

# What do values have to do with it?

## 10th Grade

Mickala Gorrell

CIED 4713  
Dr. Witte

## Table of Contents

<b><u>RATIONALE</u></b>	<b><u>4</u></b>
<b><u>GOALS AND OBJECTIVES</u></b>	<b><u>6</u></b>
<b><u>GRADE DISTRIBUTION FOR THE UNIT</u></b>	<b><u>8</u></b>
<b><u>TEXT AND SUPPLY LIST</u></b>	<b><u>9</u></b>
<b><u>OKLAHOMA ACADEMIC STANDARDS</u></b>	<b><u>10</u></b>
<b><u>CALENDAR OVERVIEW</u></b>	<b><u>12</u></b>
<b><u>DAILY LESSONS</u></b>	<b><u>14</u></b>
<b>WEEK 1</b>	<b>14</b>
<b>WEEK 2</b>	<b>42</b>
<b>WEEK 3</b>	<b>67</b>
<b>WEEK 4</b>	<b>80</b>
<b>WEEK 5</b>	<b>93</b>
<b><u>APPENDIX A</u></b>	<b><u>103</u></b>
<b><u>APPENDIX B</u></b>	<b><u>104</u></b>
<b><u>APPENDIX C</u></b>	<b><u>105</u></b>
<b><u>APPENDIX D</u></b>	<b><u>106</u></b>
<b><u>APPENDIX E</u></b>	<b><u>107</u></b>

<b><u>APPENDIX F</u></b>	<b><u>108</u></b>
<b><u>APPENDIX G</u></b>	<b><u>109</u></b>
<b><u>APPENDIX H</u></b>	<b><u>110</u></b>
<b><u>APPENDIX I</u></b>	<b><u>111</u></b>
<b><u>APPENDIX J</u></b>	<b><u>112</u></b>
<b><u>APPENDIX K</u></b>	<b><u>113</u></b>
<b><u>APPENDIX L</u></b>	<b><u>114</u></b>
<b><u>APPENDIX M</u></b>	<b><u>115</u></b>
<b><u>APPENDIX N</u></b>	<b><u>116</u></b>
<b><u>BIBLIOGRAPHY</u></b>	<b><u>117</u></b>

## Rationale

Values are an important part not only our daily lives and in society. Values determine what we do in tough situations and what we hold important in our lives. Values vary from person to person and from decade to decade and change depending on what is happening in the world around us and what we have been through. Students need to understand what values are because they play such an important part in our lives. Students understanding values better helps students understand themselves and what is important to them. It is important for students to understand values because students who have a firm idea on their values and on what they mean to them personally can help them if they ever face stressful or hard situations because if students know who they are, then they can face any task with confidence. Students also need to understand where others values come from and what shapes values, because each person's values are different. Students who understand that values differ from person to person based on experience, family, and other influences can learn to work with those whose values are different than theirs and respect others for their differences. Understanding other's values can also lead to helping students in the real world as they work with other because they will understand what each person holds important to them and students can make sure that they respect this person's values so they can create a peaceful work environment, as well as respecting the person. Values are not just found in our daily lives, but also in the texts we read. Looking at the values in a book can provided important information about characters, what is going on in a story, and analysis of values that have changed from past times to now or how values might change from now to the future. Analyzing the values in a text

allows students to look at situations and understand how values come into play and how some values can be skewed in their views and how some values can be shamed for unrealistic reasons. Taking a close look at the values helps students look at a text from another angle and helps to develop critical thinking skills. Values are something that vary and change amongst each other and helping students to understand this can lead to them being more respectful and tolerant of others, as well as helping them examine a text using a unique method.

## Goals and Objectives

- Students will better understand themselves and what their personal values are.
- Students will gain respect for others values.
- Students will gain perspective as to what shapes values.
- Students will understand that values can change.
- Students will gain an understanding of how values differ amongst people.
- Students will critically look at text to find values.
- Students will use values in a text to deepen understanding of what is occurring in a story.
- Students will use values to analyze what was going on in society when the story was written.
- Students will use values to analyze characters in a text.
- Students will understand how to use technology as a source of information.
- Students will gain public speaking skills and speak audibly and clearly.
- Students will enhance their written ability, vocabulary, and grammar usage.

- Students will demonstrate their creativity and strengthen it.
- Students will learn how to work with groups and make compromises.
- Students will practice time management and meeting deadlines.

## Grade Distribution for the Unit

Assignment	Points
Daily participation Includes actively listening and participating in discussions, participation in group activities, and in class assignments that are not listed bellow	25 points
Journals & Bell work Includes all Bell work & Journal activities	50 points
Extended Definition Essay	50 points
My Values Narrative	100 points
Test 1	50 points
Test 2	50 points
Final project This is only based on the presentation, execution, and completion of your final project (poster, video, collage, etc)	200 points
Final Project Presentation This is the presentation of your final project to the class.	100 points
Final Project Piktochart This is the Piktochart that clearly illustrates your values to the class as a quick reference and will be placed around the class definition of values.	50 points
<b>Total Points</b>	<b>675 points</b>

Grade	Points
A	675-540 Points
B	540-405 Points
C	405-270 Points
D	270-135 Points
F	135 Points or less



## Text and Supply List

- Copies for each student of *This Is Where It Ends*
- Copies of bell work activities found in the Appendix
- Copies of assignments from the Appendix
- Sticky notes for groups (Big pack of green)
- Highlighters
- Big sticky note paper or butcher paper
- Regular note book paper for students for writing assignments, in case they don't have their own.
- Some posters (students should bring their own for final project but I will have some available for students who can't bring their own)
- Markers
- Glue
- Scissors
- Selections from *No Easy Answers*
- Selections from *To Kill a Mockingbird*
- Selections from *The Book Thief*

# Oklahoma Academic Standards

## **Speaking and Listening**

- 10.1. R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
- 10.1. R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
- 10.1. W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
- 10.1. W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

## **Reading and writing process**

- 10.2. W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
- 10.2. W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).

## **Critical reading and writing**

- 10.3. R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.
- 10.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences

## **Narrative Writing**

- 10.3. W.1 Students will write narratives embedded in other modes as appropriate.

## **Informative Writing**

- 10.3. W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

### **Vocabulary**

- 10.4. R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
- 10.4. R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.
- 10.4. W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.

### **Language**

- 10.5. R Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.
- 10.5. W.1 Students will write using correct mechanics.
- 10.5. W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

### **Multimodal Literacy**

- 10.7. W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

### **Independent Reading and Writing**

- 10.8. W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.

## Calendar Overview

<b>Week 1: Monday</b>  What are values introduction. Journal activity Definition & understanding of what values are.	<b>Tuesday</b>  Artwork bellwork journal Group activity and discussion about values. Class will work together to create a class set of values.	<b>Wednesday</b>  Journal activity Nuclear bomb group activity	<b>Thursday</b>  Vocabulary bellwork News ELA article activity Begin explaining extended definition	<b>Friday</b>  Grammar bellwork Extended definition example and instruction review In-class work time on extended definition (50-100) words
<b>Week 2: Monday</b>  Vocab bell work Family values activity	<b>Tuesday</b>  Vocab bell work Stories from <i>No Easy Answers</i> Creative writing assignment instructions and start assignment	<b>Wednesday</b>  Finish creative writing assignments	<b>Thursday</b>  Vocabulary bellwork Selections from <i>The Book Thief</i> and discussion over the values in the selections. .	<b>Friday</b>  Vocabulary bellwork Selections from <i>To Kill A Mockingbird</i> discussion over the values in the selections.
<b>Week 3: Monday</b>  Starting to read: <i>This Is Where It Ends</i> Chapters 1-3 whatever we don't finish in class they will read at home	<b>Tuesday</b>  Read chapters 4-6 Whatever we don't finish in class they will read at home	<b>Wednesday</b>  Read chapters 7-9. Whatever we don't finish in class they will read at home	<b>Thursday</b>  Read chapters 10-12 Whatever we don't finish in class they will read at home Literary analysis activity	<b>Friday</b>  Read chapters 13-15 Whatever we don't finish in class they will read at home In class discussion of what values have been seen so far in the reading

<b>Week 4: Monday</b>  Read chapters 16-18 Whatever we don't finish in class they will read at home	<b>Tuesday:</b>  Read chapters 19-21 Whatever we don't finish in class they will read at home	<b>Wednesday</b>  Read chapters 22-24 Whatever we don't finish in class they will read at home	<b>Thursday:</b>  Read chapters 25-26 Whatever we don't finish in class they will read at home. Test over reading	<b>Friday:</b>  Final list of values...what changed/was affected.
<b>Week 5: Monday</b>  Discussion and comparison of values in all three books	<b>Tuesday</b>  Project work day	<b>Wednesday</b>  Project work days	<b>Thursday</b>  Project Presentation day	<b>Friday</b>  Project Presentation day

# Daily Lessons

## Week 1

### Monday Daily Lesson Information

Lesson title	What are values?
Lesson Purpose/Rationale	Values affect each and every day of our personal lives. Values are an important thing not only to understand for our daily lives, as understanding how others have different values helps us to work with and respect others, but because values can come into play with any piece of literature students encounter. Values that authors have can affect the text, as well as values of that time.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This is the introductory lesson for the unit. In this lesson students will define an overall definition of values and create this working definition to use throughout the lesson. Ultimately, students will use this lesson to create a classroom definition of values and later use it to figure out what their individual values are for the final project.
Lesson length	50 minutes
Grade level and course	10th Grade
Source of lesson plan and how I modified it	<a href="http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1173?task=view">http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1173?task=view</a> I have added in journaling portions during this activity and made some of the individual activities group ones. <a href="http://www.viralnova.com/grammar-fails/">http://www.viralnova.com/grammar-fails/</a> Pictures taken from this site used in Grammar Fails bellwork

### Daily Lesson Plan Summary

Prior knowledge needed for success	No prior knowledge, other than perhaps knowing the value of each piece of money used in the activity.
How will you address students who do not have this prior knowledge?	I will have students volunteer to come up and do the activity, so kids who do know will come up to do the activity and then they will explain why they choose what they did, which will most likely be because of the value and this will address student's who do not know this.
Materials for instruction (include rationale for why the materials are appropriate)	Penny, nickel, dime, quarter, \$1 bill, \$5 dollar bill Big sticky note paper or butcher paper Markers and pens
Accommodations	<ul style="list-style-type: none"><li>• I will follow all IEP requirements</li></ul>

and modifications	<ul style="list-style-type: none"> <li>Students who have difficulty with writing will be paired in groups and won't have to write</li> <li>Students who cannot hear will be able to see what people are doing and follow along.</li> </ul>
-------------------	--

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5. W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will work silently on their grammar bellwork to correct the mistakes in the signs and demonstrate what is the correct grammar as well as how to correct it.	Grammar mistakes in signs bell work. Materials needed: See Appendix A for grammar bellwork for today.	Informal: Watching to make sure students are working Formal: Collection of journals at the end of the week to grade their work. (Grades for journals will be 5 point participation based grade)
10.1. R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. 10.1. R.3 Students will engage in collaborative discussions	Students will participate in a group activity discussing what values are and will participate actively in the game to introduce the topic of values and will engage in a group discussion.	Student volunteers will come up and participate in the “Money Value” introductory part of the lesson	Informal: Observing class as they participate in the discussion and activity.

about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.			
10.3. W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will participate in group discussion to create a class definition of what the word values means.	Class will workshop through different ideas to create a class definition of what values are.	Informal: Observing class as the participate in class activity.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Students will work on their bellwork activity and once they are finished we will jump right into the money activity. I do not want to start by saying anything because the point of this activity is to have the students come up with their definition of values and work towards this definition without me telling them explicitly what we are doing or give them any hint to what we are doing at first.
---	--

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will take	The students will follow	Bell work will be



	attendance, pass back any papers, take lunch count, etc any housekeeping tasks. The teacher will have displayed the three images, found in appendix A, on the smartboard for students to use for their journals. During this time the teacher will set up the different coins and bills for the activity on a desk at the front of the classroom.	classroom procedure for the start of each day, which is quietly getting their journals from designated shelf. Students will work on Grammar bell work. Student will look at the 3 images projected on the smart board and write in their journals 1) what is wrong with the picture and 2) how it can be corrected.	posted on the board. The bell work prompt can be found in Appendix A
2 minutes	The teacher will then ask for 3-5 volunteers to come up one at a time and choose a coin or bill off the table at the front. The teacher will instruct the students that after they pick their coin or bill they are to stand at the front of the classroom and display the bill/coin to their classmates.	The 3-5 volunteers will calmly and quietly come to the front of the class choose their coin or bill and stand in front of the class. The other students will wait quietly for the volunteers to finish picking their coin or bill.	The time for this can be adjusted depending on the number of volunteers. If there are a lot of volunteers pick 5 and if there aren't very many pick 3. It can take less than 2 minutes, but try not to let it go over 2.
3 minutes	The teacher will then ask the volunteers why they choose the coin/bill they did.	The volunteers will answer the teacher one at a time with their answers. The other students will listen attentively and quietly to their classmates.	The goal is to get the kids to say they choose the one with the highest value, if they students are having trouble reaching this on their own, the teacher can say something like "Did you choose it because it was worth the most or had the biggest

			value?"
5 minutes	The teacher will thank the volunteers, ask them to put their bill or coin back and then return to their desk. While they are doing this the teacher will then ask the class to provide examples of other things that have value. The teacher will write these things up on the board.	The students will provide the teacher with examples of other things that have value. Students do not have to raise their hands; they can politely call out their answers while respecting other students and giving the teacher enough time to write down what was said on the board.	If the students become too loud calling out answers, the teacher can ask the students to raise their hands instead. If students only call out material things, the teacher can prompt more intangible responses by saying..."What about things that aren't material things, like trust?"
5 minutes	The teacher will then choose one thing of the list, a material thing first, and ask for a student to describe why that thing has value. Then the teacher will choose a non tangible thing and ask a student to define that. (See additional information for more instruction)	The students will raise their hands to try to answer the question the teacher has asked.	If the student struggles with the intangible definition the teacher can help. The point to be made here is that it is easy to define why material things have value, but not always easy to define the value of non material things. The teacher will tell students this before moving to the next step.
5 minutes	The teacher will then explain that there are different meanings of value. One being the monetary, or money, value and the other being a more personal value. The teacher will explain that different people value intangible things differently. The ideas, beliefs and principles	The students will listen attentively to the teacher and participate in discussion when asked about values.	The teacher will say: "For example, a person who values family may care about what? Students may answer: parents, spouse, siblings, home life, etc.  A person who values health cares about what?"

	important to you help shape your values. The teacher will then give then provided examples in the form of questions (see additional information for what to ask)		Students may answer: healthy eating, exercise, taking medicine, etc. “
5 minuets	The teacher will then tell the class that today they are going to create their own definition of the word values that will be used to create a class definition of the word values. The teacher will tell the class that they will use the definition throughout our unit over values. The teacher will then ask the class to get into designated groups for the next activity. (See additional information for group information)	The students will actively listen to the teacher and ask any questions they need to have clarified. The students will then move into the appropriate groups when told to do so.	The students will have had their designated groups since the start of the semester; however, there is a list on the teacher’s desk that designates each group and their members if the teacher or sub needs to check groupings.
10 minutes	The teacher will then tell the groups they have 10 minutes to come up with their definition of values. The teacher will tell the students that after the 10 minutes is up we will work together to create a class definition. (See addition information)	The students will work respectfully in their groups to come up with a definition for the word values	The teacher will tell the class that their definitions will be collected at the end of the day, so make sure they have all group members’ names on them. The teacher will also say there definitions should be between 5-8 sentences.
10 minutes	The teacher will collect the groups work and read it	The students will actively and respectfully participate in picking a	They should be able to pull each sentence from the

	aloud to the class while projecting it under the document camera. The teacher will tell the class they are going to take one sentence they especially like from each definition and use it to create their overall class definition. See additional information for more details)	sentence from each definition for the overall class definition.	definition, but if time runs out before the new definition can be made, the teacher will tell the class that she will type up the new definition and first thing in class tomorrow they will finish editing and constructing the new definition.
--	---	---	--

## Tuesday Daily Lesson Information

Lesson title	Classroom Values
Lesson Purpose/Rationale	Values are an important thing in the world we live in. Each person had different values that are fueled by different beliefs. Students need to understand that others have different values and learn how to work with others whose values differ from yours as well as how we decided our values. In order to be successful in life, students will need to know how to work with many people and helping them understand values can lead to helping them understand others better. As well as understanding values in a book or what values an author had.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson will start with a picture of art work, where students will determine what values they think the author was trying to depict. Students will discuss with other students what values they think were being depicted and as a group they will come up with a list of 7 things people might value. They will pull on their knowledge from the day before to create this list and the list of values each group creates will be combined to form a class set of values that will accompany the definition of values the class created. This is the second lesson in understanding values that will lead to looking at values in texts we read.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	The picture of the artwork was found at this site <a href="https://www.fine-arts-museum.be/en/art-work-in-the-highlight/personal-values-1952">https://www.fine-arts-museum.be/en/art-work-in-the-highlight/personal-values-1952</a>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know what values are and have some idea of the types of values.
How will you address students who do not have this prior knowledge?	Students who do not have this information will have their group members explain to them what values are based on the information from yesterday and can use the classroom definition that will be hanging in the classroom that was created the day before.
Materials for instruction (include rationale for why the materials are appropriate)	Big sticky note paper for each group or butcher paper for each group Markers Big sticky note paper/butcher paper for final draft of values
Accommodations and modifications	I will follow IEPS. Students who can't read or write will be able to participate by providing suggestions of values.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4. W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly. 10.8. W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes	Students will work on the bellwork that is found in appendix B and journal over the prompt using complex ideas about what the painter is portraying in the picture.	Students will journal about the values in the painting. Materials: Student journals	Informal: Walking around and assessing students to make sure they are completing their work Formal: Collection of journals at the end of the week

(e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.			
<p>10.1. R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p> <p>10.1. R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	Students will work in groups to create a list of 7 values that will be used to create the collaborative class set of values	Group work to create 7 values for the classroom. Materials: Big sticky note/butcher paper and markers	<p>Informal: Visually assessing to make sure students are working in groups by walking around and monitoring groups.</p> <p>Formal: Collection of sheets of paper with values</p>
10.1. W.2 Students will	Students will work as a whole class to collaboratively create	Students will pick one values from each	Informal: Listening and

<p>work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>10.1. R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p>	<p>a list of classroom values.</p>	<p>groups list of values and use them to create classroom values. Material: Sticky note or butcher paper and markers for whole class display of values.</p>	<p>watching students as they participate in class discussion.</p>
--	------------------------------------	---	---

### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Students will work on the bellwork found in Appendix B. Students will journal over it for 5 minutes before the lesson starts and from that the lesson will move on into more discussion of values. If the class definition of values was not finished from the day before, then students will finish that after their journaling.</p>
---	--

## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will display the painting and the prompt for the journal on the Smartboard. The teacher will take attendance, pass back papers, and other housekeeping tasks why students journal. IF the class definition of values is not complete see addition information for what to do.	The students will respond to the prompt over the painting.	If the classroom definition was not finished from the day before, take 3 minutes to finish the definition.
5 minutes	The teacher will then ask the students to turn to their shoulder partner and discuss the personal values they saw in the painting and explain what made them think of those values. (See additional information)	The students will turn to their shoulder partners and quietly and respectfully discuss what values they saw and why they thought of these values.	Students have used shoulder partners before so they know who to turn and discuss with.
10 minutes	The teacher will then explain that some people might have seen the same values while others may have seen different ones than their partners. Each person has different perception on things which is why we might see different than	The students will listen to the teacher's instructions quietly and respectfully and then move into their groups. Once in groups, students will work with one another to create a list of 7 values.	The teacher will circulate around the room to make sure that students are working on the values. Each group should know who their group members are, but a list is on the teacher's desk if a sub needs to make sure they



	<p>another person. The teacher will explain that this same difference can happen in people's values. The teacher will also explain that students will get in their groups and work together to create a list of 7 values that will be used to collaboratively make a classroom set of values. The teacher will tell the students they will share their values and they need to be pre-pared to share why they thought their values would be important to the class.</p>		<p>are in correct groups. Each group should have a designated member to get supplies and after the teacher has finished instructions they will tell the "runner" to come get the supplies (big sticky note/butcher paper and markers) The Instructions for this activity can be found in Appendix C to be displayed on the board for students to have a visual representation of the instructions.</p>
10 minutes	<p>The teacher will get the students attention and ask each group to share their values and their reasoning for choosing those values. The teacher will tell students to write down the ideas that they really like and want to use as a set of classroom values.</p>	<p>The students will share their ideas and reasoning for choosing those values with the class. The students who aren't sharing their ideas will listen attentively and write down those values they really liked.</p>	
15 minutes	<p>The teacher will pull up a blank sheet on the smart board and ask students to give their favorite values</p>	<p>The students will actively call out their favorite values and respect other students in their discussion of</p>	<p>If students get to loud with calling out values, the students can begin to raise</p>

	that they heard. The teacher will write the values on the smartboard as the students call out their values. Once the students have created their final list and agreed upon it, the teacher will ask for different volunteers to come up and help write the class values on a sheet of butcher paper or sticky note that will be displayed in the classroom.	which values to use. The students will volunteer to help create the class values poster.	their hand and be called on instead
5 minutes	The teacher will collect all of the group's values sheets that they made. The teacher will instruct the students that they can decide where in the classroom to hang their definition of the word values and their class values. See additional information	The students will work together to display their work around the classroom.	The teacher will remind the students that they will be referring to the definition throughout the year so they should hang it somewhere they can easily see it.

## Wednesday Daily Lesson Plan

Lesson title	Who would you choose?
Lesson Purpose/Rationale	Our values affect many parts of our life, including the decisions we make. Our values determine what we hold as important and what we are willing to let slide. Values differ from person to person and because of this they can at times cause issues because not everyone values the same things. This activity will show students how different people's values can be, how these different values can affect decisions, and how to work together to make a decision despite different values.

Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The lesson will use an activity that will demonstrate to students how their values differ from others. The students will have to work together, understand how to disagree respectfully with others, work together to meet a goal, as well as rationalize their decisions to those. This activity will help illustrate how values affect decisions so students have a deeper understanding of values when we read the texts later in the unit.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	The lesson activity came from this site <a href="https://www.radford.edu/content/dam/departments/administrative/QEP/LessonIdeas/QEP-Learning-Activities-for-Establishing-Values.pdf">https://www.radford.edu/content/dam/departments/administrative/QEP/LessonIdeas/QEP-Learning-Activities-for-Establishing-Values.pdf</a>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know what values are.
How will you address students who do not have this prior knowledge?	I will address this issue by providing students with a brief overview of what values are and will also use the classroom definition of values that students have created.
Materials for instruction (include rationale for why the materials are appropriate)	The activity in Appendix D 8 green stick notes for each group
Accommodations and modifications	I will follow IEPs Students who cannot write can participate in group discussion

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5. W.1 Students will write using correct	Students will write in their journals explaining which people they choose in the nuclear bomb activity and	Students choosing people from the activity and writing why in their	Informal: Visually assessing students to

<p>mechanics.</p> <p>10.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.</p>	<p>why and will use correct scented structure when writing.</p>	<p>journals. Materials: The activity in Appendix D and student journals</p>	<p>make sure they are doing the activity. Formal: Collection of journals at the end of the week.</p>
<p>10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual</p>	<p>Students will divide into groups and decided who to pick and write out/make notes of why they want to choose a person using correct sentences structure and grammar.</p>	<p>Groups will work together to decided which people to choose.</p>	<p>Informal assessment: Walking around to check to make sure students are working in groups</p>

<p>contributions made by each group member.</p> <p>10.5. W.1 Students will write using correct mechanics.</p>			
<p>10.1. W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>Students will write their group numbers on green sticky notes provided for them and place them under the people they want to keep and will engage in group discussion using respectful language to decided as a group who to keep.</p>	<p>Groups will work as a whole class to decide who to keep. Materials: Green sticky notes</p>	<p>Informal: Visually assess students.</p>

### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the</p>	<p>The teacher will post the scenario found in Appendix D on the Smartboard and the students will complete their journal bellwork activity. This bellwork activity will lead into class activity and discussion for today.</p>
---	--

students?

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	The teacher will post the scenario on the Smartboard and then take attendance, pass back papers, and any other housekeeping tasks. The teacher will explain the activity before the students get started, see additional information for instruction	The students will work on the scenario posted on the Smartboard and choose the people they will pick and why.	The teacher will read aloud to the students the scenario that will also be posted on the Smartboard. The teacher will tell the students that they will need to choose 8 people to let in as well as writing their reasoning for why they choose the people they did. The teacher will tell students they will be meeting with their groups to choose people so they need to have their explanations so they can help their groups choose people.
5 minutes	The teacher will tell the students that now they are going to get in their groups and decided which 8 people to choose. The teacher will remind students that they are to treat group members with respect and that	The students will move into their designated groups once the teacher is done giving instruction.	Students have been in their designated groups since the beginning of the school years so they should know what group they belong to as well as their group numbers. However, if students do not

	<p>majority will rule on who to take, so in the event that they cannot decide the students will need to take a vote and the majority wins. The teacher will tell the students once they have all agreed on their people they will write their group number on the sticky notes provided and they will stick the sticky note under the people they want to keep.</p>		<p>remember their group number there is a folder on the teacher's desk with group numbers and their assigned group members. The runner of the group will get the sticky notes for the group.</p>
15 minutes	<p>The teacher will circulate the class to answer any questions and make sure group members are treating other group members with respect and that discussion is appropriate. The teacher will remind the groups that they need to have their reasoning for each person they want to keep because they will need to be able to explain why they want a person when the whole class decides.</p>	<p>The students will respectfully discuss with other members of the group which people they want to choose. Once members have agreed on who to let in, they will place their numbered sticky notes under the people they want to keep.</p>	<p>While students are discussing, the teacher will write the people on the board for students to place sticky notes under.</p>
20 minutes	<p>The teacher will get the students' attention back and</p>	<p>The students will participate in a respectful discussion</p>	<p>The teacher will tell the students that there is</p>

	<p>explain that as a class we are going to decide who to keep. The teacher will direct the students attention to the board and tell them to notice what other groups placed their sticky notes. (See additional information for more detailed discussion at this point) The teacher will erase names from the board when it has been decided that a person won't be let in.</p>	<p>and decided who as a class to keep and who not to keep. The students will engage with their fellow classmates to come to an agreement and discuss the reasoning behind who they choose.</p>	<p>variance because we all have different values. The teacher will lead the class through the process of deciding who they want to stay or not. The teacher will remind the students to be respectful to other. The teacher will ask questions throughout the activity such as          -Why do you choose this person?          -What values does it show by choosing this person?          -What affect on this process did our values have?          -What was difficult about this?</p>
--	---	--	---

## Thursday Daily Lesson Information

Lesson title	Real World Values
Lesson Purpose/Rationale	The world we live in is filled with all different values, beliefs, and ethics. Not everyone has the same ideas of what should happen, and many times when people disagree, outcomes of hate and misunderstanding occur. Students need to know how to look at real world problems and identify what values others have and be able to work with those whose values differ from ours.
Lesson description	This lesson is designed to show students that values have an effect in



(include concepts and skills and where this lesson fits within the curriculum)	real life situations as well as ones in texts. Students will use critical thinking skills to determine what values are present in the article and provided textual evidence to support their claim. This evaluation of a real life article will help students understand how to look for values in a text as well as practice critical thinking skills and finding supporting evidence.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	News ELA Article about the pipeline on tribal land in North Dakota <a href="https://newsela.com/articles/pipeline-arrest-shailene-woodley/id/22777/">https://newsela.com/articles/pipeline-arrest-shailene-woodley/id/22777/</a> Grammar activities from <i>The Grammar Teacher's Activity-A-Day</i>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know what values are.
How will you address students who do not have this prior knowledge?	I will address this information by pointing the students towards the classroom definition of values and classroom values and if students have further questions I will answer them.
Materials for instruction (include rationale for why the materials are appropriate)	Copies of News ELA Article at different reading levels for the groups-found in Appendix F The Grammar Activity found in Appendix E Highlighters for partners
Accommodations and modifications	I will follow all IEPs. Students will be grouped according to their reading levels for this activity. Students who can't read can participate in group discussion. Students who can't see can have their groups read the article out loud and participate in group discussions.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5. W.3 Students will practice their use of Standard American	Students will complete the grammar activity in Appendix E on their own in their journals using correct grammar usage.	Lesson Activity: The students will work on prepositional phrases. Materials: Activity	Informal: Visually assessing students to make sure

English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.		in Appendix E	they are completing the activity. Formal: Collection of journals at end of week to grade the bell work throughout the week
10.5. R Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles. 10.3. W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	Students will work with partners to analyze the article, found in Appendix F, for values that are being displayed and will highlight the evidence that supports these values.	Lesson Activity: Reading the article and highlighting evidence of values Materials: Different reading level article and highlighters	Informal: Visually assessing groups to make sure they are working Formal: Collection of articles
10.3. W.3 Students will	Students will discuss with groups what values they saw	Activity: Students will share with	Informal: Listening to

<p>elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p> <p>10.1. W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>and the evidence for those values.</p>	<p>whole class the values and evidence they found for the values with the class.</p>	<p>students and visually assessing that students are actively participating in group discussion. Formal: Collection of articles with evidence highlighted.</p>
--	---	--	--

### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What</p>	<p>Students will complete the grammar bell work activity on the board. The teacher will then ask students... “Do you think values have any effect on the world and how we act?”</p>
---	---

anticipatory set are you presenting to engage the students?	
---	--

## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will take attendance, pass back papers, and take care of other housekeeping tasks.	The students will complete the grammar bell work that is displayed on the board.	The teacher will display the grammar activity in Appendix E on the smartboard for students to complete.
5 minutes	The teacher will explain that students will work with their shoulder partners to read through the news article and find examples of values in the article and that they need to be sure to highlight the evidence for the values they see. The teacher will also tell them that they will discuss with the class what they saw, so they need to be prepared to share, so if they want to make notes they can. The teacher will pass back specific article for each group and highlighters. See additional information for shoulder partners.	The students will meet with their shoulder partner and wait for the teacher to hand them their article and highlighter after the teacher finishes giving instructions.	The article is found in Appendix F. Students have used shoulder partners before so they should know who to turn to. Shoulder partners have been strategically placed so students will be with someone on the same reading level as each other. There is a folder on the teacher's desk that has a list of shoulder partners and a number beside them. The number will correspond to the News ELA article the students need. 1 is the lower level and goes up from there. The essays will be on the teachers desk discreetly marked

			1-4 for sub to know who to pass which articles to if need be.
10 minutes	The teacher will circulate through the groups and assist any groups who have questions or are struggling with the activity.	The students will work with their shoulder partners to go through the essay and use their critical thinking skills to find values and evidence for them.	
15 minutes	The teacher will ask the students what values they saw in the article and what evidence they have for it. See additional information for more questions to ask.	The students will actively participate in group discussion.	<p>“What values does each side hold?”</p> <p>“How are values affecting the conflict”</p> <p>“Do you think that people can value the wrong things”</p>
15 minutes	The teacher will collect the articles and begin to explain to student’s next project, writing an extended definition. See additional information for instructions on extended definition. The teacher will tell the students to think about ideas but tomorrow they will have almost all of class time to write their definition.	The students will actively listen to the teacher, ask any questions they have, and take notes for how to write and extended definition.	<p>Extended definitions elaborate from the simple dictionary definition. We are going to write an extended definition essay over values. You can define values through their function, an example, negation, as a few examples. The extended definition should be explained through how you define values so your unique ideas on values should be seen in your definition. Your definition should be one well developed paragraph and should be 50-100</p>

			words.
--	--	--	--------

## Friday Daily Lesson Information

Lesson title	Extended Definitions
Lesson Purpose/Rationale	Extended definitions is a type of writing that can help elaborate on definitions and provided deeper meaning and insight into a word. Extended definitions can be used to clarify a topic and share a person's ideas on the topic. Extended definitions can be used in many types of papers and not just by themselves. Students should be familiar with this type of writing so they can be prepared in case they encounter it on a test and so when they are writing they can strengthen their writing by adding in extended definitions to explain a topic and provided their insight with it.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson is designed to strengthen students writing abilities and to deepen their critical thinking skills as students will need to think critically about the definition to expand on it. The extended definition will help students to also better understand how they define values.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	Grammar bell work taken from <i>Grammar Teacher's Activity-A-Day</i>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know how to write an extended definition.
How will you address students who do not have this prior knowledge?	I will address this information by going over what I explained to students the day before of what they need to do in order to write an extended definition.
Materials for instruction (include rationale for why the materials are appropriate)	Students will need paper to write their definitions on. Grammar activity in Appendix G
Accommodations and modifications	I will follow all IEPs. Students who need accommodations for writing, or other disabilities will have the length of the definition shortened.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.5. W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will complete the grammar bell work silently on their own in their journals.	The bell work in Appendix G and student journals.	Informal: Visually assess to make sure students are completing the bell work. Formal: I will collect journals today to check the bell work from the week and assign a grade to it out of 5 points.
10.2. W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check). 10.3. W.3 Students will elaborate on ideas by using logical reasoning and	Students will write a 50-100 word extended definition on their own using correct grammar, spelling, and sentence structure.	Students will write their extended definitions	Informal: Visually assessing to make sure students are writing their definitions. Formal: Collection of definitions

<p>illustrative examples to connect evidences to claim(s).</p> <p>10.8. W</p> <p>Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.</p>			
<p>10.1. W.1</p> <p>Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p> <p>10.1. R.1</p> <p>Students will actively listen and speak</p>	<p>Students will share their different extended definition values in group discussion and respectfully listen to others and clearly share their definitions to the class.</p>	<p>Students will share the definitions with the class</p>	<p>Informal: Visually watching and listening to students</p> <p>Formal: Collection of definitions.</p>



clearly using appropriate discussion rules with control of verbal and nonverbal cues.			
---	--	--	--

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The students will work on their grammar bell work. The teacher will then quickly review the instructions for the essay (That can be found in Thursday's Tick-Tock) The teacher will remind the students that it has to be 50-100 words, and let the students start working. The teacher will tell the students it must be finished by the end of class because it will be the ticket out. Bell work in Appendix G
--	---

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will pass back papers, take attendance, and take care of other housekeeping tasks. The teacher will have the bell work on the board and then once students have finished bellwork the teacher will recap the instructions for the extended definition. See additional information	The students will complete the bell work and will ask any questions they have about the extended definitions.	Instructions for extended definition can be found in Thursday tick tock and what the teacher needs to tell students before they start can be found above in "Today's Essential Questions"
35 minutes	The teacher will walk around and make sure students are working and helping with any	Students will work on their extended definitions and ask any questions they have.	The teacher will remind students that this will be their tickets out and will remind them

	questions they have.		there is 15, 10, and 5 minutes left of writing time.
10 minutes	The teacher will ask students to share their extended definitions, volunteers only, and will remind the class to be respectful of those who do share their definitions.	Students will volunteer to share their definitions and those who are not sharing will listen attentively and respectfully to their fellow classmates.	

## Week 2

### Monday Daily Lesson Information

Lesson title	Family Values
Lesson Purpose/Rationale	The values we each have are shaped by different experiences in our lives and by the people that surround us. Many times, people don't realize just how big of an impact our family has on our values until we begin to look at it and look at others. If students can understand just how much their family influences their own values, it will help them understand how others values were shaped.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will use critical thinking skills to examine where their values, as well as fellow classmates values come from. Students will use the skills of analyzing they gained from this activity to analyze the values of where the characters in the stories values came from.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	Used for vocabulary activities <a href="https://www.vocabulary.com/lists/143806">https://www.vocabulary.com/lists/143806</a> Pages 32 & 33 used for this activity <a href="http://www.advocatesforyouth.org/storage/advfy/documents/chapter2.pdf">http://www.advocatesforyouth.org/storage/advfy/documents/chapter2.pdf</a>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know what values are.
How will you address students who do not have	I will address this by using the class created definition of values. I will give a brief over view of what values are to any students who need this prior knowledge and direct them to the classroom

this prior knowledge?	definition of values and the class created classroom values if the student needs more information.
Materials for instruction (include rationale for why the materials are appropriate)	Vocabulary Bell work in Appendix G Handout in Appendix H
Accommodations and modifications	I will follow all IEPs. Students who cannot write or read will be grouped together with students who can help them

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<p>10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text</p> <p>10.4. R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or</p>	<p>Students will use correct sentence structure and grammar and write 3-5 sentences using the provided vocabulary word as well as using a synonym of the word.</p>	<p>Students will journal about the vocabulary word. Materials: Student journals.</p>	<p>Informal: Visually assessing to make sure students are completing the journal</p> <p>Formal: Collection of journals at the end of the week on Friday</p>

phrases.			
<p>10.5. W.1 Students will write using correct mechanics.</p> <p>10.5. W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.</p> <p>10.3. W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p>	<p>Students will complete the worksheet activity about their family values on their own to analyze where their values come from and write in complete sentences. Students will use logical reasoning when responding to the questions.</p>	<p>Activities: Students will complete the worksheet activity.</p> <p>Materials: Worksheet from Appendix H</p>	<p>Informal: Visually assessing to see if students are completing the activity.</p> <p>Formal: Collection of the worksheets, (will use towards daily participation grade—be graded for completion)</p>
<p>10.1. W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary</p>	<p>Students will divide into their groups and pick two topics to discuss. Students will pick two topics to talk about in their groups. Students will respectfully talk about their values with others.</p>	<p>Activity: Students will discuss the two topics they picked and discuss the differences in the groups.</p>	<p>Informal: Visual assessments to make sure students are completing the activity.</p> <p>Formal: Collection of</p>

<p>compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>10.1. W.2</p> <p>Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>			worksheets.
<p>10.1. W.2</p> <p>Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises</p>	<p>Students will discuss as a class what they discussed in their groups and then discuss any other realizations that they had while doing the activity.</p>	<p>Activities: Group discussion about what values they discussed.</p>	<p>Informal: Listening to the students as they discuss what they talked about.</p> <p>Formal: Collection of worksheets.</p>

<p>to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>10.1.W.2</p> <p>Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member</p>			
--	--	--	--

### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Students will complete the vocabulary bell work activity, the word for today is found in Appendix G. After students have completed the bell work, the teacher will ask the students...</p> <p>“Have you ever thought about where you get your values from” and “Do your families have anything to do with what your values are?”</p>
---	---

## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will display the vocab word for the day on the smart board for the students. The teacher will take attendance, pass back papers, and take care of other housekeeping tasks while students complete bell work.	The students will complete the bell work activity that is on the board.	Bell work for today found in Appendix G
10 minutes	The teacher will explain the next activity. The teacher will say that our families have a big impact on who we are and what values we hold and the reasons why we do have those values. Sometimes our values might differ from our family's values for specific reasons. Today, you are going to think about what your family has taught you based on certain topics listed on the worksheet. You will fill out the worksheet based on what your family would say about it, and then say if you consider it a value or not. If you finish before the	The students will work quietly on the worksheet elaborating on what their families have told them about certain topics and ranking their values.	Handout for today in Appendix H. If students are working and expanding a lot on the values, 5 more minutes can be given, just adjust time accordingly. If add an extra 5 minutes, time will be in the "additional information" column and for the regular time that does not go the extra 5 minutes, time will be as follows in the "time" column.

	others, go through and rank the values in order of what you think your personal values are.		
15 minutes	The teacher will tell the students to get with their assigned groups and pick two of the topics to discuss. As a group they will all go around and share their family's ideas on the two topics they decided upon. The teacher will remind the students to be respectful of each other's ideas and values when discussing.	The students will get in to their assigned groups after instructions are given and will choose two topics to respectfully discuss as a group the differences in the values among each other.	If there was an extra 5 minutes in the above time, this time will still be 15 minutes.
20 minutes	The teacher will call the groups back for a whole class discussion. The teachers will ask the groups to share what topics they discussed and what the differences & similarities they found amongst the groups. After groups have shared the teacher will ask if there were any other things kids noticed during this. Examples: A value their family values that may be different than what they value personally, values they never realized their families had,	Students will respectfully discuss what they found out in their groups and share their own thoughts and ideas.	If the extra 5 minutes was used the time for this will be 15 minutes.



	differences that surprised them.		
--	----------------------------------	--	--

## Tuesday Daily Lesson Information

Lesson title	<i>No Easy Answers Stories</i>
Lesson Purpose/Rationale	Values are something that seem easy to explain when we look at them in clear cut situations or think about what our values are. However, when things get complicated, our values can become hidden or harder to find. Students need to understand how outside forces can affect something that seems so clear cut for us already. As well as understanding just how many different values there are.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson allows students to use their critical thinking skills to pick values out of a text and situation that makes it not such a clear cut answer. Students will examine the text to gain insight as to what values are depicted, how outside sources affect these values, and what the values do for the story. Students will also use their critical thinking and previous knowledge to create a list of types of values.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	<i>No Easy Answers: Short Stories About Teenagers Making Tough Choices</i> The handout was developed from a worksheet that I found online. I created mine based on that worksheet and saved mine but I can't find the original one online that I used as a template for mine to site here...

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know what values are and what helps to shape our values.
How will you address students who do not have this prior knowledge?	I will address this by pointing students towards the classroom definition of values as well as the classroom values for examples after I provided a summary of what values are and what shapes them.
Materials for instruction (include rationale for why the materials are appropriate)	Book: <i>No Easy Answers</i> Values handout found in Appendix J
Accommodations and modifications	I will follow all IEPs. Students who cannot read or write will participate by contributing to group discussion. Students will be in groups and groups will be able to assist with understanding.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1. R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will actively listen to the story and take notes regarding values that are in the story and evidence for those values.	Activity: Teacher will read aloud the story and students will listen attentively taking notes of values they find in the story. Materials: Story from No Easy Answers pages 143-163	Informal: Visually assesses to make sure students are listening and taking notes.
10.1. R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in class discussion talking about what values they noted and their reasons for noting those values.	Activity: Group discussion over what was read.	Informal: Watching and listening to students in discussion.
10.1. W.2 Students will work effectively and respectfully within diverse groups, show	Students will work in groups to fill out the values handout and explain what values they think are there.	Activity: Filling out values worksheet. Materials: Worksheet in Appendix J	Informal: Visually assessing students Formal: Collection of handout for

willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member. 10.5. W.1 Students will write using correct mechanics.			participation grade
---	--	--	---------------------

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The teacher will jump right into the reading from <i>No Easy Answers</i> , pages 143-163. The teacher will start reading without any explanation because the teacher does not want to give away any information as far as what will happen in the story.
--	--

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2 minutes	The teacher will take attendance, and take care of any other housekeeping tasks. The teacher will tell students to get their journals or something they can take notes in out and get it ready.	The students will get their journal or other notebook out to take notes in during reading.	

10 minutes	The teacher will read out loud the selection from <i>No Easy Answers</i> , pages 143-163. The teacher will tell the students to take detailed notes over any values they see and details for why they thought of those values.	The students will take notes over the reading and write down values and evidence for those values.	
15 minutes	The teacher will begin the class discussion over what values they found in that story. See additional information for discussion questions. Want the discussion to be mainly student lead, but if it is dying can use those questions to save it.	The students will participate in class discussion and discuss what values they saw and what evidence for those values they have. Students will be encouraged to push back against others ideas, in a respectful manner, if they do not agree with something a student said.	Save the discussion <ul style="list-style-type: none"> <li>• What affected the values</li> <li>• What changed in Cory's values</li> <li>• What are Cory's parents values</li> <li>• What are Mr. Kim's values</li> <li>• Joey's values</li> <li>• Cory's friends values</li> </ul>
15 minutes	The teacher will ask the students to get in their assigned groups and explain that they are going to go through the hand out and label each scenario with what type of values it could be demonstrating. The teacher will tell the students they will need another sheet of paper to explain why they picked the values they did.	The students will move into their assigned groups after instructions are finished and work to complete the handout and explanations for each value.	Handout found in Appendix K
8 minutes	The teacher will collect the handout and the	The students will pass in their work and listen attentively and ask	<ul style="list-style-type: none"> <li>• Instructions can be posted on the board and</li> </ul>

	<p>explanations and will begin to explain to students their creative writing project. See additional information.</p>	<p>any questions they have about the assignment</p>	<p>found in Appendix I. The teacher will tell the students that in order to look at values in other works; they need to know their values and they are going to do this through telling a story or writing a poem. The teacher will explain that each student can choose to write a narrative story or a poem that explains what your personal values are and what shaped those values. It needs to be at least one page long and detail your values and what shaped them. The teacher will tell the students that they will have 30 minutes of class time to work on this tomorrow, but if they want to start tonight they can do so, but don't have to.</p>
--	---	---	---

## Wednesday Daily Lesson Information

Lesson title	Work Day for Creative Writing assignment
Lesson Purpose/Rationale	This lesson is designed to help strengthen student's creativity and writing ability. Writing is something that no matter what will be a part of our lives. Even if we need to only write small amounts, writing is still an important skill to have. Writing well and using correct grammar is a skill that everyone needs.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson will strengthen student's creative skill as well as their grammar and writing skills. Students need to be able to write well because writing is an important skill they will use every day. This lesson will take each part of the values we will have analyzed and have students put them all together to tell a story about themselves
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	N/A I came up with the lesson idea on my own for this.

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know what values are, what their personal values are and where they came from.
How will you address students who do not have this prior knowledge?	I will discuss with students what values are and point them to the class definition of values for reference. I will ask students to brain storm what their values are and where they think these values came from after giving them a summary of what we learned about where values come from and personal values.
Materials for instruction (include rationale for why the materials are appropriate)	Students will need paper to write their story. Instructions for story found in Appendix I
Accommodations and modifications	I will follow IEPs. Students who have difficulty writing will have the assignment shortened or have the option to type their assignment.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
--	--	---------------------------------	--------------------------------

<p>10.3. W.2 Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, and data) and maintaining an organized structure and a formal style.</p> <p>10.5. W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.</p> <p>10.5. W.1 Students will write using correct mechanics.</p>	<p>Students will demonstrate their creative skills and their ability to use correct grammar and sentence structure to tell a narrative story or poem about their values and how they are developed in at least one page.</p>	<p>Activities: Students will work on their narrative stories or poems.</p> <p>Material: Students should have own their own paper</p>	<p>Informal: Visually assessing students as they are writing</p> <p>Formal: Collection of papers at the end of the hour.</p>
<p>10.1. R.1 Students will actively listen and speak</p>	<p>Students will present their stories or poems to the class and practice their speaking and presentation skills as well as</p>	<p>Activities: Students will present their stories and poems to the class.</p>	<p>Informal: Listening and watching student's</p>

clearly using appropriate discussion rules with control of verbal and nonverbal cues. 10.1. W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	their listening skills, while listening to their fellow classmates presentations.		presentations. Formal: collection of papers at end of hour.
--	---	--	---

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The teacher will review the instructions found in Appendix I and display the instructions and students will get right to work to allow enough time for students to finish their stories or poems.
--	---

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will take attendance; pass back papers, and any other housekeeping tasks. The teacher will explain the instructions for the paper and post them on the board.	The students will listen attentively and will ask any questions they have over the assignment.	



	Instructions found in Appendix		
35 minutes	The teacher will walk around and help any students who need help with their assignment. The teacher will remind the students that this will be their ticket out of class.	The students will work on their assignments and ask any questions they have.	Instructions found in appendix I.
15 minutes	The teacher will ask for volunteers to share their stories or poems. The teacher will then facilitate discussion about what values there are throughout the class and if there was anything the students liked that their fellow students read.	The students will volunteer to share their work and will speak loudly and clearly as well as listen attentively.	

## Thursday Daily Lesson Information

Lesson title	Values in <i>The Book Thief</i>
Lesson Purpose/Rationale	Values affect our everyday lives and are also prevalent in novels that we read. The values present in the novels that we read have a big affect on what happens in the story and what the character do. They also can provided insight as to what was going on during a time period and can help start discussion over what values have changed and what have continued to stay strong.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson is designed for students to use their previous knowledge from the lessons before this and use it to identify the values in the selections from the novel <i>The Book Thief</i> . This lesson is designed for students to identify key values in texts and find the evidence for them, as well as analyze what was going on in the world that would affect the values or use the values to gain clues as to what was going on in the world when the text was written or the world of the text.
Lesson length	50 minutes
Grade level and	10 <sup>th</sup> grade

course	
Source of lesson plan and how I modified it	<i>The Book Thief</i>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know what values are and what happens in <i>The Book Thief</i>
How will you address students who do not have this prior knowledge?	I will address this by using the classroom set of values and explain what values are as well as providing a brief summary of <i>The Book Thief</i>
Materials for instruction (include rationale for why the materials are appropriate)	Class copies of <i>The Book Thief</i> to read pages 174-184 Vocabulary Bellwork for today found in Appendix G
Accommodations and modifications	I will follow all IEPs. Students who have difficulty reading can participate because they will be in groups that will read the selection out loud. Students who have difficulty writing can participate in group discussion.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. 10.4.R.5 Students will use a	Students will use the provided vocab word to write a short paragraph using the word as well as use a synonym for the word.	Activities: Students will complete the bellwork activity. Materials: Vocab bellwork for today that is found in Appendix G	Informal: Visually assessing students to make sure they are completing the bellwork. Formal: Collection of journals on Friday.

<p>dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.</p> <p>10.5.W.1 Students will write using correct mechanics.</p>			
<p>10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p> <p>10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to</p>	<p>Students will work in groups to identify values that are found in the selections given as well as finding evidence for these values and discuss what effected these values in the book and in the world the book was written.</p>	<p>Activities: Students will work in groups to determine the values and identify evidence for those values Materials: Students will use their own paper to write down their ideas and evidence.</p>	<p>Informal: Visually assessing students to make sure they are doing assignment. Formal: Collection of paper to see that groups were doing activity—will be used as completion that will go towards participation grade</p>

make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.			
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will discuss in an in class discussion of what values they found and what evidence they found for those values.	Activities: Class discussion of what they found. Materials: Students will use their books and notes from group discussion	Informal: Visually assessing students as they participate in class discussion.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Students will do the bell work for today found in appendix G. After students have finished the bell work the teacher will ask... “Do you think values play a role in novels”
---	---

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will take attendance, pass back papers, and take care	The students will complete the bell work then get out their class copy of <i>The Book</i>	The teacher can find the bell work for today in Appendix G.

	<p>of any other housekeeping tasks. The teacher will display the vocabulary word on the Smartboard for students to complete the bell work. See additional information</p>	<p><i>Thief</i> for today's lesson.</p>	<p>The teacher will ask students to get a copy of <i>The Book Thief</i> off the shelf for today's lesson.</p>
5 minutes	<p>The teacher will explain that students will read the selections from <i>The Book Thief</i> in their groups. As a group they will write down what values they see. See additional information.</p>	<p>The students will get in their assigned groups after the teacher finishes instructions.</p>	<p>The students have used their groups all semesters they will know what groups to get into. The teacher will instruct the students to look for</p> <ul style="list-style-type: none"> <li>• What values are present in the selection and the evidence for these values</li> <li>• Would the values in this section be questioned in the world of the book and why</li> <li>• What affected Hans's values?</li> </ul> <p>The teacher will write these questions on the board and tell students to use a piece of paper to write down their groups ideas and to provided page numbers for the evidence that supports what they found. The teacher will write the page</p>

			numbers on the board, 174-184
25 minutes	The teacher will walk around and assist groups in their examination of the text.	The students will work in groups to examine the text and provided evidence for what they found and answer the questions the teacher wrote on the board.	
13 minutes	The teacher will ask the students to share what they found and the evidence they found in the text. The teacher will ask the questions that were written on the board that the students were supposed to answer to help class discussion.	The students will discuss as a class what they found in their groups during their analysis of the text.	
2 minutes	The teacher will collect the papers the groups wrote their answers and evidence for answers on.	The students will pass in their papers.	

## Friday Daily Lesson Information

Lesson title	Values in <i>To Kill A Mockingbird</i>
Lesson Purpose/Rationale	Values affect our everyday lives and are also prevalent in novels that we read. The values present in the novels that we read have a big affect on what happens in the story and what the character do. They also can provided insight as to what was going on during a time period and can help start discussion over what values have changed and what have continued to stay strong.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson is designed for students to use their previous knowledge from the lessons before this and use it to identify the values in the selections from the novel <i>To Kill A Mockingbird</i> . This lesson is designed for students to identify key values in texts and find the evidence for them, as well as analyze what was going on in the world that would affect the values or use the values to gain clues as to what was going on in the world when the text was written or the world of the text. This lesson will also help students to make connections across texts and find similarities in texts.
Lesson length	50 Minutes
Grade level and course	10 <sup>th</sup> grade

Source of lesson plan and how I modified it	<i>To Kill A Mockingbird</i>
---	------------------------------

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to know what values are and know what values were found in <i>The Book Thief</i>
How will you address students who do not have this prior knowledge?	I will address these students by explaining what values are and directing them to the classroom definition of values as well as explaining what values were found in <i>The Book Thief</i>
Materials for instruction (include rationale for why the materials are appropriate)	Student copies of <i>To Kill A Mockingbird</i> Students papers from Thursday Vocabulary for Bell work found in Appendix G
Accommodations and modifications	I will follow IEPs. Students who have difficulty reading can participate because they will be in groups that will read the selection out loud. Students who have difficulty writing can participate in group discussion.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. 10.4.R.5 Students will use a dictionary,	Students will use the provided vocab word to write a short paragraph using the word as well as use a synonym for the word.	Activities: Students will complete the bellwork activity. Materials: Vocab bellwork for today that is found in Appendix G	Informal: Visually assessing students to make sure they are completing the bellwork. Formal: Collection of journals today

<p>glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.</p> <p>10.5.W.1 Students will write using correct mechanics.</p>			
<p>10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p> <p>10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary</p>	<p>Students will work in groups to identify values that are found in the selections given as well as finding evidence for these values and discuss what affected these values in the book and in the world the book was written.</p>	<p>Activities: Students will work in groups to determine the values and identify evidence for those values</p> <p>Materials: Students will use their own paper to write down their ideas and evidence.</p>	<p>Informal: Visually assessing students to make sure they are doing assignment.</p> <p>Formal: Collection of paper to see that groups were doing activity—will be used as completion that will go towards participation grade</p>



compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.			
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will discuss in an in class discussion of what values they found and what evidence they found for those values and what values they found that were similar in <i>The Book Thief</i> .	Activities: Class discussion of what they found. Materials: Students will use their books and notes from group discussion	Informal: Visually assessing students as they participate in class discussion.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The students will work on the bell work for today, found in Appendix G. The teacher will then ask if students think that there are values that can be found across texts.
---	---

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will take attendance, pass back papers from yesterday's activity	The students will work on the bell work for today and get their class copies of <i>To Kill A Mockingbird</i> .	The teacher will collect the student journals today to grade.

	and take care of any other housekeeping tasks. The teacher will display the vocab word for today, found in Appendix G. The teacher will ask the students to get a copy of <i>To Kill A Mockingbird</i> off the shelf when they turn their journal in.		
5 minutes	The teacher will explain that students will read Chapter 9, pages 99-102 from <i>To Kill A Mockingbird</i> and will answer the questions. See additional information	The students will work on their own to analyze the text and answer the questions.	<p>The teacher will write the following questions on the board for students to answer. The teacher will tell students to write out their answers on a sheet of paper and provided page numbers for the evidence to their answers.</p> <ul style="list-style-type: none"> <li>• What values does Atticus exhibit?</li> <li>• What values does Scout exhibit?</li> <li>• Why would their values be questioned during this time?</li> <li>• What shaped Scout's values?</li> <li>• What values shaped Atticus's values?</li> </ul>
30 minutes	The teacher will walk around the classroom and assist students in their analysis of the	The students will work on their analysis of the text and answer the questions the teacher posted on the board.	

	text and answer any questions students have.		
10 minutes	The teacher will ask the students to share what they found in the text and the evidence they found to support their findings. The teacher will collect student's papers to grade as a completion grade and goes towards participation grades.	The students will share what they found and the evidence that supports these.	

## Week 3

### Monday-Wednesday Daily Lesson Information

Lesson title	Reading <i>This Is Where It Ends</i> Monday-Wednesday
Lesson Purpose/Rationale	The novel <i>This Is Where It Ends</i> by Marieke Nijkamp depicts a school shooting and is told through the eyes of different students at the high school. The book provides a look at a stressful, intense, and terrifying situation through different perspectives. Unfortunately in the world today things like this happen more frequently and are a very real topic for students. The book allows a way to address this tough issue while also critically looking at how values affect us in situations and how our experiences can make our values change.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson is the beginning of reading in the novel. Students will begin to engage in the text by reading it and making predictions of what they think will happen and how this book has to relate to values. Students will use the knowledge gained from previous lessons towards this novel to think about the values that are at play in a book that seemingly isn't about values.
Lesson length	150 minutes (3-50 minute classes Monday-Wednesday)
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	<i>This Is Where It Ends</i> by Marieke Nijkamp

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know how to read and follow along while others are reading.
How will you address students who do not have this prior knowledge?	Students who cannot read or follow along while others are reading will have their needs met through steps that are detailed in the accommodations and modifications section.
Materials for instruction (include rationale for why the materials are appropriate)	Copies of <i>This Is Where It Ends</i> for everyone in the class so students can read at home and in class Students journals, so students can journal any thoughts/feelings/ideas they have while reading and can bring up in class discussion Pre-Test in Appendix K
Accommodations and modifications	I will follow all IEPs. Students who cannot read will be grouped with stronger readers and be able to listen while others read out loud. Students who are deaf and blind will have access to copies of the book in Braille.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective 10.5. W.1 Students will write using correct	Students will take turns, reading out loud the book and will read clearly and loudly to build up their speaking skills and fluency and will ask questions if they do not understand the reading and will analyze the reading for example of values while they are listening or reading.	Reading aloud chapters 1-3 of <i>This Is Where It Ends</i> . Student journals so students can write down any questions they have over the reading.	Informal: Watching and listening to make sure students are following around and listening

mechanics.			
10.1. R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will discuss as a group at the end of class over what they have read, any questions they had, or anything that was interesting to them, or any values they have noticed already.	The last 10 minutes of class will be designated for class discussion over thoughts, comments, or questions they have over the reading.	Informal: Watching and listening to make sure students are following around and listening

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	What are some of your values? How do you think that these affect the choices you make and how you react in stressful situations? What would you do if you found yourself in a school shooting?
--	--

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2 minutes	The teacher will take attendance, pass back papers, and any other housekeeping tasks as well as pass out the books we will start reading.	The students will come into class and get their books and follow established classroom procedure for the start of class.	
10 minutes	The teacher will ask		

	<p>the students to complete the pre-test that can be found in Appendix K The teacher will tell the students they can use anything on the outside of the cover, what they have learned in previous activities, or any knowledge they have to make their predictions about what values will be found in the book and what they think will affect these values. The only thing they can't do is use each other or look inside the book.</p>		
3 minutes	<p>The teacher will ask the students the essential questions listed above and begin the intro for the book and other instructions (found in the addition information column)</p>	<p>The students will listen to the teacher and ask any clarifying questions before we start the book.</p>	<p>The teacher will ask the students the essential questions above as a brief intro to the book. The teacher will also explain that they will read aloud as a class until the teacher says to stop. Once they finish reading for the day, we will engage in a class discussion over what they read and any questions, comments, thoughts, they had. The teacher will tell the students to have their journals open and anything they find interesting, or confusing, or have a thought about, they should write it in their</p>

			journal and we will discuss it during class discussion.
30 minutes	The teacher will begin the read aloud and explain to students that they will read out loud until the teacher tells them to stop and then they will choose on someone. (See additional information for more instructions)	The students will follow the read aloud rules, and follow along while reading and write down any questions they have regarding the novel.	The teacher will explain to the students that they will read until the teacher tells them to stop and then they will pick on someone to read. However, if someone does not want to read out loud all they have to do is say pass and the person will call on someone else.
3 minutes	The teacher will tell the students that now is the time for them to ask any questions they had about the story so far, any interesting thoughts, ideas or comments they have.	The students will share their thought, ideas, comments, and questions over the story with the class in a respectful group discussion.	
2 minutes	The teacher will remind the students that they will have to read from where they stopped to chapter 3 tonight and be ready to start reading out loud on chapter 4.	The students will listen to the teacher as she gives final instructions and will begin to pack up their things after instructions have been given.	
<b>TUESDAY</b>			
2 minutes	The teacher will pass back papers, take attendance, and complete any other housekeeping activities.	The students will come into class and get their books and follow established classroom procedure for the start of class.	
2-5 minutes	The teacher will recap where we left off yesterday and what the students would have read the night before. The	The students will follow correct classroom procedure and listen to the teacher and ask any questions they had over the reading from the	The teacher can make this time longer than 5 minutes if the students have a lot of questions that are relevant to the text

	teacher will answer any questions that students have from the readings the night before. The teacher will tell the students that they will start on chapter 4 today.	night before.	and help them understand what they have read or it can be shorter if there are no questions.
28 minutes (see additional information)	The teacher will remind students of how the read aloud and picking students works and will begin reading the first bit of chapter 4 out loud.	The students will follow the read aloud procedure and participate actively in reading and listening. The students will continue to write down any questions, comments, thoughts they have in their journals.	The 28 minutes will depend on how long the previous step takes. 28 minutes is based on the previous step taking 5 minutes, but can vary depending. The read aloud needs to go till there is 15 minutes left at the end of class for discussion.
15 minutes	The teacher will remind the students that they need to read till chapter 6 tonight for homework and then ask if anyone had any questions, comments, or thoughts they wanted to share over the reading.	The students will actively participate in classroom discussion and share any of the things they wrote in their journals while reading.	Discussion will be student lead. Ideally will include discussion about <ul style="list-style-type: none"> <li>• What values they think they will see</li> <li>• Have they seen any values yet</li> <li>• What do they think will happen</li> <li>• Discussion questions analyzing the values and where they came from.</li> </ul>
<b>WEDNESDAY</b>			
2 minutes	The teacher will pass back papers; take attendance, and any other housekeeping tasks.	The students will follow correct classroom procedure and get their journals and books out and get ready to start class.	



3-5 minuets	The teacher will tell the class they are starting on chapter 7 today and trying to get through chapter 9. The teacher will then ask if there were any questions, thoughts, comments, on last night's reading.	The students will participate in discussion and ask any question they had to clarify reading.	This step again can vary depending on the questions the students are asking.
28 minutes	The teacher will start off the read aloud by reading the first bit of chapter 7 and then will call on a student to read.	The students will actively listen and participate in the read aloud as well as write down any questions, comments, or thoughts about the book in their journals.	The teacher can also ask students to start looking at any values they have seen at this part of the text.
15 minutes	The teacher will remind the students that they need to get through chapter 9 for tonight's homework and open up the discussion.	The students will actively participate in the discussion with any thoughts, questions, ideas, they have.	<p>Discussion will be student lead. Ideally will include discussion about</p> <ul style="list-style-type: none"> <li>• What values they think they will see</li> <li>• Have they seen any values yet</li> <li>• What do they think will happen</li> </ul> <p>Discussion questions analyzing the values and where they came from.</p>

## Thursday Daily Lesson Information

Lesson title	Continue reading <i>This Is Where It Ends</i>
Lesson Purpose/Rationale	The novel <i>This Is Where It Ends</i> by Marieke Nijkamp depicts a school shooting and is told through the eyes of different students at the high school. The book provides a look at a stressful, intense, and terrifying situation through different perspectives. Unfortunately in the world today things like this happen more frequently and are a very real topic for students.

	The book allows a way to address this tough issue while also critically looking at how values affect us in situations and how our experiences can make our values change.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson is the continuing of reading in the novel. Students will engage in the text by reading it and making predictions of what they think will happen and how this book has to relate to values. Students will use the knowledge gained from previous lessons towards this novel to think about the values that are at play in a book that seemingly isn't about values. Students will use their critical thinking skills to analyze the text we have read so far and find any similar values between this text and <i>The Book Thief</i> and <i>To Kill A Mocking Bird</i>
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	<i>This Is Where It Ends</i> <i>To Kill A Mockingbird</i> <i>The Book Thief</i>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read the book up to chapter 10 and have read the selections from the other two books.
How will you address students who do not have this prior knowledge?	I will address this by providing a summary of what has happened in the book so far as well as providing the selections from the other books.
Materials for instruction (include rationale for why the materials are appropriate)	Copies of <i>This Is Where It Ends</i> Class copies of <i>To Kill A Mockingbird</i> and <i>The Book Thief</i>
Accommodations and modifications	I will follow all IEPs. Students who cannot read will be grouped with stronger readers and be able to listen while others read out loud. Students who are deaf and blind will have access to copies of the book in Braille. Students who have difficulty writing can have the assignment shortened to fit their needs.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
---	--	---------------------------------	--------------------------------

text			
10.1. R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will read out loud clearly and listen respectfully to their fellow classmates as they read out loud.	Activities: Students will read out loud starting at chapter 10. Materials: Student books	Informal: Listening to students as they read
10.3. R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work. 10.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences	Students will analyze the reading they have read so far and pick out values that they see that are similar to values in the other two book selections. and provided evidence for those values.	Activities: Analyze the reading so far to find examples of values that are seen in this text and the other two selections. Materials; <i>This Is Where It End,</i> <i>To Kill A</i> <i>Mockingbird, The</i> <i>Book Thief</i>	Informal: visually assessing to make sure students are completing the assignment. Formal: Collection of the assignment at the end of class.

### Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>The students will start right into reading to allow time to get through the chapters and complete the analysis activity.</p>
--	---

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
3 minutes	The teacher will take attendance, and any other housekeeping tasks.	The students will get out their books and prepare to start reading for today.	
27 minutes	The teacher will begin the read-aloud then call on another student to start the process.	The students will actively listen and read out loud. They will write down any questions, ideas, thoughts, values they see in their journals.	
20 minutes	The teacher will explain to the students that they are going to analyze what they have read so far and see if they can find any values that are the same in the text and in the selections from the other texts. The teacher will tell the students they need to be detailed as possible and provided evidence for the values they have found in the text.	The students will analyze their reading and pick out values that are similar in all the texts and provided examples of them.	The teacher will tell the students they need to find at least 2 values that are similar across the text. The teacher will remind students at the end of class they need to read till chapter 12 and that they will turn in their analysis of the text at the end of class.

## Friday Daily Lesson Information

Lesson title	Continued reading of <i>This Is Where It Ends</i>
Lesson Purpose/Rationale	The novel <i>This Is Where It Ends</i> by Marieke Nijkamp depicts a school shooting and is told through the eyes of different students at the high school. The book provides a look at a stressful, intense, and terrifying situation through different perspectives. Unfortunately in the world today things like this happen more frequently and are a very real topic for students. The book allows a way to address this tough issue while also critically looking at how values affect us in situations and how our experiences can make our values change.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson will be a continuation of in class read aloud of the novel. Students will be half way through the text at this point, so the discussion in class will be longer and focus on what values they have seen and evidence they found to back this up. Students will have completed a literary activity the day before where they analyzed the text for examples of values and provided evidence for what they found, so they can use this in classroom discussion today.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	<i>This Is Where It Ends</i> novel

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know what has happened in the story the day/night before when they finished reading.
How will you address students who do not have this prior knowledge?	I will ask other students to summarize what has happened so far so students who do not know this can catch up to where we are in the novel.
Materials for instruction (include rationale for why the materials are appropriate)	Novel <i>This Is Where It Ends</i> Students need their journals
Accommodations and modifications	I will follow IEPS Students who cannot read can listen to other students who read out loud. Students who are deaf and blind will have copies of books in Braille.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<p>10.1. R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p> <p>10.5. W.1 Students will write using correct mechanics.</p>	<p>Students will read out loud chapters 13-15 of the novel while writing down any questions, thoughts, comments; they have during reading in their journals.</p>	<p>Students will read out loud from their copies of</p>	<p>Informal: Visually checking to make sure students are writing in journals and following along and listening to students read out loud</p> <p>Formal: I will collect their journals at the end of the week (today) to see what they have written about the book.</p>
<p>10.1. R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class</p>	<p>Students will participate in class discussion over what they have read so far and what they think as well as what values they have seen and their evidence for that.</p>	<p>Students will use their assignment from the day before to help in their class discussion over values and their journals for their thoughts, ideas and comments from reading.</p>	<p>Informal assessment: Watching and listening to students during classroom discussion</p> <p>Formal: Collection of student journals.</p>

settings.			
-----------	--	--	--

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Students will start right in with reading, as they will be about halfway into the book, students will be ready to find out what is happening and so we can start reading soon as class starts and have more time for class discussion
--	---

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
3 minutes	The teacher will pass back papers; take attendance and any other housekeeping tasks.	The students will take out their books and journals and get ready to start reading out loud.	
2 minutes	The teacher will ask if any students have any clarifying questions and summarize what students have read the night before.	The students will ask any clarifying questions they have about the readings from the night before.	This part can go longer if need be, if it goes longer shorten the out loud reading time.
25 minutes	The teacher will begin the read aloud, and then call on students to read. The teacher will also address any questions that the students have while reading, if they cannot wait till the end of class discussion.	The students will actively listen and read aloud clearly as well as write down any thoughts, questions, or ideas they have while reading, as well as any values and evidence for the values that they see.	If the above part goes longer than 2 minutes that is fine, just read till there is 20 minutes left of class for class discussion.
20 minutes	The teacher will remind the students that they	The students will actively participate in classroom discussion	

	need to read to chapter 15 tonight for homework. The teacher will then ask the students if they have any thoughts or comments as well as what values they have seen and ask them to show that evidence.	and provided evidence for what they have seen.	
--	---	--	--

#### Week 4

### Monday-Wednesday Daily Lesson Information

Lesson title	Continue reading <i>This Is Where It Ends</i>
Lesson Purpose/Rationale	The novel <i>This Is Where It Ends</i> by Marieke Nijkamp depicts a school shooting and is told through the eyes of different students at the high school. The book provides a look at a stressful, intense, and terrifying situation through different perspectives. Unfortunately in the world today things like this happen more frequently and are a very real topic for students. The book allows a way to address this tough issue while also critically looking at how values affect us in situations and how our experiences can make our values change.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The students will continue reading the novel and will read chapters 16-24. The students will then discuss in a group discussion at the end of class the thoughts, ideas, comments, and values they have.
Lesson length	150 minutes ( 3—50 minute classes)
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	<i>This Is Where It Ends</i>

### Daily Lesson Plan Summary

Prior knowledge needed for success	The students will need to know what has happened in previous chapters of the book.
How will you address students who do not have	Students should have read the novel, but if students have not and don't know this knowledge I will have one of the other students provided a brief summary of what has



this prior knowledge?	happened before we start reading.
Materials for instruction (include rationale for why the materials are appropriate)	Copies of book for class Student journals
Accommodations and modifications	I will follow IEPS. Students who cannot read can listen to those who are reading out loud. Students who are blind can have copies of the novel in Braille

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective 10.5. W.1 Students will write using correct mechanics.	Students will take turns, reading out loud the book and will read clearly and loudly to build up their speaking skills and fluency and will ask questions if they do not understand the reading and will analyze the reading for example of values while they are listening or reading.	Reading aloud chapters 1-3 of <i>This Is Where It Ends</i> . Student journals so students can write down any questions they have over the reading.	Informal: Watching and listening to make sure students are following around and listening
10.1. R.3 Students will engage in collaborative discussions about appropriate	Students will discuss as a group at the end of class over what they have read, any questions they had, or anything that was interesting to them, or any values they have noticed already.	The last 10 minutes of class will be designated for class discussion over thoughts, comments, or questions they have over the	Informal: Watching and listening to make sure students are following around and

topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.		reading.	listening
--	--	----------	-----------

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Students will jump right into reading the novel. The teacher will remind them to keep in mind the values and evidence for the values that they see.
---	---

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
3 minutes	The teacher will take attendance; pass back papers, and any other housekeeping tasks.	The students will get their journals and books and get ready to read.	
2 minutes	The teacher will ask if anyone has any questions before we start reading.	The students will ask any clarifying questions they have from last night's readings.	
30 minutes	The teacher will begin the read aloud and then call on a student to start.	The students will actively read along and read aloud clearly. The students will journal any thoughts, ideas, comments, of values they see in the text and evidence in the text.	If the above part goes longer than 2 minutes that is fine, just read till there is 15 minutes left of class for class discussion.
15 minutes	The teacher will	The students will	Discussion will be

	remind the students they need to read through chapter 18 and then will ask if any students had any comments, questions, etc and start the discussion.	actively participate in class discussion.	<p>student lead Should include discussion of</p> <ul style="list-style-type: none"> <li>• What values have we seen so far</li> <li>• What has affected the values</li> <li>• What have the values affected i.e. decisions, actions, etc.</li> <li>• Have values changed</li> <li>• Are there “wrong” or misplaced values</li> </ul>
<b>Tuesday</b>			
3 minutes	The teacher will take attendance; pass back papers, and any other housekeeping tasks.	The students will take out their journals and books and get ready to read.	
2 minutes	The teacher will clarify what the students read the night before and ask if there are any clarifying questions the students have.	The students will ask any questions they have over the readings.	
30 minutes	The teacher will start the read aloud and then pick a student to start reading.	The students will actively listen and read aloud as well as writing in their journals any ideas, thoughts, comments or values they see.	If the above part goes longer than 2 minutes that is fine, just read till there is 20 minutes left of class for class discussion.
15 minutes	The teacher will remind students they need to read to chapter 21 and will start the discussion over what they have	The students will share their ideas, thoughts, and comments over the readings from today.	<p>Discussion will be student lead Should include discussion of</p> <ul style="list-style-type: none"> <li>• What values have we</li> </ul>

	read in class so far.		<p>seen so far</p> <ul style="list-style-type: none"> <li>• What has affected the values</li> <li>• What have the values affected i.e. decisions, actions, etc.</li> <li>• Have values changed</li> <li>• Are there “wrong” or misplaced values</li> </ul>
<b>Wednesday</b>			
3 minutes	The teacher will take attendance; pass back papers, and any other housekeeping tasks.	The students will take out their journals and books and get ready to read.	
2 minutes	The teacher will clarify what the students read the night before and ask if there are any clarifying questions the students have.	The students will ask any questions they have over the readings.	
30 minutes	The teacher will start the read aloud and then pick a student to start reading.	The students will actively listen and read aloud as well as writing in their journals any ideas, thoughts, comments or values they see.	If the above part goes longer than 2 minutes that is fine, just read till there is 20 minutes left of class for class discussion.
15 minutes	The teacher will remind students they need to read to chapter 24 and will start the discussion over what they have read in class so far.	The students will share their ideas, thoughts, and comments over the readings from today.	<p>Discussion will be student lead Should include discussion of</p> <ul style="list-style-type: none"> <li>• What values have we seen so far</li> <li>• What has affected the values</li> <li>• What have</li> </ul>

			<p>the values affected i.e. decisions, actions, etc.</p> <ul style="list-style-type: none"> <li>• Have values changed</li> <li>• Are there “wrong” or misplaced values</li> </ul>
--	--	--	---

## Thursday Daily Lesson Information

Lesson title	Finishing up <i>This Is Where It Ends</i>
Lesson Purpose/Rationale	The novel <i>This Is Where It Ends</i> by Marieke Nijkamp depicts a school shooting and is told through the eyes of different students at the high school. The book provides a look at a stressful, intense, and terrifying situation through different perspectives. Unfortunately in the world today things like this happen more frequently and are a very real topic for students. The book allows a way to address this tough issue while also critically looking at how values affect us in situations and how our experiences can make our values change.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson will finish up the novel and will make the students think deeper on what they have just read. The students will complete a post-test that will ask the same questions as the pre-test. Students should be able to identify values correctly and analyze the values that are in the text.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	<i>This Is Where It Ends</i>

## Daily Lesson Plan Summary

Prior knowledge needed for success	The students will need to know what has happened in previous chapters of the book.
How will you address students who do not have this prior knowledge?	Students should have read the novel, but if students have not and don't know this knowledge I will have one of the other students provided a brief summary of what has happened before we start reading.
Materials for	Copies of book for class

instruction (include rationale for why the materials are appropriate)	Student journals
Accommodations and modifications	I will follow IEPs. Students who cannot read can listen to those who are reading out loud. Students who are blind can have copies of the novel in Braille

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<p>10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective</p> <p>10.5. W.1 Students will write using correct mechanics.</p>	Students will take turns, reading out loud the book and will read clearly and loudly to build up their speaking skills and fluency and will ask questions if they do not understand the reading and will analyze the reading for example of values while they are listening or reading.	Reading aloud chapters 1-3 of <i>This Is Where It Ends</i> . Student journals so students can write down any questions they have over the reading.	Informal: Watching and listening to make sure students are following around and listening
<p>10.1. R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing</p>	Students will discuss as a group at the end of class over what they have read, any questions they had, or anything that was interesting to them, or any values they have noticed already.	The last 10 minutes of class will be designated for class discussion over thoughts, comments, or questions they have over the reading.	Informal: Watching and listening to make sure students are following around and listening

their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.			
10.2. W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	Students will complete post-test to show that they have read the text and demonstrate an understanding of the text and the values present in the text through the essay questions.	Activity: Students will complete the post-test. Found in Appendix K	Informal: Visually assessing students to make sure they complete the assignment. Formal: Collection of the post test.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The students will jump right into reading the book so there is time for discussion and finishing the post test.
--	---

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will take attendance, pass back papers, and take care of any other housekeeping tasks. The teacher will then ask the students if	The students will get ready to read and ask any questions they have over the readings.	

	they have any question over the reading from the night before.		
25 minutes	The teacher will start the read aloud and then choose a student. The teacher will lead the discussion over what they read at the end of the book.	The students will read aloud loudly and respectfully listen along. The students will participate in discussion when the book is done.	Read chapters 24-the end of the book. Discussion should surround what values were seen throughout the book, what they affect, and what changed.
20 minutes	The teacher will pass out the post test and tell the students to fill it out. The teacher will tell the students that they need to be as detailed as they possibly can over what they have read in order to receive a good grade on it.	The students will complete the post test on their own.	<p>The teacher will collect the post test after the students finish. Found in Appendix K If the students finish and there is still time at the end of class, finish class with more discussion over the book.</p> <ul style="list-style-type: none"> <li>• What surprised students</li> <li>• What was interesting</li> <li>• What they liked/didn't like</li> </ul> <p>This would be a good time for input from the kids about what they liked/didn't like about reading out loud.</p>



## Friday Daily Lesson Information

Lesson title	What changed and was affected?
Lesson Purpose/Rationale	Values do not always stay the same. There are outside influences that can change the values people hold higher than others as well as influences that can affect how people view others values. Students need to be able to understand that values can change and understand what affects these values.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson is designed to help students make connections across texts and find similarities in them. This lesson will also need the students to use their critical thinking skills to determine what values are in the book and if those values changed from what they thought in the beginning of the book.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	I will follow all IEPs. Students who cannot read will be able to participate in group discussion.

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read the book in order to know what values are in the book.
How will you address students who do not have this prior knowledge?	I will address those students by summarizing what happens in the book and what values were found in <i>To Kill A Mockingbird</i> and <i>The Book Thief</i>
Materials for instruction (include rationale for why the materials are appropriate)	Class novels of <i>This Is Where It Ends</i> Papers from values activity with <i>To Kill A Mockingbird</i> and <i>The Book Thief</i> One Republics “Counting Stars”
Accommodations and modifications	I will follow all IEPs. Students who have difficulty reading will participate in class discussion.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1.R.3	Students will work as a class to	Activities: Class	Informal:

<p>Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p> <p>10.3.R.2</p> <p>Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	<p>create a list of values that were found in the book and evaluate that list to see if any of those values changed.</p>	<p>discussion of values in the book.</p> <p>Materials: Students copies of <i>This Is Where It Ends</i></p>	<p>Listening and watching students as they participate in discussion</p>
<p>10.3.R.7</p> <p>Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to</p>	<p>Students will use their critical thinking skills to determine what values are similar between <i>This Is Where It Ends</i>, <i>To Kill A Mockingbird</i>, or <i>The Book Thief</i> . Also look at values that are different in the books.</p>	<p>Activities: Group discussion over what values are similar or the same across the texts.</p> <p>Materials: Copies of <i>This Is Where It Ends</i> and the papers from the activities from the books <i>To Kill A Mockingbird</i> and <i>The Book Thief</i>.</p>	<p>Informal:</p> <p>Watching and listening to the students as they participate in class discussion.</p>

support their inferences. 10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.			
10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will examine One Republic song for values and brainstorm other songs that demonstrate values.	Activity: Students will participate in discussion of values found in song. Materials: Song lyrics found in Appendix L	Informal: Visually assessing and listening to students as they participate in discussion.

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or	The teacher will ask the students... “What values were found in <i>This Is Where It Ends</i> ?”
---	--

unit? What anticipatory set are you presenting to engage the students?	
--	--

## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2 minutes	The teacher will take attendance, pass back papers, and take care of any other housekeeping tasks.	The students will get out their copies of <i>This Is Where It Ends</i> and their papers from the values activity with <i>To Kill A Mockingbird</i> and <i>The Book Thief</i>	
23 minutes	The teacher will ask the students what values they found in the novel and as the students name the values the teachers will write them on the board. After they have created a list of values, the teacher will ask if any values have changed.	The students will participate in the class discussion and tell what values they found in the novel and what values they think changed and why.	
15 minutes	The teacher will ask students if there are any values that are the same or similar between <i>This Is Where It Ends</i> , <i>To Kill A Mockingbird</i> , or <i>The Book Thief</i> . The teacher will then ask if there are any values that are different between the three texts.	The students will answer with values that they found between all three texts and values they found different in the texts.	
10 minutes	The teacher will display the song lyrics from One Republics song found in Appendix L. The	The students will analyze the song lyrics to see what values are being depicted and brainstorm other lyrics from different songs that	The teacher will ask students if they can think of any other songs that talk about values.

	teacher will ask the class what values this song is demonstrating. See additional information.	depict values.	
--	--	----------------	--

## Week 5

### Monday Daily Lesson Information

Lesson title	Values Piktocharts
Lesson Purpose/Rationale	Technology is becoming an ever present part of our daily lives and students being able to utilize technology will help them in their future lives. Student's values also are important to who they are and how they live their lives. Students will be able to take a look at themselves and examine what their values are.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson is designed to help students understand how to use different types of technology as well as allowing students to examine themselves and their values. This will help students to understand who they are and what they value.
Lesson length	50 minutes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	Piktochart website <a href="https://piktochart.com/">https://piktochart.com/</a>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will not need other prior knowledge
How will you address students who do not have this prior knowledge?	Students will learn how to use piktochart during class today.
Materials for instruction (include rationale for why the materials are appropriate)	Teacher created e-mail and password for students to use to login to piktochart. This will allow teacher access to all of the piktocharts once they are done. Rubric for Piktochart found in Appendix M Rubric and assignment sheet from Appendix N
Accommodations and modifications	I will follow all IEPs. Students who cannot type or has a difficulty using technology will be able to have a partner.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will use Piktochart to create an infographic that details their top five values and why they are important to the person.	Activities: Students will use the class time to create their infographics. Materials: Students will use the Piktochart account created by the teacher to create their piktohcarts	Informal: Visually assessing to make sure students are completing the activity. Formal: Collection of the piktocharts.

## Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The teacher will ask the students to brainstorm their top five values before they get started on their Piktocharts.
--	---

## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will ask the students to brainstorm their top 5 values in their journals.	The students will brainstorm their top 5 values in their journals.	

	The teacher will take attendance, pass back papers, and take care of any other housekeeping tasks.		
10 minutes	The teacher will walk the students through how to login to Piktochart and the basics of how Piktochart works. The teacher will pass out the rubric found in Appendix L and go over what the Piktochart needs to include. The teacher will tell students that their piktocharts will be hung around the room.	The students will listen attentively and ask any questions they have about the assignment.	
30 minutes	The teacher will walk around and assist students in any questions they might have. See additional information.	The students will work on their Piktochart and ask any questions they have on the assignment.	The teacher will tell the students at the end of the class that these will be due tomorrow at the beginning of class so students can finish them tonight if they did not finish in class.
5 minutes	The teacher will explain the final project. The instructions for the assignment and the rubric for the assignment can be found in Appendix M. The teacher will use this assignment sheet to explain the assignment.	The students will listen attentively and ask any clarifying questions about the assignment.	

## **Tuesday-Wednesday Daily Lesson Information**

Lesson title	Project work days
Lesson Purpose/Rationale	Allowing students to work on their projects in the classroom allows for students to brainstorm ideas off of fellow classmates. Students can gain insight from others and are able to further perfect their final presentations.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will work diligently in class to complete their final projects. Students will use their creativity to create final projects and help other students brainstorm ideas and proof read and critique their final projects.
Lesson length	100 minutes—2 50 minute classes
Grade level and course	10 <sup>th</sup> grade
Source of lesson plan and how I modified it	N/A ideas were my own ideas I thought of for this lesson.

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to know what their options are for final projects.
How will you address students who do not have this prior knowledge?	I will address this by keeping extra copies of the assignment sheet and giving them to students who need this information, as well as explaining their options. Students will be given a rubric to help them understand what the project is asking of them. Found in Appendix M
Materials for instruction (include rationale for why the materials are appropriate)	Students should bring own materials, but I will have some poster board, markers, glue.
Accommodations and modifications	I will follow all IEPs. Students with severe disabilities or those who have trouble with motor skills can be paired with another student to help them or have the project length shortened depending on what is appropriate.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.2. W.1 Students will	Student will work on their final projects, which they	Activities: Students will work	Informal: Watching to



apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	can choose what they want to do, and demonstrate their knowledge of their values and where they came from.	on projects Materials: Students will bring own supplies. I will have some poster board, glue and markers.	make sure students are working. Formal: Collection of final project after presentation.
--	--	--	--

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Students will begin right away by working on their projects to ensure they have plenty of class time to complete them.
---	--

### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5 minutes	The teacher will take attendance; pass back papers and any other housekeeping tasks. The teacher will hand out any extra copies of the assignment sheet and rubric if needed. See additional information	The students will get out their supplies for the final projects to begin working.	Assignment sheet and rubric found in Appendix L Students should bring their own supplies for their projects but there will be a small number of poster board, as well as some markers, glue, and scissors available for the class to use.
45 minutes	The teacher will walk around and assist students as they need	The students will work on creating their final projects and ask any questions they	

	help. The teacher will answer any questions that arise.	may have.	
<b>Wednesday</b>			
5 minutes	The teacher will take attendance; pass back papers and any other housekeeping tasks. The teacher will hand out any extra copies of the assignment sheet and rubric if needed.	The students will get out their supplies for the final projects to begin working.	Students should bring their own supplies for their projects but there will be a small number of poster board, as well as some markers, glue, and scissors available for the class to use.
40 minutes	The teacher will walk around and assist students as they need help. The teacher will answer any questions that arise.	The students will work on creating their final projects and ask any questions they may have.	
5 minutes	The teacher will remind the students that they will begin presenting tomorrow so if they are not finished with their projects they need to finish them tonight at home. The will ask students to clean up their areas.	The students will listen to the teacher's final instructions, take home projects if they need to finish them before tomorrow, and clean up their space.	

### Thursday-Friday Daily Lesson Information

Lesson title	Project Presentation Days
Lesson Purpose/Rationale	Students have values that differ from their fellow students, some drastically and some hardly at all. Our values affect how we make decisions, what we do, and how we act. Students need to understand how to work with others whose values differ from theirs as well as take time to get to know those they spend a lot of time with.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	This lesson will help to develop presentation skills as students will be required to present their project in front of the class. This lesson will also strengthen a sense of community in the classroom because it will help students to better understand those they are in close contact with. Helping students understand those they are with everyday and

	understanding what their values are will help students realize why people think differently than them and help them in the real world when it comes to working with others.
Lesson length	100 minutes (2—50 minute classes)
Grade level and course	10 <sup>th</sup>
Source of lesson plan and how I modified it	N/A project presentation day was not modified from anything

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have finished their projects.
How will you address students who do not have this prior knowledge?	I will address students who do not have their prior knowledge by allowing the students to have more time and a makeup project day if they have a valid excuse, such as school activity absence, excused absence, sickness, family emergency, etc. However if the student has not finished the project because they did not use their time wisely, they will present what they have done and receive credit for what is done.
Materials for instruction (include rationale for why the materials are appropriate)	Students will need their projects. Teacher will need a timer to time presentation—presentation time will be based on number of students divided by 100 minutes.
Accommodations and modifications	I will follow all IEPs. Students who have difficulty speaking, reading, or hearing can have a student assist with the presentation. Students with sever disability will also have assistance with presentation.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
10.1. R.1 Students will actively listen and speak clearly using appropriate discussion	Students will present their chosen projects to the class and demonstrate their knowledge of what values are and what their personal values are. Students will demonstrate correct public speaking skills	Activities: Students will present their final projects. Materials: Timer for presentation and rubrics for grading, .Students need their	Informal: Watching the presentation Formal: Collection of the final projects and

<p>rules with control of verbal and nonverbal cues.</p> <p>10.1. W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p> <p>10.7. W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p>through presentation.</p>	<p>projects</p>	<p>rubric from presentation. Found in appendix L</p>
--	------------------------------	-----------------	--

### Today's Essential Question(s) and/or Anticipatory Set

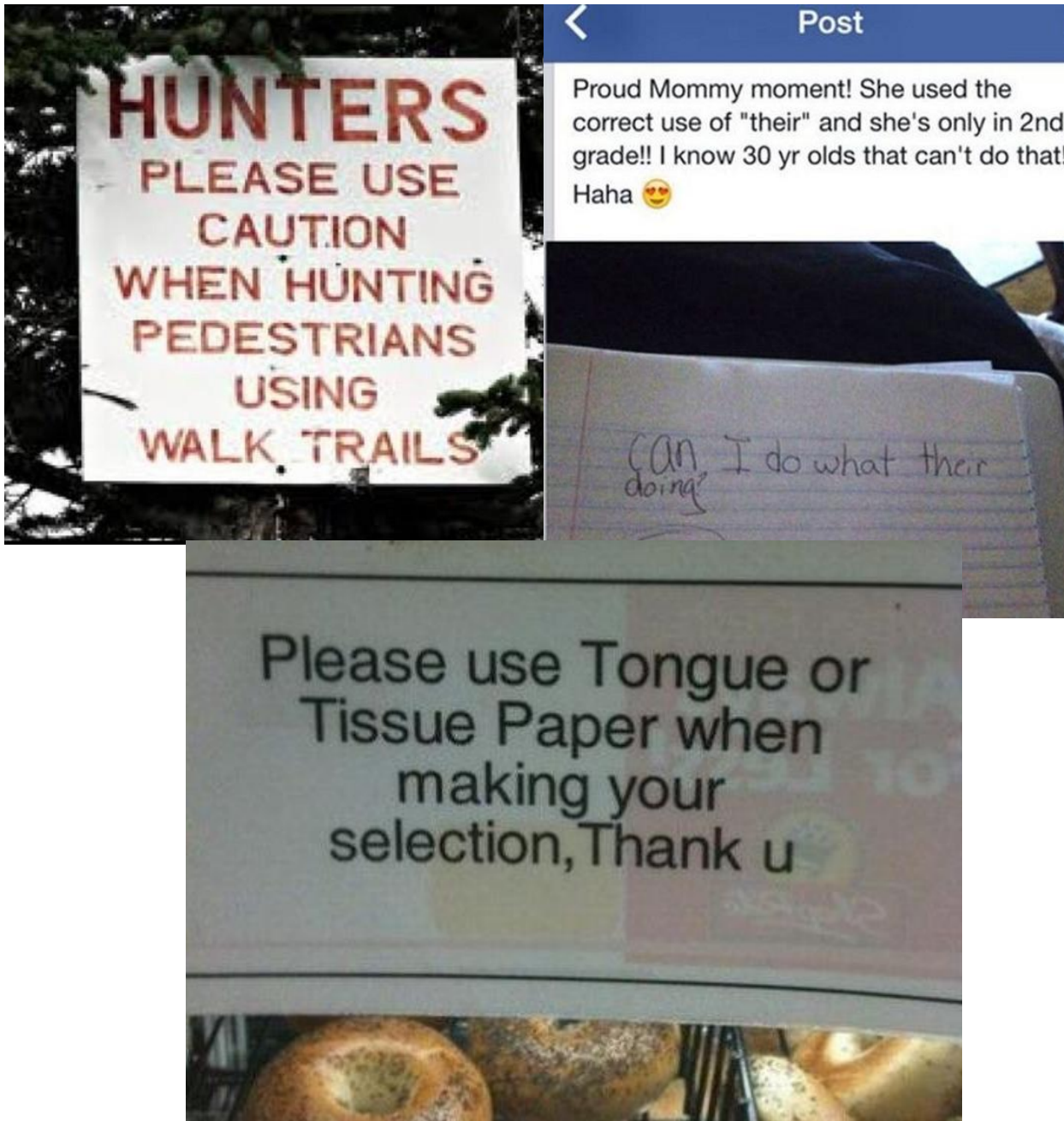
<p>What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?</p>	<p>Students will begin right away with presentations so everyone has time to present theirs.</p>
---	--

## Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2 minutes	The teacher will take attendance. The teacher won't pass back papers today in order to start presentations sooner and allow more time for presentation.	The students will get material ready for presentations.	
48 minutes	The teacher will call students to present and make notes on presentations based on the rubric. See additional information	The students will present their final projects.	The teacher will go down the role and call students based on the role to present. The teacher will use rubric in Appendix L to grade presentation.
<b>Friday</b>			
2 minutes	The teacher will take attendance. The teacher won't pass back papers today in order to start presentations sooner and allow more time for presentation.	The students will get material ready for presentations.	
43 minutes	The teacher will call students to present and make notes on presentations based on the rubric. See additional information	The students will present their final projects.	The teacher will go down the role and call students based on the role to present. Use rubric in Appendix L to grade presentation.
5 minutes	The teacher will thank all the students for their great work. The teacher will ask the students if they learned anything interesting about their fellow classmates or if there	The students will discuss things they liked and learned, The will write down what they liked and disliked for ticket out.	The teacher will collect the pieces of paper as the kids go out the door. The teacher will tell the students to leave off their name and to fold their paper in half

	was anything they liked about their classmates presentations. The teacher will ask students to take out a piece of paper and write one thing they liked about the unit and one thing they disliked.		when they hand it in.
--	---	--	-----------------------

## Appendix A



## Appendix B

Journal prompt:

What values is the painter, Rene Magritte, depicting as important in this painting? Write what values you think in your journal and explain why you think that those values are being depicted as important.





## Appendix C

Instructions for Tuesday, week 1 activity (To be displayed on smartboard)

# INSTRUCTIONS

- 1. Get with your designated groups**
- 2. Send your runner to get supplies**
- 3. As a group, create a list of 7 values that will be used to create a set of classroom values**
- 4. Write your values, legibly on the paper using the supplies your runner got**
- 5. Once your group is finished, quietly discuss why you choose those values and prepare your explanation for the class as to why you choose the values you did**

## Appendix D

Old nuclear bombs that were being transported to a secure location to dispose of were accidentally dropped. One of them is headed somewhere between Washington D.C. and here. We have to take shelter immediately and the nearest shelter can hold everyone in our class and 8 other people. 13 more people showed up to the shelter and we have to decide who to let in. We do not know if we will survive or not, but in the case that the human race does not survive those who are in the shelter will be in charge of creating a new society once the human race starts again. Below are the 13 people who showed up, in your journals choose which 8 you would let in and why.

19 Year old mother and 8 month old baby (They are one spot)	57 Year old historian expert on all history and languages
20 Year old unemployed 7-11 worker and husband and father of the above mother and child.	39 Year old 3 <sup>rd</sup> year medical student who flunked out of medical school
16 year old movie star	24 Year old body builder who has won competitions
44 Year old expert plumber, carpenter, mason, welder, mechanic who is disabled from an accident on the job	67 Year old retired officer now security gun who had a gun that you can't take away from them.
33 Year old high school science teacher	21 Year old Virginia Tech cheerleader
77 Year old Unitarian Minister	48 Year old nurse who has been working in a cancer unit for 20 years
31 Year old parolee who just got out of jail for growing marijuana.	

## Appendix E

Underline the prepositional phrase in each sentence. Then write ADJ on the line before the sentence if the phrase is an adjective phrase or ADVB if it is an adverb phrase.

1. The lawn was seeded today by the maintenance workers
2. Tickets to tomorrow night's concert will be sold starting this morning
3. Without much fanfare the actress greeted her admiring fans.
4. The view from Hester's living room is breathtaking.
5. Grab the rope with both hands.

## Appendix F

Article from News ELA. There is a chart on the teacher's desk that indicates which pair will need which level of article.

<https://newsela.com/articles/pipeline-arrest-shailene-woodley/id/22777/>

## Appendix G

### Monday Week 2 Word

Use the following vocabulary word in your journal today. Write at least 5 sentences and include a synonym of the word, you may use a thesaurus to find a synonym if you need to.

#### **Ambivalent**

Uncertain or unable to decide about what course to follow

### Tuesday Week 2 Word

Use the following vocabulary word in your journal today. Write at least 5 sentences and include a synonym of the word, you may use a thesaurus to find a synonym if you need to.

#### **Bemused**

Perplexed by conflicting situations or statements

### Thursday Week 2 Word

Use the following vocabulary word in your journal today. Write at least 5 sentences and include a synonym of the word, you may use a thesaurus to find a synonym if you need to.

#### **Candor**

The quality of being honest and straightforward

### Friday Week 2 Word

Use the following vocabulary word in your journal today. Write at least 5 sentences and include a synonym of the word, you may use a thesaurus to find a synonym if you need to.

#### **Egocentric**

Limited to or caring only about yourself and your own needs

## Appendix H

Name: \_\_\_\_\_

### How Does Your Family Feel About...?

Write down the messages your family has given you on each of the following. You may use another sheet of paper if you need to. You will be sharing with groups so be sure you have explained your answers well.

- 1) Getting good grades in school
- 2) Going out with girls/boys
- 3) Using alcohol and other drugs
- 4) Making money
- 5) Making money selling drugs
- 6) Making money selling drugs
- 7) Being respected by others
- 8) Graduating from high school
- 9) Getting a job to help your family
- 10) Staying out of trouble with the law
- 11) Going to college/training after high school

## Appendix I

### **Creative Writing Assignment Instructions**

- You will need to write either a short narrative story or poem that tells what your values are and what shaped those values.
- Your story or poem needs to be at least 1 page long.
- This will be your ticket out of class and we will share with the class and then post them around the room, so do your best work.

## Appendix J

Directions: Your values help you decide what to do and how to act. Read each situation below. On the line provided, give two values that could be affecting each person's actions.

1. Pete told his friend Brett about a problem he was having. Dan wanted to know what Pete had told Brett, but Brett decided to keep Pete's problem private...  
a. \_\_\_\_\_ b. \_\_\_\_\_
2. Marinda joined her classmates in picking up litter in the park across the street from the school.  
a. \_\_\_\_\_ b. \_\_\_\_\_
3. Whenever they go to a fast-food restaurant, Jackie's friends have hamburgers, fries, and soft drinks. Jackie usually chooses yogurt and a tossed salad. **2 pts.**  
a. \_\_\_\_\_ b. \_\_\_\_\_
4. Christine had waited for weeks to be invited to Renae's house. When Renae finally invited Christine to her sleep over, Christine had to say no. The sleepover was the same night as an important religious celebration in her family...  
a. \_\_\_\_\_ b. \_\_\_\_\_
5. A student in Ms. Mellstrom's second-period class offered to share answers to the math test with Craig, who is in Ms. Mellstrom's fifth-period class. Craig said he wasn't interested.  
a. \_\_\_\_\_ b. \_\_\_\_\_
6. James and Willis gave each other high fives when they made the honor roll...  
a. \_\_\_\_\_ b. \_\_\_\_\_
7. Some of Maggie's friends spent \$70.00 for a specific brand name of jeans. Maggie bought a pair of jeans for \$20.00 at a discount store and felt just fine wearing them.  
a. \_\_\_\_\_ b. \_\_\_\_\_
8. Darin and his buddies joined a softball team sponsored by the park board. They practice three nights a week and have games on Saturday afternoons.  
a. \_\_\_\_\_ b. \_\_\_\_\_
9. No one saw Colleen pick up the \$20.00 bill she found on the locker room floor. On her way to her next class, she stopped by the office to turn it in.  
a. \_\_\_\_\_ b. \_\_\_\_\_
10. Alex decided to go home soon after he arrived at his friend's party because they were making plans to prank several of the neighbors and then vandalize a local park.  
a. \_\_\_\_\_ b. \_\_\_\_\_



## Appendix K

### Pre-Test

Name: \_\_\_\_\_

1. What values do you think will be in this book? Why do you think this?
2. What do you think will affect these values? Why?

### Post-Test

Name: \_\_\_\_\_

1. What values are in this book? How do you know this?
2. What will affect these values? Why?

## Appendix L

"I could lie, couldn't I, couldn't I?  
Everything that kills me makes me feel alive.  
Lately I've been, I've been losing sleep.  
Dreaming about the things that we could be,  
But, baby I've been, I've been praying hard  
Said no more counting dollars, we'll be counting start"

One Republic- "Counting Stars"

## Appendix M

	3-Excellent	2-Average	1-Poor	Score
Design	The Piktochart has an eye catching layout and is appealing in design.	The Piktochart is somewhat eye catching and has few flaws in design.	The Piktochart is not eye catching and poorly designed	
Content	The Piktochart has 5 values and demonstrates why they are important to you.	The Piktochart has at least 3 values and somewhat details why they are important to you.	The Piktochart has less than 3 values on it and does not detail why they are important to you.	
Organization	The Piktochart is organized clearly and neatly.	The Piktochart is somewhat clearly organized but has few problems.	The Piktochart is not clearly organized and has many issues in the organization.	

## Appendix N

You will need to create a project that you will present to the class that will tell us about your values. You can choose from the following choices

- Poster
- Collage
- Write your own song
- Essay
- Video
- Other option approved by teacher

Whichever project you choose will need to include the following.

- Detail at least 5 values
- Explain what your values are
- What shaped your values
- How your values will help you in hard situations.

Bellow is the rubric that will be used for your final project and your presentation of your project.

	3-Excellent	2-Average	1-poor	Score
Presentation	The student speaks clearly and enunciates their words. They are confident and presentation is well polished with no flaws.	The student speaks clearly but there are few problems with clarity. The presentation is presented confidently with few minor flaws	The student does not speak clearly and the presentation is filled with flaws.	
Organization of project.	The project is organized in an eye catching manner. The project is organized in a manner that makes sense and is easy to follow.	The project is organized somewhat clear but there are few issues with clarity and confusion in organization.	The project is not organized and is confusing to follow and understand.	
Project Criteria	The project meets all of the criteria outlined in the assignment sheet.	The project meets some of the criteria outlined in the assignment sheet	The project does not meet the criteria outlined in the assignment sheet.	

## Bibliography

Gallo, D. R. (1997). *No easy answers: Short stories about teenagers making tough choices*. New York, NY: Delacorte Press.

Introduction to Values. (n.d.). Retrieved November 11, 2016, from <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1173?task=view>

Lee, H. (1960). *To Kill A Mockingbird*. Philadelphia: Lippincott.

Life Planning Education - Chapter 2: What Are my Personal ... (n.d.). Retrieved November 12, 2016, from

<http://www.advocatesforyouth.org/storage/advfy/documents/chapter2.pdf>

Nijkamp, M. (2016). *This Is Where It Ends*. Naperville, IL: Sourcebooks Fire.

One Republic. (2015). *Counting Stars* [CD]. Sony Music.

Radford.edu. (n.d.). Retrieved November 11, 2016, from <https://radford.edu/content/dam/departments/administrative/QEP/LessonIdeas/QEP-Learning-Activities-for-Establishing-Values.pdf>

Royal Museums of Fine Arts of Belgium. (n.d.). Retrieved November 11, 2016, from <https://www.fine-arts-museum.be/en/art-work-in-the-highlight/personal-values-1952>

R., M. 1. (n.d.). 49 Words Every Sophomore Should Know. Retrieved November 12, 2016, from <https://www.vocabulary.com/lists/143806>

These 26 Hilarious Signs Are Exactly What's Wrong With People Today. My Brain

Hurts. (n.d.). Retrieved November 11, 2016, from

<http://www.viralnova.com/grammar-fails/>

Umstatter, J. (2010). *The Grammar Teacher's Activity-A-Day*. San Francisco, CA: Josse-Bass.

U.S. agencies again ask company to stop work on pipeline that tribe fears. (n.d.).

Retrieved November 11, 2016, from <https://newsela.com/articles/pipeline-arrest-shailene-woodley/id/22777/>

Zusak, M. (2006). *The Book Thief*. New York: Alfred A. Knopf.