**Date:** **Wednesday, February 09, 2011**

**Grade and Period:** 11th Grade – Period A 7-8

**Strengths of the Class:** The majority of the students read at a post-graduate level.

**Subject:** Language Arts 11

**Lesson:**

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| **Wednesday, February 09, 2011** | |
| 11th Grade | Huckleberry Finn Unit |
| 1st | Starter – Explain Tiffany’s point of view – what is Tiffany trying to say with this op-ed piece? |
| 2nd | Quiz on Chapters 12-14 |
| 3rd | Review Chapters 12-14  Discuss the following –  Style & Language:  Walter Scott – mockery of romance novelists  Wreck – contrast in peace and brutality  Theme  River as peaceful haven, shore as violent  Huck shows compassion when he tries to save the man. (emphasize)  Ch 14 - Character Insight  Continues to define Huck’s roles  Jim proves to be the more mature person – fearing they are caught  Huck calls him an uncommon level head for a nigger, Huck is still not accepting him as an equal despite his maturity and intelligence.  Huck continues to grow fonder.  Literary Device:  Solomon’s not a wise man either, this foreshadows a debate of conscience that Huck has later in the novel.  Discuss vocab from 12-14 – tow-head, harrow-teeth, mushmelon, jackstaff, Sir Walter Scott, the texas, dauphin, polly-voo franzy |
| 4th | Read 15-16; discuss vocab; Cairo, buckle, muddy  Emphasize the following points:  Some believe the book was set aside at 16 but the manuscript discovered shows it was put away when Twain reached 18.  Talk about how the joke he plays on Huck embarrasses and abuses his friendship with Jim. Huck finally realizes that Jim would give his life for Huck.  Character Insight – Huck apologizes to Jim  Not done at the time (It’s scandalous)  He’s still contemplating turning Jim in though (even after this) because Jim wants to rescue his children from slavery.  Satire – Huck can’t defy society’s moral code of racism without a struggle. He is resisting all social and cultural reasoning that made slavery possible.  Theme – Natural Self vs. Cultural (Civilized Self)  Defends Jim from the slave hunters.  His culture tells him to turn Jim in (supposed to think and feel) vs. aiding Jim (what he feels is right). |
| 5th | Assign 17-18 to read as homework. |
| 6th | Journal Entry #5 – for homework – Discuss a trip or a journey that you’ve taken. Write about parts that you may or may not have liked, such as the flight or the road trip (getting there). Also, write about when you reached your destination. Was it peaceful, chaotic or something else? Write about this. |
| Questions? | Any Remaining Questions |

**Topic:** Following the Adventures of Huckleberry Finn

**Description of Students:** There are many different types of students in my classroom. I have a diverse group of students with diverse cultural backgrounds, learning styles, and behaviors. Class management has been one of my challenges with the students.

**Homework (if any) from previous day:** Students needed to read 12-14.

**Content Objectives for the lesson:**

Students will be able to understand plot and character setting and learn new words for Huck Finn by review.

**Learning Objectives for students:**

Students will be able to retain information and respond to text after reading by using a reading strategy of adding notes with sticky notes during the reading today.

Students will continue to work through Huck Finn and learn character, theme, and plot.

Students will be able to understand words and ideas in the chapters we are working through.

**Starter:** Op-Ed Piece or Roots, Still deciding

**Class Procedures:** Taking Roll, Students will listen to reading of chapters 15-16; 17-18 will be assigned as homework.

**Class work (Questions/Activities):** I began with a starter, then a quiz, and then read for the remainder of class.

**Plans for assessment:** The quiz which revolves around plot is assessing the students understanding of what is occurring in this literary work.

**Homework:** Assigned Chapters 17-18 for homework. Students will be reminded to include this information on their bookmarks.

**Plans for Enrichment** – For example, those who complete lessons early –

Students can work on any of this work during reading time.

**Plans for remediation** – Extra time can be given to the text at home.

Students can work on any of this work during reading time.

**Plans for English Language Learners** – Keep in mind the information you’ve learned related to sheltered instruction. – The development of the new reading strategy should help them with reading.

Students can read along as I read. They have their own copies. We will work on vocabulary from the book.

**Reflection:** The starter turned out great. I need to keep my eye on the time. It is a low level of points but interesting for the students. This also helps to keep things organized when the students are bringing in excused absence forms, etc. There is so much initial paperwork at the beginning of class that having a starter helps. Also, it is not a quiz so I don’t have to monitor as heavily as a quiz.

I decided that we needed to step back and take a break in rushing through Huck Finn. The next few lesson plans reflect that. Also, I am continuing to work on my classroom management.

**Date: Friday, February 11, 2011**

**Grade and Period:** 11th Grade – Period A 7-8

**Strengths of the Class:** The majority of the students read at a post-graduate level.

**Subject:** Language Arts 11

**Lesson:**

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| **Friday, February 11, 2011** (multicultural assembly schedule) class only lasted from 1:20 to 2:30 | |
| 11th Grade | Huckleberry Finn Unit |
| 1st |  |
| 2nd | Movie – Disney – Huck |
| 3rd | Assigned students to read 12-14 |
| 4th | Journal Entry # 6 as Homework    Now, write about the different parts of Huck Finn’s journey. What is the mood while Jim and Huck are on the river? On the shore?  Did you have emotions or feel the same about your trip as Huck feels on the shore or on the river? Did you feel differently? If so, how? |
| Questions? |  |

**Topic:** Following the Adventures of Huckleberry Finn

**Description of Students:** There are many different types of students in my classroom. I have a diverse group of students with diverse cultural backgrounds, learning styles, and behaviors. Class management has been one of my challenges with the students.

**Homework (if any) from previous day:** None.

**Content Objectives for the lesson:**

Students will be able to understand plot and character setting and learn new words for Huck Finn by review.

**Learning Objectives for students:**

Students will be able to retain information and respond to text after reading by using a reading strategy of adding notes with sticky notes during the reading today.

Students will continue to work through Huck Finn and learn character, theme, and plot.

Students will be able to understand words and ideas in the chapters we are working through that apply to the curriculum by using daily bellringers.

**Starter:** Gettysburg Address helps them recognize speech format that they are reading.

**Class Procedures:** Taking Roll, Students will do the starter and then watch the Huck Finn movie by Disney. I previewed this the night before.

**Class work (Questions/Activities):** I began with a starter, then a movie.

**Plans for assessment:** This day was a short day and the movie is meant to reinforce the reading to this point.

**Homework:** Assigned Chapters 12-14 for homework.

**Plans for Enrichment** – For example, those who complete lessons early –

Students can work on any of this work during reading time.

**Plans for remediation** – Extra time can be given to the text at home.

Students can work on any of this work during reading time.

**Plans for English Language Learners** – Keep in mind the information you’ve learned related to sheltered instruction. – The development of the new reading strategy should help them with reading.

Gettysburg address starter was also in Spanish.

I did add closed captioning to the movie version so that ELLs could identify words.

**Reflection:** This was a short class. The starter went well. I have had to explain the difference between a commentary piece, a speech, and an interview every time I do the starter; however, it still gives me time to get the initial class paperwork done. This one is particularly fast. Students were done with it quickly.

I started the movie and watched to the end of class because this was as far as we had reached in the book.

This was a quiet class management day.

**Date: Tuesday, February 15, 2011**

**Grade and Period:** 11th Grade – Period A 7-8

**Strengths of the Class:** The majority of the students read at a post-graduate level.

**Subject:** Language Arts 11

**Lesson:**

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| **Tuesday, February 15, 2011** Registration shortened my class to a half class | |
| 11th Grade | Huckleberry Finn Unit |
| 1st | Interview between Oprah and Maya Angelou – Teaching a reading strategy to 11th grade students. They can recognize text and summarize it. |
| 2nd | Sticky Notes Check – Assigned for the end of the week but the assembly caused problems. |
| 3rd | Reviewed what happened in 12-14 with students. |
| 4th | Assigned 15-18 to read at home. |
| 5th | Journal Entry # 7 as Homework – Not firmly articulated to students. |
| Questions? |  |

**Topic:** Following the Adventures of Huckleberry Finn

**Description of Students:** There are many different types of students in my classroom. I have a diverse group of students with diverse cultural backgrounds, learning styles, and behaviors. Class management has been one of my challenges with the students.

**Homework (if any) from previous day:** Students needed to read 12-14 and have at least 5 sticky notes per section.

**Content Objectives for the lesson:**

Students will be able to understand plot and character setting and learn new words for Huck Finn by review.

**Learning Objectives for students:**

Students will be able to retain information and respond to text after reading by using a reading strategy of adding notes with sticky notes during the reading today.

Students will continue to work through Huck Finn and learn character, theme, and plot.

Students will be able to understand words and ideas in the chapters we are working through.

**Starter:** Interview piece

**Class Procedures:** Taking Roll, sticky notes check, students will listen to and participate in review of 12-14.

**Class work (Questions/Activities):** I began with a starter, then checked everyone’s book for sticky notes (at least 5 per section), then reviewed for the remainder of class.

**Plans for assessment:** A quiz has already been given. An informal question session with the students is how I am assessing reading comprehension.

**Homework:** Assigned Chapters 17-18 for homework. Also, I told the students there would be another sticky note check on Thursday as it was the end of the week again. Students will be reminded to include this information on their bookmarks.

**Plans for Enrichment** – For example, those who complete lessons early –

Students can work on any of this work during reading time.

**Plans for Remediation** – Extra time can be given to the text at home.

Students can work on any of this work during reading time.

**Plans for English Language Learners** – Keep in mind the information you’ve learned related to sheltered instruction. – The development of the new reading strategy should help them with reading.

Students can read along as I read. They have their own copies. We will work on vocabulary from the book.

**Reflection:** This was another short day. I never thought that I’d say this, but 50 minutes is too short. The starter turned out well. It was an interview, and someone in class blurted it out. They did have to write a full, well-punctuated sentence to summarize something that Maya Angelou was trying to say. Summarizing seems somewhat difficult for these students. I’ll have to store that information away for future reference or a lesson plan.

I told the students that they needed to be adding sticky notes to their books for words that they thought were particularly difficult, pinpoint sections that they related to, or sections that they had a difficult time understanding. I did a book check for the sticky notes. After reviewing some of the sticky notes, Jim’s speech was particularly hard for some of the students to read. About half of the students are not doing it. My big challenge will be to involve the other half in at least part of the class. I also want to incorporate some of these notes into a discussion somehow.

**Date: Thursday, February 17, 2011**

**Grade and Period:** 11th Grade – Period A 7-8

**Strengths of the Class:** The majority of the students read at a post-graduate level.

**Subject:** Language Arts 11

**Lesson:**

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| --- | --- |
| **Thursday, February 17, 2011** Registration shortened my class to a half class | |
| 11th Grade | Huckleberry Finn Unit |
| 1st | Announcements – new seating chart  Talked to the students about classroom management – no daily today |
| 2nd | Online registration for 45 minutes |
| 3rd | Sticky Note Check |
| 4th | Gave Study Guide and Journal Entry #7 as homework |
| Questions? |  |

**Topic:** Following the Adventures of Huckleberry Finn

**Description of Students:** There are many different types of students in my classroom. I have a diverse group of students with diverse cultural backgrounds, learning styles, and behaviors. Class management has been one of my challenges with the students.

**Homework (if any) from previous day:** Students needed to read 15-18 and have 5 sticky notes. There was a sticky note check.

**Content Objectives for the lesson:**

Students will be able to understand plot and character setting and learn new words for Huck Finn by review.

**Learning Objectives for students:**

Students will be able to retain information and respond to text after reading by using a reading strategy of adding notes with sticky notes during the reading today.

Students will continue to work through Huck Finn and learn character, theme, and plot.

Students will be able to understand words and ideas in the chapters we are working through.

**Starter:** Seating Chart Change – This was necessary for classroom management.

**Class Procedures:** Taking Roll, Students will receive another sticky note check and start on a study guide.

**Class work (Questions/Activities):** Study Guide and Sticky Note Check.

**Plans for assessment:** The sticky note check assesses whether students are interacting with text. They are. I plan to have a discussion on Tuesday, February 22, 2011 to see if I can have students verbalize what issues they are having.

**Homework:** Assigned study guide for students with journal #7.

**Plans for Enrichment** – For example, those who complete lessons early –

Students can work on any of this work at home. There are other assignments to work on.

**Plans for remediation** – Extra time can be given to the text at home.

Students can work on any of this work at home.

**Plans for English Language Learners** – Keep in mind the information you’ve learned related to sheltered instruction. – The development of the new reading strategy should help them with reading.

They have their own copies. We will work on vocabulary from the book.

**Reflection:** Again, my class was cut in half by online registration. My starter really consisted of me assigning new seats to my students who are talking too much and explaining to my students about classroom management. I also emphasized the no cell phone/no iPod/mp3 rules. If I see them, I will take them away. This actually seems to have worked because my students are now putting their phones away and not texting when I’m not looking. I asked one of my students (that I know pretty well and don’t have behavior problems with) what she thought of this discussion and she said it was good, but she felt bad because she had her cell phone out. I had to take headphones away that day, but I was very firm about it. Restating the rules helps and would recommend new student teachers do this on their first day teaching alone.

Sticky notes were very revealing of what students are getting stuck on: words they don’t understand, phrases that they aren’t getting, etc. I need to find a way to bring this into class discussion.

The study guide was passed out along with the journal #7. The journal is due on February 24, 2011. I will need to remind students next class period.

I have so much work to do with Huck Finn with students. I am thinking of adapting a theme lesson that I did in my 10th grade class to work with my 11th and 12th graders so we can begin to discuss and incorporate theme.