

Oct, 11th/12th, **Lesson 1:** Introductions, pre-read activities, outline.

**PLOs: (B5)** Before reading, set a purpose, to anticipate content, make predictions, and generate guiding questions.

**Objectives:**

- Introduce students to myself
- Prime students for thinking about content and themes of *Coraline* through the pre-read questionnaire
- Outline the unit and classroom expectations
- Conduct pre-read activities

**SWBAT:** Reflect on the difference between want and desire.

<u>Time</u>	<u>Teacher</u>	<u>Students</u>	<u>Materials</u>
<b>Before class</b>	<b>Write on board:</b> - Introductions - Class rules - Unit outline		white board pen
2 mins	Takes attendance	Be on time.	MyEdBC
1-5 mins <b>Reviewing lesson objectives</b>		Listen & question.	none
5 mins <b>Introductions to Mr. Wilkinson</b>	Introduce myself to the class.  Go over Unit Outline and classroom expectations:  1) No phones during class time unless given permission from the teacher before hand or instructed to do so 2) All questions and their askers are to be treated respectfully, you may disagree but not degrade 3) Allow the voices of others to be heard (no talking during presentations/questions) 4) Raising hands for questions or comments	Respond, listen, & question.	Unit outline handouts

<p>10 mins</p> <p><b>Hook</b></p>	<p>Introduce students to the 'I Have, I Want' activity.</p> <p>On a sheet of paper, have students write three things that they really want in life, like a pet, or private house.</p> <p>After they have written this out, choose student at random and have them read out one of the wishes saying; 'I want X' if a student in the class has one of these wishes, they reply; 'I have X' and they switch places.</p> <p>Once this is over, have students speculate on why we conducted this activity.</p>	<p>Write, discuss, and consider.</p>	<p>pens + paper</p>
<p>20 mins</p> <p><b>Distributing copies of Coraline</b></p> <p><b>Outline of unit expectations</b></p>	<p>Allow students by rows to retrieve a copy of <i>Coraline</i>. Have them put their names in the book and begin passing around the sign out sheet.</p> <p>While this is being done review the dates for the reading quizzes:  <b>October 17th 1-4, October 18th 2-1</b>  <b>October 19th 1-4, October 20th 2-1</b>  <b>October 26th 1-4, October 27th 2-1</b></p> <p>Instruct students to take out their agendas, explain the response journal expectations and time lines.</p>	<p>Listen &amp; question.</p> <p>Collect novel and sign out.</p>	<p>pens</p> <p>Class set of <i>Coraline</i>.</p> <p>Handouts of Response Journals form</p>
<p>20 mins</p> <p><b>Silent reading</b></p>	<p>Have students begin reading the novel.</p> <p>Encourage students to take note of what they are reading, do you recognize any devices? What kind of mood does <i>Coraline</i> have?</p>	<p>Read.</p> <p>Take note.</p>	<p>Class set of <i>Coraline</i>.</p>
<p>5 mins</p> <p><b>Summary</b></p>	<p>Summarize key points of the lesson:</p>	<p>Listen &amp; question.</p>	<p>none</p>

**NOTE:** Library class will only do the hook activity and receive reading expectations.

**Assessment as learning:** Formative. Oral discussion helps measures overall student understanding of concepts. Reflective writing helps students better articulate learning and questions to help shape future lessons.

**ELL Adaptions:** Think, write, pair, share, helps prime ELL students for thinking and allows for peer feedback on writing and thoughts. Questionnaire and breaks in instruction give ELL students opportunity to take notes are formulate questions.

Reflection: