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Grade and Subject to be Taught-10th grade Language Arts

**Abstract:** This unit has been designed for a 10th grade Language Arts classroom. It is to be taught concurrently with the memoir *Night,* by Elie Wiesel. The daily lesson plans will cover the areas in which students scored poorly on the Mock EOC test that was given March 5th. These areas are context clues, context of vocabulary, author’s tone, theme, and meaning. We will have lessons on summary with emphasis on main ideas, supporting details, and the literary elements. Daily we will have EOC practice worksheets that cover the aforementioned areas that the students struggled with on the mock assessment. The practice EOC worksheets contain reading passages, and follow through with questions relating to the text. The practice worksheets cover a variety of subjects such as author’s tone, and or meaning. There are questions asked of the literary elements, and the context of vocabulary used in the passages. My daily lesson plans reflect an EOC practice at the beginning of every class. My daily plans, as well as, my entire unit have been designed to enhance the abilities of the students and to increase the scores of the students taking the EOC assessment in April. My cooperating teacher and I will be using the memoir *Night* to co-teach the students about the literary elements, context clues, new vocabulary, author’s tone, and meaning for better student understanding of the tenth grade language arts curriculum.

**Goals:** My main goal or intention of this unit to work in step with my cooperating teacher to increase the overall test scores for the upcoming EOC assessment. We also want to ensure the 10th grade students are proficient in critically reading and understanding the text *Night.* We will be reinforcing concepts of author’s tone, meaning, and theme. We will be reviewing the literary elements, such as metaphor, analogy, personification, and simile. Emphasis will be placed on summarization, main idea, and supporting details. We will be working on improving EOC assessment scores. We will introduce new vocabulary throughout the reading of *Night.* I will make use of several graphic organizers for the unit, such as a KWL chart, (Vocabulary), a sequence chart, (Summary and Main Idea), a story map 1 & 2, (Context, main idea, supporting details) and a discussion web, (summary and opinion). At the end of my unit, I will introduce the OWN a Chapter project. This project is where we will need laptops and internet use. Modifications can and will be made to the daily lesson plans if needed.

**Curriculum Standards (Taken from Common Core and Missouri CLE:**

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Materials Needed:**

1. 18 Photocopied versions of the book, *Night* by: Elie Wiesel
2. Oprah Winfrey Interview with Elie Wiesel
3. New Vocabulary Lists
4. Writing Utensils
5. Graphic Organizers: KWL Charts, Discussion Webs, Sequence Charts, Story Web 1&2, Vocabulary lists,
6. Laptops and Internet Use (Last few days of Unit).
7. EOC Practice Worksheets
8. Mock EOC Test

**Objectives:**

1. EOC Practice-Overall Improvement of Test Scores- Mock EOC Test-Majority of Students tested at or below proficient (Assessment)
2. For students to achieve an overall understanding of the text, *Night. (*Summary, Main Idea and Supporting Details). Summary Sequence Lesson Plan and Discussion.
3. For students to understand, recognize, and use the literary elements used in the text. (Context-Literary Elements). EOC Practice and Discussion.
4. For students to understand and recognize the author’s tone. (Tone)-EOC Practice
5. For students to differentiate between main idea and supporting details of the text. (Context)-EOC Practice, Summary Sequence lesson plan.
6. To introduce new vocabulary words that will aid in the overall understanding of the text. (Context). KWL Lesson Plan and Discussion.
7. Student’s will gain empathy for a culture and background different from their own. (Diversity). Text and Discussion.

**Lesson Plans for Junior Experience Unit:**

EOC Assessment Improvement, The Elie Weisel Memoir *Night,* Context Clues, Vocabulary, Culture Diversity, Tone, Theme, Main Idea, Supporting Details and Literary Elements

**Pre-test:**

On Tuesday March 5, 2013, a Mock EOC test was given to the 10th grade students in my cooperating teacher’s classroom. The results were somewhat what we expected but not what we had hoped. The actual results indicated the majority of this class will score at a basic level if given the EOC test again today. A few students scored at the proficient level, with one student scoring right below the advanced level. These results were disheartening and forced my cooperating teacher and I to make amendments to our end of semester plans. Daily EOC practices have been added to my daily lesson plans. Coverage of the issues or problems that the majority of the students had with the test will be included in the reading of *Night.* We will discuss context clues, new vocabulary, literary elements, the author’s tone, and author’s meaning of text.

The actual results of Mock EOC test percentiles were:

1. 70%
2. 36%
3. 51%
4. 61%
5. 80%
6. 68%
7. 55%
8. 65%
9. 48%
10. 57%
11. 65%
12. 61%

**Lesson One-Day One:** To be co-taught by my cooperating teacher and myself.

**Introduction:** Today after EOC practice, we will introduce the *Night* unit with a brief discussion of memoir and the passing out of the book *Night*. We will discuss what memoir is and discuss briefly the holocaust, the Jewish religion, the treatment of non-Arian peoples and Elizer Wiesel. We will begin reading section one aloud. After brief interludes of reading, we will stop and summarize reading. We will use the registries and lists of names of Holocaust victims and survivors to make butterflies each containing a holocaust person’s name. The students will decorate their butterflies and write the name of a victim or survivor on the butterfly. At the end of the unit, students will learn whether their person was a victim or a survivor.

**Materials needed:**

* 18 copies of the book Night by Elie Wiesel
* 18 copies of the defining Memoir informational handout
* 18 copies of the *Night* “Before You Read” Strategies Handout
* 18 Butterfly cut outs
* Names of holocaust victims and survivors written on individual index cards
* Art supplies: scissors, crayons, markers, colored pencils

**Goals:** The main goal of this lesson is to introduce the genre of memoir, and to introduce the memoir *Night* to the class. The purpose of the introduction is to activate prior knowledge and to engage student interest.

**Rationale:** This unit has many benefits, the students will gain empathy for other cultures, and they will learn context clues, literary elements, and new vocabulary to enable them to pass the upcoming EOC (End of Course) Assessment. Previous learned skills such as summarization, and the literary elements will be reinforced.

**Curriculum Standards:**

* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* To activate students prior knowledge of memoir and of the holocaust.
* To engage student interest in the text, *Night*.
* To activate student empathy for other cultures.
* Prior knowledge and active interest in the reading of *Night,* will allow for a more critical or close reading of the text.

**Activities:**

1. Pass out the memoir information handouts briefly discuss what memoir is and who writes memoir. Make the connection between journal writing and memoir.
2. Pass out the “Before you Read” strategy handouts. Discuss Elie Wiesel and the holocaust, asking students questions about what they already know about the holocaust, Hitler, and World War II. Discuss the vocabulary terms listed at the bottom of the page. Ask students questions of prior knowledge of the terms. Activate prior knowledge.
3. Pass out the butterfly cutouts, and names of holocaust victims and survivors. Do not tell students rather their person is a victim or a survivor. Have students write name of person on butterfly and then creatively decorate and cut out the form. This will stimulate student interest and engagement. Students will begin to develop empathy for the characters we will be reading about.
4. Pass out copies of the memoir *Night*, making sure every student has a complete copy. Begin section one reading aloud as the students follow along. As you read section one, pause at intervals and ask questions of student understanding, summarizing the text in discussion. Point out specific words, and themes introduced in the reading. Discuss the issues the characters are dealing with, help students to identify with or relate to the text in meaningful ways.
5. Have students write down in book, three things they learned during reading. Summarize.

**Modifications:** Copies of the book*Night* and copies of all handouts were set aside for absent students.

**Assessments:** Brief summarizations after interludes of reading will allow for assessment of student engagement and understanding of the text. This is another form of EOC practice as well.

**Lesson Two-Day Two: KWL Chart, Vocabulary Sections 1-2**

**Know, What to Know, Learned (KWL) Lesson Plan**

**Overview of Daily Plan**

1. EOC-Practice-
2. Introduction of KWL chart, Introduction of New Vocabulary,
3. Read Chapter one, Watch beginning of Oprah interview,
4. Point out Vocabulary terms that were used in Reading and in Interview. Have students write the terms they already know under the K on the chart, and write the meaning under the L, learned part. If words are introduced that they do not yet know the meaning to have the students write these under the W on the chart. As they learn these terms throughout the unit they will define meaning under the L.

**Materials needed:**

* 18 Photocopied versions of the book *Night*
* 18 printed copies of the KLW graphic organizer
* 18 printed copies of the vocabulary list from the book *Night*
* Writing Utensils
* Part one of the Oprah Winfrey Episode featuring the interview with author Elie Wiesel
* Internet clips about the Holocaust
* Dictionaries, and thesaurus

**Goals:**

Students will understand what members of the Jewish people in Europe went through during the Holocaust. New vocabulary will be introduced, and students will learn the new words in order to understand the content and context of the book *Night*.

**Rationale:**

This lesson has two benefits, the students will gain empathy for other cultures, and they will learn context clues, literary elements, and new vocabulary to enable them to pass the upcoming EOC (End of Course) Assessment. Students will make connections between vocabulary words and text. This lesson will help to improve EOC results.

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* Students will state what vocabulary and what concepts from the Holocaust they already know.
* Students will suggest questions regarding the Holocaust, and the new vocabulary.
* Students will learn new vocabulary words from the reading of the text *Night,*
* Using teacher provided graphic organizers students will write definitions for the new vocabulary words.
* For students to make connections between text and new vocabulary

**Activities:**

1. Introduce the lesson by passing out the graphic organizers, the *Night* books, the KLW chart, and playing a brief internet clip on the Holocaust, or starting the Oprah Winfrey/Elie Weisel interview clip.
2. Activity 1: Have the students read through the vocabulary list with you, with you reading the correct pronunciation for each word. Ask the students to identify the words they already know by writing them under the K on the KWL chart. Have the students verbally define these words to you. (20 min. total). Write the definition under the L for words they already know.
3. Activity 2: Under the W on the chart, have the students identify the words they are curious about the meaning, or think they might already know the meaning to.
4. Activity 3: Read chapter one of the text aloud, turn on the Oprah Clip for approximately 15 minutes. Turn off clip and as a class briefly summarize what they have just learned. (25 Minutes).
5. Activity 4: Using the dictionaries help the students identify the vocabulary words that were learned during the reading and during the video clip. Write the new definitions on the chart under the L on the KWL chart. (15 minutes).
6. Activity 5: Have the students keep the charts for further introduction of vocabulary as the unit progresses. Students will make connections between text and new vocabulary.

**Modifications:** As always modifications can and will be made if the need arises.

**Assessments:** Students will turn in the completed KLW chart for a grade.

**Lesson Three: Summary Sequence Lesson Plan**

**Overview of Daily Plan:**

1. EOC Practice-
2. Hand out KWL charts, Discuss Vocabulary,
3. Read chapter two *Night*, watch Oprah,
4. Have students fill out KWL charts with any new vocabulary from the list, again using the directions from the day before,
5. Have students find three examples of vocabulary terms used in text, have students explain meaning of the sentence the term is used in (context clues). (KWL Chart). Use Page Numbers of examples.
6. Sequence Graphic Organizer. Have students write a one-two sentence summary.
7. Discuss author’s tone.

**Materials needed:**

* 18 Photocopied versions of the Memoir Night
* 18 Sequence Charts (Graphic Organizer)
* Night Vocabulary Lists
* Oprah Winfrey Elie Weisel Interview Video Clips

**Goals:**

My goal in this unit and with this lesson is for students to demonstrate understanding of the text we are reading, *Night.* After each chapter read, they will write a short summary of the main events or concepts that took place in the chapter. The goal is for students to critically read and summarize the main points of the text, using prior knowledge and the vocabulary terms to make meaning out of the text.

**Rationale:**

This lesson enables students to make connections between the text and the new vocabulary learned. They will critically engage in reading to make meaning of text, and video clips. They will demonstrate knowledge by summarizing the main points of text.

**Curriculum Standards:**

* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Objectives:**

* For students to make connections between vocabulary words and text they are reading.
* For students to understand and make meaning of text they are reading.
* For students to pull the main ideas from the text and summarize what they have read and learned.
* For students to understand the words and how they are used in the text. What literary elements are used.

**Activities:**

1. Introduce the lesson by passing out the sequence chart graphic organizers.
2. Read Chapter 1 of *Night* aloud. Watch Oprah video.
3. Periodically stop during reading, and ask a question about we have just read. At the end of reading, discuss as a class the main events of the chapter.
4. Have students pull out the sequence chart you gave them earlier. Have students write a one-two sentence summary of what they have just read and learned in the first slot of the graphic. As you read each section, students will write a summary on the sequence charts after each section read.
5. Discuss as a class what the students thought the meaning of the text was. Have students save sequence charts for next class period.
6. The sequence summary chart will cover all nine sections of the book.

**Modifications:**

As always modifications can and will be made if the need arises, such as shortened vocabulary lists, and longer discussion periods for students to make meaning of the text.

**Assessments:** Students will turn in summary sequence charts at end of unit, along with a one-page summary of the book, *Night.* They will use this graphic organizer, the KWL charts, the discussion web, and the story maps to write the summaries.

**Lesson Four: Discussion Web Graphic Organizer**

**Overview of Daily Plan:**

1. EOC Practice-
2. Pass out Discussion Web Graphic Organizers, Have students write essential question at the top from chapter 1-3.
3. Read or listen to chapter 3 audio-book, watch 10 minutes Oprah interview.
4. Continue to work on KWL charts as new vocabulary is introduced have the students write the words on the charts, defining meaning along the way,
5. Lead the discussion web graphic by asking the essential question again, have students choose sides or take a stand, have students write the discussion answers on the graphic as students come up with answers during discussion.
6. Using the sequence charts, have students write a one-two sentence summary of today’s reading.

**Materials needed:**

* 18 Discussion Web Graphic Organizers
* Student Copies of the Book Night
* Oprah Interview
* Writing Utensils
* Essential Question- Imagine for a moment that you are Elie Weisel and that you are forced to separate from part of your family, what would your reaction be? Would you fight the separation from all female family members? Or would you blindly follow the only male relative you had left in the world?
* Or choose the side of the Gestapo would you blindly follow orders and execute an entire religion of people? Or, would you find a way as a decent human being to help these people? What would happen if you did risk helping the Jewish people? Could you live with your conscious if you did not help?

**Goals:** The purpose of this lesson is for students to think critically about the text we are reading. The Discussion Web Organizer will enable students to critically think about an essential question in regards to the text we are reading. As the students pick a side in an argument, they are allowed to engage with other students that think differently than they might about a subject.

**Rationale:** The purpose of this lesson is for teacher assessment of student understanding of text. Throughout the reading, we will stop and verbally summarize what we have read. Students are expected to critically read and listen to the text to gain understanding through reading and in discussing important concepts of the memoir *Night*.

**Curriculum Standards:**

* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f** Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Objectives:**

* For students to answer an essential question from the text *Night*
* For students to critically engage in overall meaning of text
* For students to have a critical understanding of the text
* For students to view different perspectives of an issue, and other view points
* For students to critically think about an issue in regards to culture and laws of the text

**Activities:**

1. Review what we have read so far in the first three sections of the book.
2. Pass out discussion web organizers.
3. Ask the students to write the essential question at the top of the organizer. As you ask the question, engage the students in a discussion of different viewpoints and perspectives of the characters in the books.
4. Read the rest of section three, stopping periodically for brief periods of summary. Ask students to think critically about the essential question, the text, the side they chose, and the consequences of their choice.
5. Ask the essential question again, this time inviting discussion. As the students choose sides and come up with plausible ideas, they will write the answers on the corresponding sections of the discussion web. The graphic organizer once completed will allow students to see both sides of an issue, enabling students to gain further understanding of the meaning of the text.
6. Spend a few minutes finishing up first sections of vocabulary-KWL charts. Pass out second vocabulary section, and KWL charts.
7. Summarize section three of *Night,* students should write a one-two sentence summary of section three on the third line of the sequence summary chart. Have students write three things in their books that they learned from section three.

**Modifications:** Modifications can and will be made for time restraints, and for student understanding. The essential question can be modified to fit different sections of the book.

**Assessments:** The discussion web organizer will be used as an assessment of student understanding. Students must verbally participate in the discussion and the filling out of the organizer. The teacher can assess understanding as the students lead the discussion regarding the essential question. The discussion web organizers will be turned in at end of unit as part of the unit packet containing, KLW charts, a sequence summary chart, a one-page summary and the final project for *Night-* a own a page slide show representing sections of the book *Night.*

**Lesson Five: New KWL Chart, New Vocabulary, Sequence Summary Continuation**

**Overview of Daily Plan:**

1. EOC Practice-
2. Read Chapter 4, Oprah,
3. Continue to work on KWL charts until all terms have been defined,
4. Pass out New KWL Charts and New vocabulary lists from next sections of book. Go through the vocabulary list with the students helping them to place the words in the correct slots under the K or W and defining meaning under the L.
5. Find examples of the vocabulary words used in text. Have students find three examples and write definitions of the context in which the words were found. Have them define the sentence the word was located in. Students may either use the back of the KWL chart for the vocabulary word examples found in the text or they may use a separate piece of notebook paper.
6. Sequence Graphic -Have students write a one-two sentence summary over section 4.

**Materials needed:**

* 18 Vocabulary lists covering the next sections of *Night.*
* 18 Copies of the book *Night* by Elie Weisel.
* Sequence summaries (Student Held)
* Oprah Video
* EOC Practice

**Goals:** To continue the book Night, and the lessons we have already begun over new vocabulary, summary, and context clues. The lessons will enable students to improve their previous scores from the Mock EOC test on the upcoming EOC test to be held at the end of April. Students will gain an understanding of the meaning of the text. They will understand and summarize the main points of the text *Night.* They will gain and understand meaning of new vocabulary from *Night.*

**Rationale:** The purpose behind this lesson is for students to continue to gain and understand new vocabulary to make understanding and meaning of the text *Night.* The learning of new vocabulary will help students understand the context of the text. The brief summary sequence lesson we do each day will enable to students to identify and differentiate between the main ideas and supporting details of the text. Students will be able to define author’s tone and meaning. All of these will help to ensure that the students improve on the EOC test.

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* For students to gain and understand meaning of new vocabulary
* For students to understand and define context of vocabulary words
* For students to understand and identify main ideas of text
* For students to understand and make meaning of the text
* For students to understand the culture in which we are reading about
* For students to improve overall on the upcoming EOC test.

**Activities:**

1. EOC Practice worksheet should be on each table for every student. Set a timer and have students do the worksheets. 10 minutes
2. Read Chapter 4 of *Night.* Pausing often for students understanding and summarization, stop and go over any vocabulary words you find in the text as you read aloud.
3. Continue to work on KWL charts until all terms have been defined,
4. Pass out New KWL Charts and New vocabulary lists from next sections of book. Go through the vocabulary list with the students helping them to place the words in the correct slots under the K or W and defining meaning under the L.
5. Sequence Graphic -Have students write a one-two sentence summary over section 4.

**Modifications:** As always modifications can and will be made depending on student needs and teacher assessment.

**Assessments:** The practice EOC will be graded as a class with teacher going over all the correct answers and explaining why the answer that is correct is correct. Reading will be assessed by verbal summarization and with the sequence summary charts. The KWL charts will be used throughout the unit for vocabulary acquisition, these will be turned in at the end of the unit.

**Lesson Six: Post Test and Continuing Seatwork**

**Overview of Daily Plan:**

1. EOC Practice-
2. Read or listen to Rest of Section 4 and 5, Oprah,
3. Work on KWL Charts,
4. Sequence Charts-summarize reading, write a one sentence summary,
5. Discuss author meaning, author’s tone, and how they have changed throughout the text.
6. Post Test- Quiz over Sections 4 and 5

**Materials needed:**

* 18 copies of the book *Night*
* Post Test Quizzes
* EOC Practice, KWL Charts, Vocabulary Sheets, Sequence Summaries, Rubric for Own a Page Project, Sample Own a Page Project

**Goals:** Today’s lesson is designed to enhance the work on the KWL charts, the Sequence Summaries, and to introduce the final project the students will be doing for the *Night* unit. There will be a quiz given over sections four and five.

**Rationale:** The purpose of today’s lesson is for continued growth and improvement of the students skills in summary, literary elements, critical thinking, and critical reading for the upcoming EOC assessment. The post-test is a quiz over sections four and five of the book *Night.*

**Curriculum Standards:**

* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**Objectives:**

* Overall Improvement for Upcoming EOC Tests-EOC Practice
* New Vocabulary Acquisition for student understanding of the text’s meaning
* Improvement of student summary and for student understanding and differentiation of main idea and supporting details
* For the students understanding of text to be sufficient enough for them to tell Elie Wiesel’s story in their own words, using text, images, graphics, literary elements and a power-point slideshow.

**Activities:**

1. Pass out EOC Practice, 10 minutes for practice, grade as a class, discussing along the way.
2. Have students get out KWL charts, summary sequence charts, and the Night books.
3. Briefly summarize what we have read so far, ask for student feedback.
4. Read the remainder of section 4 and start section five. Stop periodically and summarize. At the end of each section, have students write down three things they learned from that section. Discuss Vocabulary words as they appear in text. Have students highlight or underline them. Have them write definitions on KWL charts as we go along.
5. Have students put away all Night materials. Pass out quizzes over sections four and five.
6. Have students take quiz. Pick up quizzes as students finish. They may work quietly on seatwork, while others finish.
7. Introduce Own a Page Project. Pass out Rubric for Own a page project. Give students a minute or two to discuss possibilities with peers. Pair up students for project if time remains.

**Modifications:** Students will be paired up for the Own a Page Project. Modifications can and will be made if required for individual students.

**Assessments:** A quiz over sections four and five will be given at the end of this lesson. The KWL charts and Sequence summaries will be handed in at the end of the unit.

**Lesson Seven, Night Unit**

**Missouri Western Lesson Plan**

Name Michelle Cordonnier\_Grade Level \_10\_ Date \_April 9 2013\_

Content Area \_Language Arts, Authors Tone and Context 10th Grade Lesson title: Night Unit, Lesson Seven

**What cultural contributions are associated with this lesson?** The students are learning about the Holocaust and the literary device, Memoir. We are using the award- winning book, *Night* by Elie Wiesel. We will be reading all of section six of *Night* today. We will be working on continuing assignments of the KWL charts for vocabulary terms and the sequence summary charts. Have students write three key points of chapter six in their books.

**How will you accommodate for the various cultural learning styles in your class?** We will use current and post WWII maps to discuss where and how the Jewish people lived. We will discuss certain aspects of the Jewish religion and the different terminology that is used in the Jewish religion.

**How will you accommodate this lesson for students with learning disabilities or special needs?** We have several students that have IEP’s declaring these students deficient in reading. We will stop often in the readings to discuss student understanding of context and meaning. We will discuss the author’s tone in certain passages; and how the tone has changed throughout the memoir *Night.*

**Standards Addressed with this lesson:**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Objectives:** The students will be able to …

* Summarize the main ideas of the text of section six of *Night.* (Context Clues).
* Understand meaning and context of Vocabulary words. (KWL Chart).
* To identify main ideas of text and keep them in a chronological order. (Sequence Chart).
* For improvement on EOC test covering context clues, literary elements, author’s tone and
* meaning. (EOC Practice)

**Assessments:**

Formative and Summative Assessments

* Verbal Summaries during reading, and written summaries. (Sequence Chart).
* Ask questions of Vocabulary words throughout readings. KWL charts for definition of meaning of vocabulary words.
* EOC practice sheets- for student practice. These are graded and recorded, with students making corrections and locating correct answers in text.

**Materials/Resources:**

* 18 copies of the Memoir Night
* KWL Charts (Student Held)
* Sequence Charts (Student Held)
* Vocabulary Sheets (Student held)
* Oprah Video of Elie Wiesel interview

**Addressing Learning Styles:**

* Verbal Linguistic- Teacher will read aloud, students will follow along while reading.
* Visual Spatial- The Oprah Winfrey video can be used as a visual aid, and the maps of Sighet, Transylvania
* Interpersonal- Teacher will Pause and ask for student understanding and relations to text. Start with questions of Can you Imagine…
* Logical- Students are expected to use logic in summaries, deciding on main points and in what order the main points belong in the sequence charts. Students will also use logic to make meaning out of text using vocabulary words and context clues.

**The Teacher Will:**

* **Beginning**- I will open the lesson with a brief clip of the Oprah video, a brief student led discussion of where we are in the text, what has happened so far, and by identifying any vocabulary words they should be looking for during today’s reading.
* **During** - I will be reading aloud while students read along in text, I will pause often asking and checking for understanding of text. I will ask students what certain words mean, and how they are used in the text. I will stop, and pause and ask about literary elements used in the *Night* book.
* **CLOSE**- At end of lesson students will work on defining vocabulary words on KWL charts and will write a one-two sentence summary on sequence charts. Students will also demonstrate knowledge during discussions and summarizations

**The Student Will:**

* Understand and define vocabulary charts, there will be some misconceptions on the definitions, but dictionaries and thesaurus’s will be used.
* Students will verbally summarize text at key points. At end of lesson, they will use these brief verbal summaries and the text to write a one-two sentence summary.
* Students will identify three things that they have learned from that section by writing these items in the text at the end of today’s reading.
* Student involvement in text and in discussion will be encouraged and expected.

**Lesson Eight- *Night* Unit**

**Missouri Western Lesson Plan**

Name Michelle Cordonnier\_\_Grade Level 10 Date April 2013

Content Area \_Language Arts 10\_ Lesson title *Night* Unit- Introduction of Own a Page Project

**Overview of Daily Plan**

1. EOC Practice
2. Read or listen to Chapter 7-8, Oprah,
3. Sequence Charts-summarize reading, have students write one sentence summary over both sections.
4. Work on KWL Charts.
5. Introduce Own a page project, have flash drive and copies of the book *Night* in classroom and examples, student instruction sheet and rubric.

**What cultural contributions are associated with this lesson?** We are studying the literary device of the memoir, and the Jewish culture by reading the Memoir *Night.*

**How will you accommodate for the various cultural learning styles in your class?** We will be identifying new and different concepts about the Jewish community and what happened to the Jewish peoples during the Holocaust. I will be reading aloud while students read and follow along in text.

**How will you accommodate this lesson for students with learning disabilities or special needs?** We have several students that have IEP’s declaring these students deficient in reading. We will stop often in the readings to discuss student understanding of context and meaning. We will discuss the author’s tone in certain passages; and how the tone has changed throughout the memoir *Night.*

**Standards Addressed with this lesson:**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Objectives:** The students will be able to …

* Summarize the main ideas of the text of section six of *Night.* (Context Clues).
* Understand meaning and context of Vocabulary words. (KWL Chart).
* To identify main ideas of text and keep them in a chronological order. (Sequence Chart).
* For improvement on EOC test covering context clues, literary elements, author’s tone and
* meaning. (EOC Practice)

**Assessments:**

Formative and Summative Assessments

* Verbal Summaries during reading, and written summaries. (Sequence Chart).
* Ask questions of Vocabulary words throughout readings. KWL charts for definition of meaning of vocabulary words.
* EOC practice sheets- for student practice. These are graded and recorded, with students making corrections and locating correct answers in text.

**Materials/Resources:**

* 18 copies of the Memoir Night
* KWL Charts (Student Held)
* Sequence Charts (Student Held)
* Vocabulary Sheets (Student held)
* Oprah Video of Elie Wiesel interview
* Sample Own a Project Slides
* Instructions and Rubrics for Own a Page Projects

**Addressing Learning Styles:**

* Verbal Linguistic- Teacher will read aloud, students will follow along while reading.
* Visual Spatial- The Oprah Winfrey video can be used as a visual aid, and the maps of Sighet, Transylvania, the Own a Page Project is designed for spatial and kinesteic learning.
* Interpersonal- Teacher will Pause and ask for student understanding and relations to text. Start with questions of Can you Imagine…
* Logical- Students are expected to use logic in summaries, deciding on main points and in what order the main points belong in the sequence charts. Students will also use logic to make meaning out of text using vocabulary words and context clues.

**The Teacher Will:**

* **Beginning**- I will open the lesson with a brief clip of the Oprah video, a brief student led discussion of where we are in the text, what has happened so far, and by identifying any vocabulary words they should be looking for during today’s reading.
* **During** - I will be reading aloud while students read along in text, I will pause often asking and checking for understanding of text. I will ask students what certain words mean, and how they are used in the text. I will stop, and pause and ask about literary elements used in the *Night* book. At the end of the reading today I will introduce the OWN a PAGE Project using visual aids of power point slides, students will be given instruction sheets and rubrics.
* **CLOSE**- At end of lesson students will work on defining vocabulary words on KWL charts and will write a one-two sentence summary on sequence charts. Students will also demonstrate knowledge during discussions and summarizations

**The Student Will:**

* Understand and define vocabulary charts, there will be some misconceptions on the definitions, but dictionaries and thesaurus’s will be used.
* Students will verbally summarize text at key points. At end of lesson, they will use these brief verbal summaries and the text to write a one-two sentence summary.
* Students will identify three things that they have learned from that section by writing these items in the text at the end of today’s reading.
* Student involvement in text and in discussion will be encouraged and expected.

**OWN A PAGE PROJECT**-Content and Context, Author’s Meaning, Author’s tone, Literary Elements, Reader Response-

**Direct Instruction**

Divide the book up into workable amounts of page numbers giving each student or pair of students an equal amount of pages to be responsible for. Assign sections or have students choose a section or part of the book *Night*, using computers, and the internet have each student, or paired students build 1-3 slides defining meaning of the section, students must include at least one literary element such as imagery, simile, or a metaphor. These slides should tell the story through words and photos. Students should include graphics, photos, and text. Limit the text used, and have the students teach the text in multiple ways. Author’s tone and meaning must be addressed in each slide. Slides must be representative of the text they convey. You may use quotes from text, but limit the use of these as we are supposed to be telling the story in our own words. Creativity and accuracy count. Slides must contain at least one literary element and the three elements of text, graphics, and photos.

**Assessment**

The final part of this assignment can be assessed in one of two ways. **1**. After all slides are finished, have the students put the slides in chronological order of the book, put the slides into slideshow format, and as a class view the class version of the book *Night.* Assess and discuss how accurate the class version is compared to Elie Weisel’s memoir. Music can be added to the slideshow if you would like. **2.** Put the slides into chronological order of the book, and have individual students or groups introduce and teach their slides. Assess and discuss how accurate the slides are, how pertinent is the information? Were the students creative? Was the student’s information accurate? Did the photos and graphics relate to the story, plot, and setting of the memoir, *Night*? Were any of the literary elements such as metaphor, simile, analogy, or personification used in the slides? Was the correct tone of the section addressed in the slide?

**Student Instructions for Own a Page Project:**

**Let’s Create on Our Version of Night**

1. **Each pair of students will be responsible for creation of three power-point slides depicting the text of the Memoir *Night.***
2. **Students will be assigned sections of the book that they will be responsible for covering in their slides.**
3. **Students must convey text of *Night*. They will paraphrase and summarize the sections they are given to tell the story in their own words.**
4. **Each Slide will contain text, images, and graphics.**
5. **You must use at least two quotes from the book,**
6. **Find a literary element in text and use at least one literary element, such as, a metaphor, a simile, personification, hyperbole, alliteration, or imagery within your three slides. Students must use textual evidence.**
7. **Each slide must be colorful and creative.**
8. **Utilize text and quotes from the book, use your own words, and paraphrase.**
9. **Each slide must convey author’s tone and meaning.**
10. **Use a mixture of text, graphics, and images to tell a section of Elie Wiesel’s story.**

**Lesson Nine-Night Unit Continuation**

**Overview of Daily Plan:**

1. EOC Practice
2. Read or listen to Chapter 9, Oprah,
3. Sequence Charts-summarize reading, have students write one sentence summary.
4. Introduce Summary of Night using sequence charts as guides. Have students begin one page summary if there is time.
5. Work on KWL Charts.
6. Begin Own a page project, have laptops, flash drives and copies of the book *Night* in classroom and examples, student instruction sheet and rubric.

**Materials Needed:**

* 18 copies of the Memoir Night
* KWL Charts (Student Held)
* Sequence Charts (Student Held)
* Vocabulary Sheets (Student held)
* Oprah Video of Elie Wiesel interview
* Sample Own a Project Slides
* Instructions and Rubrics for Own a Page Projects

**Goals:** To continue the book Night, and the lessons we have already begun over new vocabulary, summary, and context clues. The lessons will enable students to improve their previous scores from the Mock EOC test on the upcoming EOC test to be held at the end of April. Students will gain an understanding of the meaning of the text. They will understand and summarize the main points of the text *Night.* They will gain and understand meaning of new vocabulary from *Night.*

**Rationale:** The purpose behind this lesson is for students to continue to gain and understand new vocabulary to make understanding and meaning of the text *Night.* The learning of new vocabulary will help students understand the context of the text. The brief summary sequence lesson we do each day will enable to students to identify and differentiate between the main ideas and supporting details of the text. Students will be able to define author’s tone and meaning. All of these will help to ensure that the students improve on the EOC test.

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* For students to gain and understand meaning of new vocabulary
* For students to understand and define context of vocabulary words
* For students to understand and identify main ideas of text
* For students to understand and make meaning of the text
* For students to understand the culture in which we are reading about
* For students to improve overall on the upcoming EOC test.

**Activities:**

1. EOC Practice-Ten Minutes
2. Briefly review what we read during the last class period. Ask students to tell you what happened.
3. Read section nine of Night. Watch Oprah Video- 3 minutes.
4. Finish Sequence summary charts.
5. If time permits introduce and begin student one page summaries.
6. Work on KWL Charts- 3 Minutes
7. Begin Own a Page projects, have students pair up, divide the text into equal sections. Have students discuss which elements that they want to use. Allow 5-10 minutes for discussion and Preparation of work.

**Modifications:** As always modifications can and will be made for time, and student needs.

**Assessments:** Visually and verbally, assess student’s behaviors, progress, and needs. All graphics, summaries, and projects will be turned in at end of unit.

**Lesson Ten Night Unit Continuation**

**Overview of Daily Plan:**

1. Think Write Prompt-Ten Minutes
2. Oprah Video- Ten Minutes
3. Work on one-page summaries using sequence summary charts as guides.
4. Work on KWL Charts.
5. Work on Own a page project, have laptops, flash drives and copies of the book *Night* in classroom and examples, student instruction sheet and rubric.

**Materials Needed:**

* 18 copies of the Memoir Night
* KWL Charts (Student Held)
* Sequence Charts (Student Held)
* Vocabulary Sheets (Student held)
* Oprah Video of Elie Wiesel interview
* Sample Own a Project Slides
* Instructions and Rubrics for Own a Page Projects

**Goals:** To continue the book Night, and the lessons we have already begun over new vocabulary, summary, and context clues. The lessons will enable students to improve their previous scores from the Mock EOC test on the upcoming EOC test to be held at the end of April. Students will gain an understanding of the meaning of the text. They will understand and summarize the main points of the text *Night.* They will gain and understand meaning of new vocabulary from *Night.*

**Rationale:** The purpose behind this lesson is for students to continue to gain and understand new vocabulary to make understanding and meaning of the text *Night.* The learning of new vocabulary will help students understand the context of the text. The brief summary sequence lesson we do each day will enable to students to identify and differentiate between the main ideas and supporting details of the text. Students will be able to define author’s tone and meaning. All of these will help to ensure that the students improve on the EOC test.

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* For students to gain and understand meaning of new vocabulary
* For students to understand and define context of vocabulary words
* For students to understand and identify main ideas of text
* For students to understand and make meaning of the text
* For students to understand the culture in which we are reading about
* For students to improve overall on the upcoming EOC test.

**Activities:**

1. Think write prompt- Ten Minutes
2. Oprah Video-Ten Minutes
3. Work on summaries, students should be using their sequence summary charts as a guide. Text can be reviewed if students are struggling with context, tone, or literary elements.
4. Work on KWL charts- three minutes, these should be finished, but students may want to review these for the purposes of the Own a Page projects and summaries.
5. Work on Own a Page Project, allow thirty minutes of class time for project work.

**Modifications:** As always modifications can and will be made for time allotment and student needs.

**Assessments:** Visually and verbally, assess student needs and work. Everything will be turned in at the end of unit for a grade.

**Lesson Eleven-Night Unit Continuation**

**Overview of Daily Plan:**

1. Think Write Prompt
2. Listen and watch Oprah,
3. Finish and Turn in One page summaries
4. Work on KWL Charts.
5. Work Own a page project, have laptops, flash drives and copies of the book *Night* in classroom and examples, student instruction sheet and rubric.

**Materials Needed:**

* 18 copies of the Memoir Night
* KWL Charts (Student Held)
* Sequence Charts (Student Held)
* Vocabulary Sheets (Student held)
* Oprah Video of Elie Wiesel interview
* Sample Own a Project Slides
* Instructions and Rubrics for Own a Page Projects

**Goals:** To continue the Unit Night, and the lessons we have already begun over new vocabulary, summary, and context clues. The lessons will enable students to improve their previous scores from the Mock EOC test on the upcoming EOC test to be held at the end of April. Students will gain an understanding of the meaning of the text. They will understand and summarize the main points of the text *Night.* They will gain and understand meaning of new vocabulary from *Night.*

**Rationale:** Today we will finish our one page summaries and turn them in. We will continue to work on Own a page projects and all other graphic Organizers. These projects will help students identify and relate to text of Night.

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* For students to gain and understand meaning of new vocabulary
* For students to understand and define context of vocabulary words
* For students to understand and identify main ideas of text
* For students to understand and make meaning of the text
* For students to understand the culture in which we are reading about
* For students to improve overall on the upcoming EOC test.

**Activities:**

1. Think Write Prompt
2. Listen and watch Oprah,
3. Finish and Turn in One page summaries with sequence summary chart. Assessment will be done on how clearly the two match up.
4. Work on KWL Charts if needed, these should be almost done, if not done
5. Work Own a page project, have laptops, flash drives and copies of the book *Night* in classroom and examples, student instruction sheet and rubric.

**Modifications:** As always modifications can and will be made for student needs and for time allotments.

**Assessments:** Summaries will be turned in and graded, along with sequence summary graphic. KWL Charts will be student held until end of Unit. Visually and verbally help and assess student work and progress on the project.

**Lesson Twelve-Night Unit Continuation**

**Overview of Daily Plans:**

* Think Write Prompt
* Watch and Listen to Oprah Winfrey Video interview with Elie Wiesel
* Work on and Finish written one Page summaries from sequence summary charts
* Work on KWL Charts (5 Minutes). These should be almost or entirely finished
* Work on Own a Page Projects

**Materials Needed:**

* 18 copies of the Memoir Night
* KWL Charts (Student Held)
* Sequence Charts (Student Held)
* Vocabulary Sheets (Student held)
* Oprah Video of Elie Wiesel interview
* Sample Own a Project Slides
* Instructions and Rubrics for Own a Page Projects

**Goals:** To continue the Unit Night, and the lessons we have already begun over new vocabulary, summary, and context clues. The lessons will enable students to improve their previous scores from the Mock EOC test on the upcoming EOC test to be held at the end of April. Students will gain an understanding of the meaning of the text. They will understand and summarize the main points of the text *Night.* They will gain and understand meaning of new vocabulary from *Night.*

**Rationale:** The purpose of this lesson is to engage students in the text of Night. Students should be utilizing quotes and textual evidence from book. Students will understand the main ideas and supporting details of text and will utilize these elements in their slides.

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* For students to gain and understand meaning of new vocabulary
* For students to understand and define context of vocabulary words
* For students to understand and identify main ideas of text
* For students to understand and make meaning of the text
* For students to understand the culture in which we are reading about
* For students to improve overall on the upcoming EOC test.

**Activities:**

1. Think Write Prompt-Ten Minutes
2. Watch and Listen to Oprah Winfrey Video interview with Elie Wiesel-ten minutes
3. Finish and turn in one-page summaries
4. Review Vocabulary on KWL Charts -3 minutes
5. Work on Own a Page Projects- 45 Minutes, while students work walk around and check for student understanding and learning. Discuss literary elements, quotations, and textual evidence.

**Modifications:** As always modifications can and will be made for student understanding, for student completion, and for time allotments.

**Assessments:** Visually and verbally, help and assess student understanding and progress. Check for required literary elements and quotes. Students should be well into project by now.

**Lesson Thirteen-Night Unit Continuation**

**Overview of Daily Plans:**

* Think Write Prompt
* Oprah Video Elie Wiesel Interview
* Work on and Finish and Turn in KWL Charts
* Work on Own a Page Projects

**Materials Needed:**

* 18 copies of the Memoir Night
* KWL Charts (Student Held)
* Sequence Charts (Student Held)
* Vocabulary Sheets (Student held)
* Oprah Video of Elie Wiesel interview
* Sample Own a Project Slides
* Instructions and Rubrics for Own a Page Projects

**Goals:** To continue the Unit Night, and the lessons we have already begun over new vocabulary, summary, and context clues. The lessons will enable students to improve their previous scores from the Mock EOC test on the upcoming EOC test to be held at the end of April. Students will gain an understanding of the meaning of the text. They will understand and summarize the main points of the text *Night.* They will gain and understand meaning of new vocabulary from *Night.*

**Rationale:** The purpose of this lesson is for students to convey their knowledge of the memoir Night. Students should be familiar with quotes and literary elements used in the text. Students may use vocabulary words in their slides but it is encouraged not required. As always the main goal is for student understanding and improvement.

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* For students to gain and understand meaning of new vocabulary
* For students to understand and define context of vocabulary words
* For students to understand and identify main ideas of text
* For students to understand and make meaning of the text
* For students to understand the culture in which we are reading about
* For students to improve overall on the upcoming EOC test.

**Activities:**

1. Think Write Prompt-ten minutes
2. Oprah Video Elie Wiesel Interview-ten minutes
3. Work on and Finish and Turn in KWL Charts-3 minutes
4. Work on Own a Page Projects-45 minutes, check for understanding and required elements.

**Modifications:** As always modifications can and will be made for student understanding, for student completion, and for time allotments.

**Assessments:** Visually and verbally, assess student involvement and understanding. Walk the classroom as students work. Check to make sure students are including all required elements in their slides for the own a page project. Turn in KWL charts.

**Lesson Fourteen- Night Unit Continuation**

**Overview of Daily Plans**

* Think write Prompt
* Oprah Winfrey Interview with Elie Wiesel
* Work on Own a page Projects-students should be close to the finish of project.

**Materials Needed:**

* 18 copies of the Memoir Night
* KWL Charts (Student Held)
* Sequence Charts (Student Held)
* Vocabulary Sheets (Student held)
* Oprah Video of Elie Wiesel interview
* Sample Own a Project Slides
* Instructions and Rubrics for Own a Page Projects

**Goals:** To continue the Unit Night, and the lessons we have already begun over new vocabulary, summary, and context clues. The lessons will enable students to improve their previous scores from the Mock EOC test on the upcoming EOC test to be held at the end of April. Students will gain an understanding of the meaning of the text. They will understand and summarize the main points of the text *Night.* They will gain and understand meaning of new vocabulary from *Night.*

**Rationale:** The purpose of today’s lesson is for the continuation and completion of the unit. Students should be almost finished with the project. Students should be knowledgeable of the literary elements, the vocabulary of Night, and the context of Night.

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* For students to gain and understand meaning of new vocabulary
* For students to understand and define context of vocabulary words
* For students to understand and identify main ideas of text
* For students to understand and make meaning of the text
* For students to understand the culture in which we are reading about
* For students to improve overall on the upcoming EOC test.

**Activities:**

1. Think write Prompt-Ten Minutes
2. Oprah Winfrey Interview with Elie Wiesel –Ten-fifteen Minutes
3. Work on Own a page Projects-students should be close to the finish of project. – Class period. Check for completion of slides and required elements.

**Modifications:** As always modifications can and will be made for student understanding, for student completion, and for time allotments

**Assessments:** Visually and verbally, assess student involvement and understanding. Walk the classroom as students work. Check to make sure students are including all required elements in their slides for the own a page project.

**Lesson Fifteen- Night Unit Conclusion**

**Overview of Daily Plans:**

* Think Write Prompt
* Finish Oprah Winfrey Video
* Finish, turn in and present Own a page Project

**Materials Needed:**

* 18 copies of the Memoir Night
* KWL Charts (Student Held)
* Sequence Charts (Student Held)
* Vocabulary Sheets (Student held)
* Oprah Video of Elie Wiesel interview
* Sample Own a Project Slides
* Instructions and Rubrics for Own a Page Projects

**Goals:** To Finish the Unit Night, and the lessons we have already begun over new vocabulary, summary, and context clues. The lessons will enable students to improve their previous scores from the Mock EOC test on the upcoming EOC test to be held at the end of April. Students will gain an understanding of the meaning of the text. They will understand and summarize the main points of the text *Night.* They will gain and understand meaning of new vocabulary from *Night.*

**Rationale:** Today we will finish the Own a Page Project and the Night unit. Students should have a clear understanding of the text, the author’s tone and meaning. The literary elements and vocabulary used in the text should be familiar to the students. The students should and will tell the Elie Wiesel story through their slides.

**Curriculum Standards:**

**Vocabulary Acquistion and Use**

* **CCSS ELA-Literacy. L9-10.4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading, and content, choosing flexibility from a range of strategies.
* **CCSS ELA-Literacy. L9-10.4a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text: a word’s position or function in a sentence) as a clue to the meaning of a word or a phrase.
* [**CCSS.ELA-Literacy.RL.9-10.4**](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* [**CCSS.ELA-Literacy.RL.9-10.6**](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
* **CCR Anchor Standards RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* **RL.9-10.**3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* **Missouri Cle Alignment R1H.EI.a,f/R1H.EII.a,f**

Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details f. summarize

* **Missouri Cle Alignment R2C.EI.c/R2C.EII.c** Use details from texts to c. analyze the development of a theme across genre.

**Objectives:**

* For students to gain and understand meaning of new vocabulary
* For students to understand and define context of vocabulary words
* For students to understand and identify main ideas of text
* For students to understand and make meaning of the text
* For students to understand the culture in which we are reading about
* For students to improve overall on the upcoming EOC test.

**Activities:**

1. Think Write Prompt-Ten Minutes
2. Finish remainder if any of Oprah interview
3. Apply post-reading skills to finish Own a Page Project. Student groups should each have three slides finished and ready to present by end of lesson today.
4. Turn in and present Slideshow today.

**Modifications:** As always modifications can and will be made for student understanding, for student completion, and for time allotments

**Assessments:** Visually and verbally, assess student involvement and understanding. Walk the classroom as students work. Check to make sure students are including all required elements in their slides for the own a page project. Turn in all Night Unit materials today.

**Daily Reflections: (Only the first six lessons have been taught)**

**Lesson one:** We began today with an EOC practice on context clues. Lesson one, the introduction of the unit went well. The students made their butterflies, asking questions about the name they were given. They showed an interest in Elie Weisel’s story. Students were not very knowledgeable at the beginning of the lesson about the Holocaust; one student did not know what it even was.

1. What did you see students doing while you were teaching this lesson?

 Today the students were responsive to the introduction of the unit. They asked questions about the names they were given for their butterflies. They asked questions and related previous knowledge about memoir and about the Holocaust.

1. What did you hear students say while you were teaching this lesson?

Several students asked questions about the names of holocaust victims. They asked about rather their person was alive or dead. One student did not know what the holocaust was, and she was curious to know. One student asked about two movies that are holocaust relevant, The Pianist, and The Boy Who Wore Striped Pajamas. They were involved in the lesson and in the context of the book.

1. Do you believe this lesson was effective? How do you know?

Yes, I believe this lesson was very effective, the students were engaged and involved in questioning and answering the topics discussed. Several students were linking new knowledge with prior knowledge.

1. Based on what you saw and heard as well as what you believe about the effectiveness of this lesson, what would you do differently if taught this lesson again? Be specific.

 I would probably do most of this lesson the same, if anything I would add more specific details of why, where, and when the Holocaust happened. I would also include examples of other memoirs so that students understood the significance of telling one’s personal history through memoir.

Based on what you saw and heard, what will you do differently

tomorrow about classroom management?

This group is well behaved, there is not much I would change about classroom management in this particular classroom. The students are kept busy, and active during the entire class session.

**Lesson Two Daily Reflection:**

We began with an EOC practice. I introduced and explained the KWL charts and first set of vocabulary today. I also read from the book *Night.* Periodically during the reading, I stopped to summarize and assess student understanding. The students are beginning to engage with the text.

1. What did you see students doing while you were teaching this lesson?

The students were actively participating in the reading, by following along in their text. They answered questions during summarizations. One student tries to text on his phone, but I have stopped reading and gently reminded him to follow along.

 b. What did you hear students say while you were teaching this lesson? The students asked questions about Elie Wiesel and his family. One student wanted to know if anybody from the town of Sighet had survived besides Elie Wiesel.

 c. Do you believe this lesson was effective? How do you know? Yes I believe this lesson was effective. The students are engaging in the text, and making connections to the new vocabulary words. They are beginning to improve their understanding on context clues.

1. Based on what you saw and heard as well as what you believe about the effectiveness of this lesson, what would you do differently if taught this lesson again? Be specific.

I would explain the KWL charts a little clearer. Some students seemed to have trouble understanding what words went where, I had to pass out a few new charts.

1. Based on what you saw and heard, what will you do differently tomorrow about classroom management? I will pause more often in the reading aloud so that students are obtaining understanding in a clearer format.

**Lesson Three Daily Reflection:**

We began the lesson today with an EOC practice; the students showed improvement today, with some getting perfect or near perfect scores on the practice. The students are continually working on KWL charts. I introduced the sequence summary graphic today. I felt like the lesson went very well. The students are gaining in vocabulary and making meaning of the text. They are showing an interest in what we are reading as well as what we are learning. They are starting to identify and differentiate between main ideas and supporting details.

1. What did you see students doing while you were teaching this lesson?

They were reading along, marking in their textbooks when and where they were told to. During the sequence summary chart and KWL they were actively defining vocabulary terms and writing their one-sentence summaries.

1. What did you hear students say while you were teaching this lesson?

They were defining vocabulary terms for each other.

1. c. Do you believe this lesson was effective? How do you know?

Yes, the students were actively participating and totally engaged. They seemed to really like the sequence summary charts.

1. d. Based on what you saw and heard as well as what you believe about the effectiveness of this lesson, what would you do differently if taught this lesson again? Be specific.

I would not change anything about this lesson. The students were actively engaged and clear in understanding. My cooperating teacher even borrowed the lesson for her other classes that I am not a part of.

1. Based on what you saw and heard, what will you do differently tomorrow about classroom management?

Classroom management was fine, I had no problems with getting the students to read along, to answer questions and to do what was required of them.

**Lesson Four Daily Reflection:**

1. What did you see students doing while you were teaching this lesson?

They were reading and following along in text, writing in text, and underlining key points and vocabulary words.

1. b. What did you hear students say while you were teaching this lesson? They were asking questions about the discussion web graphic. They were told to choose a side for an essential question involving the Gestapo. Most students said they would have gone against orders and helped the Jewish people in any way they could.
2. c. Do you believe this lesson was effective? How do you know?

 Yes I believe the lesson was effective. Students who sometimes do not participate were actively engaged in how they would help the Jewish people, they wanted to feed them, and sneak them away. My cooperating teacher again borrowed this lesson for her other students.

1. d. Based on what you saw and heard as well as what you believe about the effectiveness of this lesson, what would you do differently if taught this lesson again? Be specific.

I might explain the graphic a little more effectively. There was some confusion about what they were supposed to do,

1. Based on what you saw and heard, what will you do differently tomorrow about classroom management?

My cooperating teacher runs a pretty tight ship. By this point in the semester the students know, understand, and do what is required and expected of them.

**Lesson Five and Six Daily Reflection:**

1. What did you see students doing while you were teaching this lesson? They were reading along, and marking the text. They asked questions and defined the new vocabulary words that were introduced.
2. b. What did you hear students say while you were teaching this lesson? More vocabulary words, how many do we have? They again shared knowledge with each other about definitions.
3. c. Do you believe this lesson was effective? How do you know?

 Yes, they were actively engaged in the reading. They are for the most part, understanding the context of Night, and are beginning to understand what it must have been like for the Jewish people during the Holocaust. The post tests went well and all students had improved from the pretest.

1. d. Based on what you saw and heard as well as what you believe about the effectiveness of this lesson, what would you do differently if taught this lesson again? Be specific.

The next time I teach this lesson I would include more knowledge on the literary elements, some students are still struggling with the differing elements.

1. Based on what you saw and heard, what will you do differently tomorrow about classroom management?

I have learned to keep the class busy from beginning to end. If I do not keep them busy they will tend to turn to personal socializing instead of doing what is expected.

**\**

**Unit Reflection: Night Unit- Language Arts 10-Central High School**

# Standard 1: Knowledge of Subject Matter

The preservice teacher knows the subject applicable to the area of certification or endorsement. He or she understands the central concepts, tools of inquiry, and structures of discipline(s) within a global society and creates learning experiences that make these aspects of subject matter meaningful.

1:1 defined by subject specific competencies for beginning teachers in Missouri *(Be sure to mention standards by name and number)*

1:2 presents the subject in multiple ways, *(This is not multiple intelligences; that is covered in standard 5)*

1:3 uses students’ prior knowledge *(Talk about any prerequisite knowledge students need to do this lesson, and/or discuss how you reviewed that knowledge before introducing your unit lessons)*

My junior experience unit was designed to cover specific concepts that the students struggled with on the Mock EOC test that was given on March 5, 2013. The students were struggling with context clues, author’s tone, and author’s meaning. I used common core standards for vocabulary acquisition and use, CCSS-ELa.-Literacy L9-10.4, Ela-Literacy L9-10.4a., ELA-Literacy RL9-10.4, CCSS ELA Literacy RL9.-10.3, and RL9-10.3. These standards addressed reading and literacy fluency and usage. They describe students learning and implementing what they have read. I used multiple graphics in my unit as well as reading aloud, with students following along for understanding and conceptualization of the text Night by Elie Wiesel. We addressed the specific issues that students were struggling with such as author’s tone and meaning. We used new vocabulary acquisition for students understanding of text. I used a KWL chart, having students identify words they were already familiar with and place them under the K on the chart. The words the students were not familiar with were placed under the W, and later defined by the student under the L on the chart. In the first lesson we discussed and activated prior knowledge by asking the students what they already knew about the literary device of memoir and the holocaust. Overall, I believe the students enjoyed the lesson and have gained knowledge from it and from my teaching styles. The post-test results were a vast improvement over the previous mock EOC that I used as my pretest. I would definitely use this unit and the lessons I designed again in a similar classroom environment.

# Standard 4: Planning, Implementing, & Evaluating

The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon relevant national, district and state performance standards.

 I planned my unit specifically to enhance the scores on the EOC exam to be given April 25, 2013. I used Missouri Cle Alignment standards RIH.ELaf/RIH.EII.af. and R2c.E.Ic/R2c.EIL.c. These reading and literacy standards describe using text to interpret concepts of theme and meaning for student understanding. The standards include student usage of proper grammar and proper usage. They identify 9th, and 10th grade reading and literacy needs. The lessons that I created and implemented in the classroom of a KLW chart for vocabulary acquisition and usage helped students to understand text and to define meaning by author. (Standard 4:1 and 4:3 Planning, Implementing, and Evaluating). We also used a sequence summary graphic organizer that allowed the students to write accurate and chronological summaries of each section of the memoir *NIGHT* that we read each day. The discussion web graphic that I used in my unit allowed students to see different perspectives of the individuals discussed in the book. The students were not only understanding, but identifying and engaging in the text. Several of the students in this particular classroom have IEP’s declaring them deficient in reading, I believe the graphics helped these particular students to define meaning and make sense of the text. During the unit there were several times that I stopped and summarized and asked relevant questions to check for student understanding. The students were engaged and actively listening to text and to instructions. (Standard 4:3 Evaluation).The class discussions were sometimes lively with many students actively participating in all aspects of the lessons. The unit was relatively easy to teach and the students seemed to enjoy my teaching style. There are a few students who had been sleeping and not participating with my cooperating teacher, but when I began teaching, they seemed to be participating more and actively engaging in the text of *Night.* The post-test given on April 9th showed an overall improvement from the pretest given on March 5, 2013. (Standards 4:1.4:2,4.3 Planning, Implementing, and Evaluating).

# Standard 5: Multiple Instructional Strategies

The preservice teacher, uses a variety of instructional strategies to encourage students development of critical thinking, problem solving and performance skills.

 My unit on *Night* was taught using a variety of techniques and emphasized several areas of the intelligences. We utilized both the text and a video from the internet of Oprah Winfrey interviewing Elie Wiesel, the author of *Night*. We also used maps of Sighet, Transylvania in Romania from 1941 before the Jewish people of Sighet, were deported to concentration camps by the Hungarian police and military. We opened the unit with handouts of before reading strategies and a handout on Memoirs. We held a class discussion and students were actively participating. They were very engaged in the learning process of this lesson. We also had the students decorate butterfly cutouts and write the name of a holocaust victim or survivor that we had selected. (Standard 5:1 Multiple Instructional strategies) and (Standard 5:2 Multiple Learning Strategies).

* Verbal Linguistic- Teacher will read aloud, students will follow along while reading.
* Visual Spatial- The Oprah Winfrey video can be used as a visual aid, and the maps of Sighet, Transylvania, and the Own a Page Project is designed for spatial and kinesteic learning.
* Interpersonal- Teacher will Pause and ask for student understanding and relations to text. Start with questions of Can you Imagine…
* Logical- Students are expected to use logic in summaries, deciding on main points and in what order the main points belong in the sequence charts. Students will also use logic to make meaning out of text using vocabulary words and context clues. (Standard 5:2 Multiple-Learning Strategies).

During all readings, and film clips I have paused periodically to check for student understanding. I have had students mark in their texts for future referencing. Students are engaged, and look forward to the daily readings. My lessons were designed for overall improvements of the EOC test to be given at the end of April. I believe this result was accomplished as all students showed some if not vast improvement from previous test given March 5, 2013. My unit lessons were new or relatively new to these students, they were engaged in the text and actively learning throughout the Unit. I would definitely teach this unit again in a similar classroom environment. The students seemed to enjoy having newer lessons and concepts taught in a differing manner. I used multiple graphic organizers throughout the unit that encouraged usage of critical thinking, critical reading, reflection, and student understanding of the text *Night*. I used a KWL chart for vocabulary acquisition for student improvement on context clues. I used a discussion web graphic for students to answer an essential question where they chose an opposing viewpoint of a character from the text. This lesson demonstrated differing perspectives and diversity. I also used a sequence summary chart in which students wrote a one to two sentence summary after each section of the book. These sequence summary charts will be utilized as a tool or outline for a one-page summary that the students will write in another lesson. (Standards 5:1 and 5:2, Multiple Intelligences.)

# Standard 8: Assessment of Student Learning

The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Throughout my junior experience; I have been encouraged and have implemented the observation technique of assessment. I wander the classroom throughout seatwork, independent reading, and formal assessments of students checking and clarifying understanding, and any misconceptions over instruction. (Standard 8: 8:1 and 8:4 Assessment of Student Learning). My cooperating teacher often sits in her office, a small room adjunct to the classroom, and evaluates me as I teach. Many times she has given me hand written notes that have both positive and negative assessments of my abilities. She is not negative, just gives me tips and clues on how I can gain the students’ attention. She reminds me to have the students mark in the text under ideas, and to have students engage with peers over the text. I have used several graphic organizers for student evaluation of the text. These will be turned in at the end of the entire unit to be evaluated by myself, and my cooperating teacher. We have formally assessed the students by giving chapter quizzes and daily EOC practice exams. My pretest was a mock EOC test, I have included an example key in my unit under evaluations and graphics. I have written my own student rubrics for the OWN a Page project, and for the one-page summary. I have taken daily records of student learning and of student behaviors. These are reflected in my daily reflections of my unit. On April 23rd and 25th we will give a formal assessment of the EOC test. I will not have access to these scores until the end of the semester, so for my post test, we gave a double quiz of sections 4 and 5 from the memoir *Night.* Students improved greatly from the previous mock EOC. I have included an example in my unit under student evaluations and graphics. The tables on the next two pages describe and identify the students’ growth. (Standards 8: Assessment of Student Learning).