary? How about a story? Memoir is a combination of the two! This form of writing will enhance your creative writing skills while allowing you to write about something that you care about. The writing process will allow us to produce writing that we never imagine. Writing many drafts is always necessary since we are all human and make mistakes.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage and also use their writing skills on the essay portion of the exam.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words and writing methods, they will be more inclined to look up new words and practice methods of expanding their vocabulary and writing skills into the future.

Background Knowledge and Skill
Students understand the meaning of the word “culture” and have begun reading HOMS.
**Summary:** Students will receive their rough drafts back and begin writing their final drafts. The instructor will approach students individually with concerns and/or comments.

**Procedure 80 minute period**

<table>
<thead>
<tr>
<th>Anticipatory set</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our steps through the writing process:</strong></td>
<td></td>
</tr>
<tr>
<td>1.) First step: Pre-writing / Outlining $\rightarrow$ journals and storyboards</td>
<td></td>
</tr>
<tr>
<td>2.) Second Step: Rough Draft $\rightarrow$ First draft of memoir</td>
<td></td>
</tr>
<tr>
<td>3.) Third Draft: Editing / Reviewing $\rightarrow$ Read over writing and look for mistakes</td>
<td></td>
</tr>
<tr>
<td>4.) Last Step: Final Draft</td>
<td></td>
</tr>
</tbody>
</table>

**Instruction**

Memoir writing. Walk around the room to make sure the students have their storyboards complete and are ready to write!

Walk around. Individual conferences with students. Help students that are struggling.

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rough drafts are to be handed in at the end of the class period. Students that need extra time should stay for afterschool period. Students will receive comments on their beginning drafts and work on a final draft the next class.</td>
<td></td>
</tr>
</tbody>
</table>

**Independent Practice**

Read of *HOMS*

Pages: 56-87

- *Papa Who Wakes Up Tired in the Dark*
- *Born Bad*
- *Elentia, Cards, Palm, Water*
- *Geraldo No Last Name*
- *Edna’s Ruthie*
- *The Earl of Tennessee*
- *Sire*
- *Four Skinny Trees*
- *No Speak English*
- *Rafaela Who Drinks Coconut & Papaya Juice on Tuesdays*
- *Sally*
- *Minerva Writes Poems*
- *Bums on the Attic*

**Closure**
How does everyone feel about their writing thus far? How do you like this genre? Share thoughts! Remind students that need to stay afterschool.

**Special notes and Reminders to myself**
Keep an eye on the clock!

**Materials and Resources needed**
Memoir Assignment
Vocabulary quiz

**Accommodations for Students with Special Need**
Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. The quiz will also be available in larger font size for a student with a visual disability, and it will be modified for students with special disabilities (only include eight words). A sign interpreter is also present in the morning class for a deaf student.

**Assessment of Student Learning**
Students will be assessed on the following:

17. Informal Assessment – Instructor will watch and help student with their writing
18. Formal Assessment – Finished memoirs due next week and vocabulary quizzes.
Lesson Plan

Teacher  Jessica Leopoldo  Class  ELA 8  Date  12/6-12/7  Grade Level  8
Room Number  E-2  Period  All blocks  Unit  Who am I, and where do I belong?
Lesson Number  #11  and Topic  Comma Rules

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel Ashes of Roses. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading The House on Mango Street. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using The House on Mango Street as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will understand the three basic comma usage rules and be able to integrate them into their own writing.
- Students will identify elements from another individual’s life and reflect how it may compare or contrast to their own lives.

Rationale
Students: Are you afraid to write because you do not know the proper way of writing? Learning new comma rules will help you write down your ideas using proper English. This way, you will not be as frustrated when trying to write down your ideas.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage and also use their writing skills on the essay portion of the exam.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words and writing methods, they will be more inclined to look up new words and practice methods of expanding their vocabulary and writing skills into the future.

Background Knowledge and Skill
Students understand the meaning of the word “culture” and have begun reading HOMS.
**Summary:** Students will hand in the final drafts of their memoirs, and then the instructor will begin a grammar lesson on comma rules. After students complete some reinforced activities, they will continue reading *HOMS* for the rest of the period.

**Procedure 80 minute period**

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>15 minutes</th>
</tr>
</thead>
</table>

**Anticipatory set**

Hello all! How does everyone feel about their memoirs? Any problems? After looking at the rough drafts, I found that all of you are amazing writers, but of course all writers still have things to work on.

Today we will be learning about commas! Take out your composition books for notes on commas.

*While an end mark signals a full stop, a comma signals a brief pause. It may be used to separate basic elements in a sentence, or it may be used to set off elements added to a sentence.*

*Many people use more commas than are necessary, while others use fewer than they should. To avoid overuse or underuse of commas, include a comma in your writing only when you know a specific rule applies.*

**Instruction**

Commas that Separate Basic Elements:

- **Commas with Compound Sentences**
  A compound sentence consists of two or more independent clauses – that is, groups of words that express complete thoughts – joined by one of the coordinating conjunctions (and, but, for, nor, or, so, and yet)

  Use a comma before the conjunction to separate two independent clauses in a compound sentence.

  **BOYS FAN**

- **Commas Between Items in a Series**
  When three or more similar items appear in a series, commas are needed to separate them. Number of series is one more then the number of commas needed.

  Use commas to separate three or more words, phrases, or clauses in a series.

  *EX) The beverages included tomato juice, ginger ale, and iced tea.*

- **Commas Between Adjectives**
  Sometimes adjectives need to be separated by commas.

  Use commas to separate adjectives of equal rank.
Two methods can be used to help decide whether two or more adjectives are of equal rank. First, if the word *and* can be placed between the adjectives without changing the meaning of the sentence, then the adjectives are of equal rank.

Second, if the order of the adjectives can be changed, then they are equal.

*EX) You have made a simple, polite request.*

**Guided Practice**

Place grammar book exercises on the ELMO.

1.) Exercise A: **Using Commas with Compound Sentences.**
    Ask students to complete odd questions #1-10.

2.) Exercise B: **Using Commas with Items in a Series.**
    Ask students to complete even questions #1-10.

3.) Exercise C: **Using Commas Between Adjectives.**
    Ask students to complete odd questions #1-5.

**Independent Practice**

Read of *HOMS*  
20 minutes

**Closure**

Discussion of reading.

- How has Esperanza changed emotionally and mentally throughout these chapters?

- What differences can you see between Esperanza’s values and actions and yours at this time?

**Special notes and Reminders to myself**

*Keep an eye on the clock!*

**Materials and Resources needed**

Grammar Book  
ELMO  
*The House on Mango Street*

**Accommodations for Students with Special Need**

Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. The quiz will also be available in larger font size for a student with a
visual disability, and it will be modified for students with special disabilities (only include eight words). A sign interpreter is also present in the morning class for a deaf student.

Assessment of Student Learning

Students will be assessed on the following:

19. Informal Assessment – Comma exercises
20. Formal Assessment – Finish project writing
Lesson Plan

Teacher Jessica Leopoldo

Class ELA 8

Date 12/8-12/9

Grade Level 8

Room Number E-2

Period All blocks

Unit Who am I, and where do I belong?

Lesson Number #12

and Topic Semicolon / Intro to Holiday Project

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel Ashes of Roses. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading The House on Mango Street. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using The House on Mango Street as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will understand the three special comma usage rules and semicolon rules, and be able to integrate them into their own writing.

Rationale

Students: Are you afraid to write because you do not know the proper way of writing? Learning new grammar rules will help you write down your ideas using proper English. This way, you will not be as frustrated when trying to write down your ideas.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage and also use their writing skills on the essay portion of the exam.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words and writing methods, they will be more inclined to look up new words and practice methods of expanding their vocabulary and writing skills into the future.

Background Knowledge and Skill
Students understand the meaning of the word “culture” and have begun reading HOMS.

Summary: Then the instructor will begin the class with a grammar lesson on commas and semicolon rules. After students complete some reinforced activities, they will be introduced to the research project they will be working on next week.
### Procedure 80 minute period

<table>
<thead>
<tr>
<th>Anticipatory set</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout graded memoirs and vocabulary quizzes.</td>
<td></td>
</tr>
<tr>
<td>Today we will be learning more about commas and semicolons! Take out your composition books for grammar notes.</td>
<td></td>
</tr>
<tr>
<td>Afterwards, we will be finishing <em>HOMS</em> and I will introduce our final research project to wrap up this unit.</td>
<td></td>
</tr>
</tbody>
</table>

Begin by placing attached paragraph regarding *The House on Mango Street* on the ELMO.

Ask students:
- To locate the commas in the paragraph.
- Write down which comma rule is being regulated in each sentence.
  1. Adjective Rule
  2. Lists
  3. Compound Sentence
  4. (Go over after lesson)
  5. Compound Sentence
  6. (Semicolon)
  7. Lists
  8. (Introductory)

Make sure everyone is comfortable with the comma rules we went over last class.

### Instruction

<table>
<thead>
<tr>
<th>35 minutes</th>
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<tbody>
<tr>
<td><strong>GRAMMAR NOTES:</strong></td>
</tr>
</tbody>
</table>

**Commas that Set Off Added Elements:**

*Commas are used not only to separate similar kinds of words and groups of words (like we learned last class, but also to set off – that is apart – certain parts of a sentence from the rest.*

- **Commas After Introductory Material**
  
  Sometimes a sentence begins with introductory material. Generally, the extra word or words are set off from the rest of the sentence by a comma.

  *Use a comma after an introductory word, phrase, or clause.*

  Provided examples in textbook, page 315.
  Reinforced activity: 1-10 (odd)

- **Commas with Nonessential Expressions**
Knowing whether a word, phrase, or clause is essential or nonessential to the meaning of a sentence helps you know when a comma is needed. Essential material cannot be left out without changing the meaning of the sentence. Nonessential material, on the other hand, can be left out.

*Use commas to set off nonessential expressions.*

Essential / Nonessential Chart (pages 318-319)
Reinforced Activity: 1-9 (odd)

- **Commas used to set off a Direct Quotation**
The placement of the comma depends upon the “he said/she said” part of the sentence.

Review examples.

---

**Semicolon**: A semicolon looks like a period over a comma (;). The semicolon signals a less final pause than a period but a stronger separation than a comma.

Semicolons Used to Join Independent Clauses:

**RULE**: Use a semicolon to join independent clauses that are not already joined by the conjunctions (BOYS FAN).

**REVIEW**: Clause with a comma and conjunction.
Ex) Grate a small amount of cheese over the spaghetti, but don’t smother it. NOW, when a semicolon is used, notice that the comma and conjunction are omitted.

**SEMICOLON**: Grate a small amount of cheese over the spaghetti; do not smother it.

---

**Guided Practice**

Reinforced exercises throughout the lesson. Have students complete short activities that will reinforce their learning and understanding of the new grammar rules. (Attached in the notes).

Hand out homework practice sheet.

---

**Independent Practice**

Introduction to the Multicultural Holiday Project (handout separate sheet attached). Explain and introduce project. Ask students to let the instructor know if they would like to work with a partner for the project. (Attached)
**Closure**

Quick review of overall cultural unit, writing, and project guidelines for next week.  

5 minutes

---

**Special notes and Reminders to myself**

Keep an eye on the clock!

**Materials and Resources needed**

Grammar Book and Notes  
ELMO  
Introduction to Holiday Project Sheet

**Accommodations for Students with Special Need**

Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. The notes will also be available in larger font size for a student with a visual disability. A sign interpreter is also present in the morning class for a deaf student.

**Assessment of Student Learning**

Students will be assessed on the following:

1. Informal Assessment – Semicolon exercises  
2. Formal Assessment – Written assessment in the research project
Lesson Plan

Teacher __Jessica Leopoldo_____            __
Class ELA 8 Date _12/13-12/14 Grade Level 8
Room Number E-2 Period All blocks Unit __Who am I, and where do I belong?_____
Lesson Number #13 and Topic Computer Lab Research

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel *Ashes of Roses*. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading *The House on Mango Street*. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using *The House on Mango Street* as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to cite information through the use of MLA format, so that they can properly identify where they take information that is not their own.

Rationale
*Students:* Are you afraid to write because you do not know the proper way of writing? Learning new grammar rules will help you write down your ideas using proper English. This way, you will not be as frustrated when trying to write down your ideas.

*Administrators:* This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage and also use their writing skills on the essay portion of the exam.

*Critical Pedagogues:* Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words and writing methods, they will be more inclined to look up new words and practice methods of expanding their vocabulary and writing skills into the future.

*Background Knowledge and Skill*
Students understand the meaning of the word “culture” and have begun reading *HOMS*.

*Summary:* The instructor will have all students report to the classroom at the beginning of the block period. Students will receive a review lesson on MLA format and creating a Works Cited
Page. Following the quick mini-lesson, students will receive their holiday assignments and head down to the computer lab.

**Procedure 80 minute period**

<table>
<thead>
<tr>
<th>Anticipatory set</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone have a good weekend? Well, today we are going to begin our research projects! I have assigned every group and individual a holiday to study and research. I tried to take requests in consideration and tried my best, but I am sorry if you did not get what you originally wanted. If the holiday that you have proves to be too difficult or completely uninteresting, we will talk. Before I hand out your assignments, I want to quickly handout MLA cards. I know you have seen these before, but I am quickly going to review.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go through MLA Note Card for Internet Web Page:</td>
<td></td>
</tr>
<tr>
<td><strong>Author</strong>: Last name first! Separate using comma.</td>
<td></td>
</tr>
<tr>
<td><strong>Web Page Title</strong>: Title of page or article. Usually at top like a book.</td>
<td></td>
</tr>
<tr>
<td><strong>Full Date the Web Page was Updated</strong>: Usually at the bottom of the page. Could say “last modified” instead.</td>
<td></td>
</tr>
<tr>
<td><strong>Sponsoring Organization</strong>: Usually can find if no author is present.</td>
<td></td>
</tr>
<tr>
<td><strong>Date YOU Viewed the Web Page</strong>: Today’s date!</td>
<td></td>
</tr>
<tr>
<td><strong>URL of the Web Page</strong>: Website location. How you get there.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guided Practice</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remind students of behavior in the computer lab as well as in the classroom.</td>
<td></td>
</tr>
<tr>
<td>*Rubric section focuses on work during class.</td>
<td></td>
</tr>
<tr>
<td>Hand out holiday assignments!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Practice</th>
<th>60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rest of class spent in the computer lab. Walk around. Help students find information and remain on task during block. Make sure grouped partners are putting in the same amount of work and effort.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure</th>
<th></th>
</tr>
</thead>
</table>
Remind students that they only have one more full day of research!  

5 minutes

**Special notes and Reminders to myself**  
Keep an eye on the clock!

**Materials and Resources needed**  
MLA Cards  
Holiday assignments  
ELMO

**Accommodations for Students with Special Need**  
Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. The notes will also be available in larger font size for a student with a visual disability. A sign interpreter is also present in the morning class for a deaf student.

**Assessment of Student Learning**  
Students will be assessed on the following:  

23. Informal Assessment – Participation  
24. Formal Assessment – MLA in research projects
Lesson Plan

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel *Ashes of Roses*. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading *The House on Mango Street*. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using *The House on Mango Street* as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to find credible sources while working on their research projects in order to find accurate information on their assigned multicultural holiday.

Rationale
Students: Have you ever used Wikipedia? Do you always assume that everything you read online is right? Think again. When completing research for a project, you must make sure that your sources hold credible information. This way, your project is accurate.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage and also use their writing skills on the essay portion of the exam.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words and writing methods, they will be more inclined to look up new words and practice methods of expanding their vocabulary and writing skills into the future.

Background Knowledge and Skill
Students have studied culture and finished *HOMS*.

Summary: The instructor will have all students report to the classroom at the beginning of the block period. Students will receive a review lesson finding credible sources and putting together a Works Cited Page. Following the quick mini-lesson, students will head down to the computer lab.
### Procedure 80 minute period

#### Anticipatory set

Hello all!

Today we are going to continue our research projects! At the end of the block period, all of your research for this project should be complete. Before we head to the lab, I just want to quickly discuss the use of credible sources while researching information on your project.

#### Instruction

Let’s take a look at Wikipedia together and read the following article:

First, what is a wiki?  
A wiki is a website that allows the easy creation and editing of interlinked web pages via a web browser.

**How Authoritative is Wikipedia?**

The Wiki Experiment:  
*To what extent can you trust the information in Wikipedia?*

I probed the question by inserting mistakes into Wikipedia, and seeing how long they took to be corrected. But before doing that, I wanted to make sure I inserted the right kind of mistakes: mistakes similar to ones which might sneak into Wikipedia either accidentally or on purpose under realistic conditions.

I decided to simply make one change a day for several days. That way, it wouldn't look like a mad editor, but a casual Wikipedia browser making occasional contributions.

In addition, I decided that adding details--rather than deleting or changing facts already in Wikipedia--would look more innocent. Finally, everything had to sound reasonable, but be factually wrong upon further research.

So, all my changes would take the form of plausible-sounding but wrong facts inserted into existing Wikipedia pages.

Changes:  
**Layzie Bone** (biographical page). I inserted "born 1973", but a quick Google search reveals that he was born in 1977.

**Magni**, from norse mythology. I said that he was commonly depicted wielding an axe or a spear. In fact, Magni was the only person other than Thor himself who could lift **Thor's hammer**, and Magni is commonly associated with that weapon. Interestingly, the fact about Thor's Hammer is in the Wikipedia entry (though they call it by the proper name, *Mjollnir*), yet nobody seemed to notice the incongruity that a god whose special power is lifting a hammer would be depicted with an axe or a spear.
**Empuries**, a Mediterranean town, I made the site of sadly lost Greek ruins. The Greek ruins are true enough, but they aren’t lost, sadly or otherwise. **This travel site** helpfully informs us that Empuries has "lots of free parking close to the ruins" as well as a cafe and a museum at the archeological site.

**Philipsburg, PA**, became located at the junction of U.S. highway 233 and state route 503. Not U.S. highway 322 and state route 504, as most **maps** show.

**Bernice Johnson Reagon**, while apparently a prolific author, never wrote *Georgia in Song*. In fact, Amazon lists no such book by any author.

Conclusion:
I was disappointed that all my changes in Wikipedia went unchallenged. Surely a week was plenty of time, especially since fresh changes tend to get more scrutiny than old ones. I have to conclude that it would be very easy for subtle mistakes to sneak into Wikipedia, and go a very long time without being corrected.

Unfortunately, it is in getting these details right that an authoritative source is the most valuable.

**Guided Practice**
As we finish up the research part of this project, I want you to keep this article in mind. Wikis, although great for organizing the knowledge of many individuals, are not always the most accurate source of information.

**Independent Practice**
Rest of class spent in the computer lab. Walk around. Help students find information and remain on task during block. Make sure grouped partners are putting in the same amount of work and effort.

**Closure**
Remind students that they only have one more full day of assembling their projects!

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**Special notes and Reminders to myself**
Keep an eye on the clock!

**Materials and Resources needed**
MLA Cards
Article
ELMO

**Accommodations for Students with Special Need**
Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. The notes will also be available in larger font size for a student with a visual disability. A sign interpreter is also present in the morning class for a deaf student.
Assessment of Student Learning

Students will be assessed on the following:

25. Informal Assessment – Participation
Lesson Plan

Teacher __Jessica Leopoldo__            __Class ELA 8  Date _12/17-12/20 Grade Level 8__
Room Number E-2  Period All blocks Unit __Who am I, and where do I belong?__
Lesson Number __#15__ and Topic Test / Finish Research Project

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel *Ashes of Roses*. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading *The House on Mango Street*. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using *The House on Mango Street* as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to apply their new knowledge of commas and semicolons as they determine where they are needed in a variety of sentences.

Rationale
Students: When you start something do you always finish? Well, we are going to finish the research project that we have worked on all week. A project is not done until all parts are completed. While you have been working hard obtaining your research and learning about diverse set of interesting holidays, you will now have the chance to bring together all of the information and facts you acquired.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage and also use their writing skills on the essay portion of the exam.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words and writing methods, they will be more inclined to look up new words and practice methods of expanding their vocabulary and writing skills into the future.

Background Knowledge and Skill
Students have learned about MLA format and using credible sources.
Summary: The instructor will begin the class with a short test to review their knowledge and writing skills using commas and semicolons. Then, students will have the remainder of class to finish putting together their projects. They are due at the end of the period.

**Procedure 80 minute period**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td><strong>Anticipatory set</strong></td>
</tr>
<tr>
<td></td>
<td>Hello all!</td>
</tr>
<tr>
<td></td>
<td>Today we are going to finish working on our research projects! At the end of the block period, your final project should be complete. Before continue working, I am going to hand out your test. You can take as much time as you need, but I need everyone to be quite until everyone is finished with their tests.</td>
</tr>
<tr>
<td>15 minutes</td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td></td>
<td>Read aloud test instructions. Hand out tests. (Attached) A couple modified versions are also available.</td>
</tr>
<tr>
<td></td>
<td>- Make sure eyes stay on your own paper!</td>
</tr>
<tr>
<td></td>
<td>- Flip over your test when you are finished, and I will come and pick it up.</td>
</tr>
<tr>
<td>5 minutes</td>
<td><strong>Guided Practice</strong></td>
</tr>
<tr>
<td></td>
<td>After everyone had completed their tests, allow students time to work with their partners and finish up their projects. Students may go to the computer lab if they need to.</td>
</tr>
<tr>
<td>50 minutes</td>
<td><strong>Independent Practice</strong></td>
</tr>
<tr>
<td></td>
<td>Rest of class spent on project. Walk around. Help students and make sure they remain on task during block. Also make sure grouped partners are putting in the same amount of work and effort.</td>
</tr>
<tr>
<td>5 minutes</td>
<td><strong>Closure</strong></td>
</tr>
<tr>
<td></td>
<td>Projects should be complete! If your project is not complete, you will need to stay after school today!</td>
</tr>
</tbody>
</table>
Special notes and Reminders to myself
Keep an eye on the clock!

Materials and Resources needed
MLA Cards
Article
ELMO

Accommodations for Students with Special Need
Students that have trouble keeping on task will receive direct help from any of the instructors that are available in the room. There are three different modified versions of the exam. A sign interpreter is also present in the morning class for a deaf student. A larger copy of the test has been made for the legally blind student.

Assessment of Student Learning
Students will be assessed on the following:

27. Informal Assessment – Working in groups
28. Formal Assessment – Final project (and test on grammar)

Can anyone raise your hand and tell me how you felt presenting in front of the class using one word?

Presenting often brings fear in people, but common communication doesn’t. why is that?

Now, before we start discussing this topic further, I want to give you a few pieces of random conversations and I want to see if you can get a feel of who is talking and what the atmosphere is:

Janice walked into the living room slowly, dragging her feet with every step.
“Janice Marie Lie!”

What would could be a possible continuation of this conversation?

Billy jumped up from his seat and ran off the big yellow bus. As he crossed the street and found his mother waiting by the door, he slowed his speed and slumped a little as he came to the opening.
“Welcome home, dear! How was school?”

Dan walked in the lunchroom, balancing his tray with one hand. He finds his friends sitting at a large table in the back row and takes a seat.
“Yo, man! How’s your day goin?”
Lesson Plan

Context
Students have just recently finished a cross-curriculum unit in their English and Social Studies classes by finishing the novel *Ashes of Roses*. Now, students will continue to look at culture, but through a multicultural lens. Students will look at the individualistic and transforming cultures around them. Students will be aided in their studies by reading *The House on Mango Street*. At the end of the unit, students will write their own vignettes/memoirs and complete a culminating research project.

Objectives
Long-range objectives:
- Students will be able to understand the definition of culture and how cultures are constantly transforming and changing, and also develop an appreciation for the variety of cultures that they are a part of or surrounded by.
- Students will be able to write their own original vignettes using *The House on Mango Street* as an example, and using new vocabulary and grammar skills that they have learned throughout the unit.
- Students will be able to complete a research project where they will use their new knowledge of different cultural beliefs and morals.

Short-range objectives:
- Students will be able to make reflects on their class presentations.
- Students will be able to understand that people communicate differently according to their audience.

Rationale
Students: Are you nervous when you are required to present amongst your classmates or large groups of people? We are going to go over some key guidelines that will help you slowly get over this fear and become more comfortable in front of an audience.

Administrators: This activity has students practice skills that are tested on the State Assessments. Students will be tested on vocabulary words that are located in a passage and also use their writing skills on the essay portion of the exam.

Critical Pedagogues: Students will be using their words in order to communicate words, feelings, and ideas throughout life. If students learn new words and writing methods, they will be more inclined to look up new words and practice methods of expanding their vocabulary and writing skills into the future.

Background Knowledge and Skill
Students have researched different multicultural holidays in preparation for their projects.

Summary: The first period of class will consist of student presentations. During the second half of the class, the instructor will review over presentation skills in a class discussion.
**Procedure 80 minute period**

**Anticipatory set**

Hello all!
Today is my last day, and it is also the day that you will be sharing all of your hard work by presenting your projects. We will begin with presentations. You should put your project in Mrs. Caputo’s drop box. When it is your turn, you and your partner will be asked to present your work in a 2-4 minute presentation. If we do not get through everyone in the next fifty minutes, I will have to ask some people to come and present during a study hall or lunch period. I am sorry if that happens.

**Instruction**

Students will present their project individually or with their partner for the first forty to fifty minutes of the class block.

I will be grading each person with a rubric individually, even if they completed the project with a partner.

Students who bring food will also briefly describe the food and share with the class.

**Guided Practice**

Now, we are going to take a break from the presentations and reflect on the process:

Can anyone reflect on how they felt while presenting their project to the rest of the class?

Presenting often brings fear in people, but common communication doesn’t. Why is that?

Now, before we start discussing this topic further, I want to give you a few pieces of random conversations and see if you can get a feel of who is talking, how you would respond, and what the atmosphere is:

Janice walked into the living room slowly, dragging her feet with every step.
“Janice Marie Lie!”
What could be a possible continuation of this conversation?

Billy jumped up from his seat and ran off the big yellow bus. As he crossed the street and found his mother waiting by the door, he slowed his speed and slumped a little as he came to the opening. “Welcome home, dear! How was school?”

Dan walked in the lunchroom, balancing his tray with one hand. He finds his friends sitting at a large table in the back row and takes a seat. “Yo, man! How’s your day goin?”

Kristen crunched over her desk, trying to furiously finish her homework. Ms. Leopoldo came over within the next minute. “Where is your homework, Kristen?”

We communicate to different people in different ways. We may watch our manners in front of school teachers and officials, but when talking to our parents and friends, we are much more comfortable to say whatever we are truly thinking.

**Independent Practice**

Presenting in front of an audience, although it is a more formal form of communication, is still similar. We are still sharing our own ideas verbally with others.

While presenting, what are some guidelines that help you form a connection with your audience. You do not want to come up here, look at the floor, and whisper to the room. I do not think it would be as engaging.

Let’s make a list on the board of things to keep in mind when presenting a project or giving a speech to an audience:

- Keeping eye contact
- Projecting your voice
- Motivated hand motions and actions
- Enthusiasm
- Fluency  no “ums” or “ehs” throughout

**Closure**

Keep these tips in minds when you begin your next unit with Mrs. Caputo. Presenting your work or giving a speech does not have to be nerve-wracking every time. Take a deep breath; remember that your audience will want to listen to what you have to say.
I have enjoyed working with all of you and plan to visit next semester. I hope you have a happy holiday and winter break!

**Special notes and Reminders to myself**
Keep an eye on the clock!

**Materials and Resources needed**
- Chalkboard
- Computer and Connection
- ELMO

**Accommodations for Students with Special Need**
Students with special needs may have an instructor present with them during the presentation. A sign interpreter is also present in the morning class for a deaf student.

**Assessment of Student Learning**
Students will be assessed on the following:

29. Informal Assessment – Presentations
30. Formal Assessment – Participation in class discussion. Speeches in following unit.
**Forms of Communication**

Now, before we start discussing this topic further, I want to give you a few pieces of random conversations and see if you can get a feel for who is talking, how you would respond, and what the atmosphere is:

1. Janice walked into the living room slowly, dragging her feet with every step.

   “Janice Marie Lie!”

What could be a possible continuation of this conversation?

2. Billy jumped up from his seat and ran off the big yellow bus. As he crossed the street and found his mother waiting by the door, he slowed his speed and slumped a little as he came to the opening.

   “Welcome home, dear! How was school?”
3. Dan walked in the lunchroom, balancing his tray with one hand. He finds his friends sitting at a large table in the back row and takes a seat.

   “Yo, man! How’s your day goin?”

4. Kristen crunched over her desk, trying to furiously finish her homework. Ms. Leopoldo came over within the next minute.

   “Where is your homework, Kristen?”