**Learning Plan: Introduction to *Maus***

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| **Student Teacher** | Julieta Quinteros Amat | | | **Co-Operating Teacher(s)** | | Melissa Kormeluk | |
| **Date** | Mar 10, 2025 | **Start/End Time** | 11:26-12:06 | | **Room** | | 238 |

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| **Title of lesson** | Graphic Novel Intro & Maus Pre-Reading | **Grade level** | 9 |
| **Subject** | English Language Arts (ELA) | **Topic** | Maus - Graphic Novel |
| **Relevance** | The students just finished doing *Animal Farm*, another allegorical story, and they will be beginning their unit on WWII in History class so starting *Maus* at this time is a good overlap and continuation of what they have and will cover. | | |
| **Materials/Resources Required** | Graphic Novel Conventions Presentation  Graphic Novel Worksheet  *Maus* Pre-Reading Worksheet  pens/pencils  KWL Chart (Digitally)  Chromebooks | | |
| **QEP Subject Area Competencies** | 2 - Reads a variety of texts   * students will be starting to read the graphic novel *Maus* and we will be covering the aspects of a graphic novel in this class to ensure they understand how to read it | | |
| **Learning Objectives** | By the end of this lesson, students will understand how to read a graphic novel and how to identify the different aspects of them, they will also demonstrate their understanding of the Holocaust. | | |
| **Essential Question(s)** | What are the different pieces of a graphic novel page? | | |

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| **Lesson Timing**  2 min | **Introduction (hook):** | **Student will know:** |
| * Will open the class by telling the students the next novel we are going to read: *Maus*, and that it is a graphic novel | * what the aspects of a graphic novel are called * some ideas as to what *Maus* may be about |
| 10-15 min  5-10 min  5-10 min | **Development (Learning activities – step by step sequential procedure):** | **Students will understand:** |
| * how to identify and define the aspects of a graphic novel |
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| * [Graphic Novel Intro Presentation](../OneDrive/Documents/FE4/Reading%20a%20Graphic%20Novel.pdf)   + students will receive worksheets that correspond to the presentation and will be filled out as we go along   + the presentation will go through the aspects of a graphic novel (panels, gutters, etc.) * [Maus Pre-Reading worksheet](../OneDrive/Documents/FE4/USING%20-%20EDITABLE_DIGITAL%20Maus%20Pre-reading%20Worksheet.pdf)   + students will fill out a double sided worksheet with some questions to think about before they begin reading Maus   + we will discuss answers as a class | **Students will do:** |
| * will be able to read the class graphic novel without difficulty understanding the format |
| **Cross Curricular Competencies:** |
| Students will use the information they learn and apply it when reading the graphic novel in this class and any further classes they may read it in |
| **Broad Areas of Learning:** |
| Media Literacy:   * students will be able to read a new form of media and understand the content |
| **Universal Design for Learning/ Differentiation:** |
| * The students get a worksheet to go along with the presentation and on the presentation there is examples of where to write what words directly on their worksheet * The presentation will also be made available on Google Classroom for anyone to access if they want it to be closer * The pre-reading worksheet fonts have been adapted to be easier to read * All directions are both written and spoken |
| **Closure (transition):**   * Students will be asked to fill out a Know/Want to Know/Learned chart regarding the Holocaust   + depending on time we will go over some answers in class, otherwise it is homework and I will look over their answers independently | **FORMATIVE - Assessment FOR learning:** |
| The KWL chart they will be completing will determine what information I will cover when giving an overview of the Holocaust, helping them learn information they don’t already have and what they want to know. |
| **FORMATIVE - Assessment AS learning:** |
| The pre-reading chart asks students to make associations that may change after the novel, so they will be keeping them to complete once we’re done with the book. Hopefully they will examine previous associations and how they can change. |
| **SUMMATIVE - Assessment OF learning:** |
| As we read the novel and after the lesson overviewing the Holocaust the students will be filling out the last column of the KWL chart to determine what information they actually remember and if they get the important details. |
| **Equity, Diversity & Inclusion (EDI) Considerations:**   * Any previously established requirements for students to better succeed will be met and accommodated   + More considerations in UDL section | | |
| **Further considerations:**   * Any information presented in class is then put on google classroom for the students to access at their leisure to review anything and everything they may need to * Extra pencils and paper will be provided for students who may not have it or run out | | |

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| **Reflection:** |
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| **Professional Competencies:** |
| * Competency 6 – Manage how the class operates   + Each of the classes have their own energies and adapting the lesson to them varies, so managing the students and the classroom through varying levels of engagement is a major focus. * Competency 12 – Mobilize digital technologies   + By using the projection board alongside the physical worksheets, it works to utilize different technologies and adapt to different learning styles. |