



Lesson One

Determining an Identity: Our Academic Selves

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Determining an Identity

Lesson One: Our Academic Selves

SUMMARY

Student outcome: Students will study the developing nature of the teenage brain and use cause and effect language to explain how current brain research applies to their academic sense of self.

Reading: *Smart Strategy: Think of the Brain as a Muscle* by Charles Q. Choi
Generation STEM: What Girls Say about Science, Technology, Engineering, and Math

Lesson duration:
4–5 hours

Content vocabulary:

- identity/identification
- influence/influential
- factors
- forces
- motivated/unmotivated
- capable/incapable
- ordinary/extraordinary
- consistent/inconsistent
- intelligence/intelligent
- profound
- resilience/resilient
- cultivate
- persistence/persistent
- deficiency

Functional language patterns:

In regard to _____, I believe _____ because _____.

I've assumed _____ due to the fact that _____.

_____ suggests/asserts/states _____.

_____ leads to/results in/causes/influences _____.

Because _____, I believe/consider _____.

LESSON SEQUENCE

	Purpose	Process	Tools
Activity #1–2 I DO/WE DO/ YOU DO	Open the lesson Introduce and apply key concept	<ul style="list-style-type: none"> ▪ Examine key concept ▪ Link to prior knowledge ▪ Apply to personal circumstances ▪ Practice familiar language 	Sentence frames Projected image: <i>Define Yourself</i> Teacher-made T-chart Teacher-made adjective word bank
Activity #3–5 I DO/WE DO/ YOU DO	Develop context Establish expectations Introduce vocabulary	<ul style="list-style-type: none"> ▪ Use vocabulary to reflect on key concept ▪ Deconstruct summative task ▪ Define critical terms 	<i>Academic Identity Foldable</i> Sentence frames <i>Student Workbooks</i> <i>Summative Writing Prompt Poster</i> Chunked article: <i>Smart Strategy</i> <i>Word Form Chart</i> <i>Talking Chips</i> or playing cards
Activity #6–7 I DO/WE DO/ YOU DO	Interact with text Read analytically Summarize text	<ul style="list-style-type: none"> ▪ Learn marks for annotating text ▪ Practice annotating text ▪ Engage in structured reading ▪ Collaborate with partners 	<i>Annotation Markers</i> Sentence frames Chunked article: <i>Smart Strategy</i> Chunked article for analysis: <i>Smart Strategy</i> <i>Student Workbooks</i> <i>Laminated Notebook Paper Posters</i> Dry erase pens
Activity #8–10 I DO/WE DO/ YOU DO	Examine multiple sources Reflect and apply learning	<ul style="list-style-type: none"> ▪ Read and interpret data ▪ Reflect on relevance of information ▪ Use target language for reflection ▪ Respond to writing prompt 	Article: <i>Generation STEM: What Girls Say about Science, Technology, Engineering, and Math</i> <i>Student Workbooks</i> Sentence frames <i>Laminated Notebook Paper Posters</i> Dry erase pens <i>Academic Identity Foldable</i> Writing prompt <i>Talking Chips</i> or playing cards <i>Classroom Timer</i>

Find the corresponding *Student Workbook* page numbers for Lesson One materials:

Academic Identity Foldable, p. 3

Summative Writing Prompt, p. 5

Chunked article: *Smart Strategy*, pgs. 7–8

Chunked article for analysis:

Smart Strategy, pgs. 9–10

Annotation Markers, p. 11

Word Form Chart, p. 12

Article: *Generation STEM*, p. 13

