

Lesson Plan 3

Teacher Candidate:	Roberta Porter	Reference:	M7U2A1
Grade Level:	6	Mentor:	Natalie Spengler
Course:	English Language Arts	Unit Title:	Literature
Lesson Number:	---	Lesson Title:	Theme, Quotes and Application
Reference Code(s) for Standard(s):	CCSS.ELA-Literacy.RL-6.1, 6.2, 6.9, 6.10	Time Segment of Lesson:	45 minutes (one class period)
Text of Standard(s) to be Addressed in Lesson:	<p>6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
Notes:	<p>1. This lesson is designed for students in an educational language immersion setting. Thus, it is not accurate to characterize them as typical English Second Language pupils, although, neither do they have the same command of English as expected of Native English Speakers in a monolingual linguistic majority environment.</p> <p>2. 'Teacher candidate' and 'teacher' both refer to the teacher candidate.</p>		

Big Ideas to be Addressed in the Lesson

1. Find the main and minor themes in the chapter.
2. Support your claims with quotations from the text.
3. Link themes to other texts you have read or your life experiences.

Objectives and Assessments

Measurable Objectives to be Addressed	Formative and Summative Assessments
1. Find at least three themes in each of the two chapters assigned.	<p><u>Formative:</u> Scan a text looking for key features.</p> <p><u>Summative:</u> Completion of presentation poster sheet.</p>
2. Provide quotes from the chapter that support each theme.	<p><u>Formative:</u> Write down themes, quotes and connections.</p> <p><u>Summative:</u> Presentation at end of class.</p>
3. Link themes to other texts or your life experiences, and explain how they are connected.	<p><u>Formative:</u> Completion of presentation poster sheet.</p> <p><u>Summative:</u> End of unit test.</p>

Teaching Strategies and Related Student Activities

Teaching Strategies and Activities: What are the teaching strategies and activities that you plan to use to help students meet the lesson’s objectives? What are the steps that you will take to deliver this lesson (e.g., introduce the author, read the poem, ask students to...)? (Include Web 2.0 activities as appropriate.)

- Use **attention grabbing litanies** such as: *“One, two, three; eyes on me.”*, *“Notebooks closed, pens down, eyes on me please.”*, etc. to ensure students do not start before I tell them to.
 - Vary students chosen to read in class, so that most who wish to do so get a chance to participate.
 - Have students read parts of the posters for chapter 1 and 2 that are up on the board – i.e. the themes and supporting quotes from the novel. This strategy is to try to **hold the class’ attention**.
- 1) Arrange classroom prior to lesson so students are divided into five groups of four. Explain the activity and **model** what they are to do using chapters 1 and 2 of the text. (My mentor will model presentation of the activity for chapter 1 and I will model the activity for chapter 2.) **This activity will last 10 – 12 minutes.**

Chapter 2

Themes: *community unity in an endeavor; joy of creation; celebration of achievement*

Supporting Quotes:

- (a) *“For the praise-singer took a curious part – I should say rather that it was direct and effective – in the work. He was drunk with the joy of creation. He shouted in joy. He plucked his cora like a man inspired. He sweated as if he were the trinket-maker.”*
- (b) *“No sooner had he [the trinket-maker] finished, then workmen and apprentices, friends and customers in their turn, not forgetting the woman for whom the trinket had been created, would flock around him, congratulating him, showering praises on him and complimenting the praise-singer at the same time.”*

Application (connections to other texts or to my life):

- (a) *Celebration and creation = Batabano carnival festival in the Cayman Islands – Everyone works together to prepare floats, create costumes; everyone contributes a different part (no matter how small, e.g. bring water to the workers) to make a great whole. Everyone partakes of the joy of the festival and the joy of creating something fantastic, even if it is a temporary creation.*
- (b) *Group work project (link to the students) = Everyone should be happy about what they are creating and in the end it belongs to all members of the group, even if there is only one main person presenting it. The joy and pride in the project is shared by all members.*
- 2) Each group is give two posters and assigned two sequential chapters to work on. Students record on posters the themes, quotes supporting the themes and make connections to other texts they have read in class or connections to their personal lives. (Note that we have already read the book as a class and students have already taken notes on each chapter, so this activity should not be overly arduous for them.) **This activity will last 15 – 20 minutes.**
- 3) Presentations (by each group) of their two posters on each chapter to the class. **This activity will last 4 – 5 minutes per group, for a total of 20 – 25 minutes.**

Teacher and Student Input: Write a note on what you expect the teacher and students to do as a part of this activity. Include a note on whether this is an “I do it”, “We do it” or “You do it” type of activity.

- The teacher will be expected to **manage class time efficiently** and to go around to ensure all students are on task and **ask both closed and open-ended questions** to stimulate critical thinking.

- Some parts of this lesson will be accomplished using the “I Do – We Do” method of teaching. The mentor and I will **model** twice what students are to do in this activity, i.e. preparing and presenting a poster.
- Students will be expected to participate fully in all activities, pay close attention to their peers’ presentations and contribute to the class discussion by asking questions.

Review: Write down ideas on how you will review the topic, including notes on types of formative assessments that you will use during the lesson.

- The topic (themes in the novel) will be reviewed during a full period lesson where each person presents to the class. As a homework assignment, each student will have been assigned one chapter of the novel to analyze. They will summarize and present this chapter to the class, drawing their attention to key quotes and linking themes to other novels read this school year. All students will take notes on each presentation.

Discussion Topics

Write out topics that you would like students to discuss in class, before class or after class because they are interesting, difficult to grasp or for any other reason that would make for a lively and engaging discussion. If discussions must happen outside class, what tool will you use to facilitate the discussion (e.g. Twitter)?

- During and after the group presentations there will be a lot of discussion about the themes in the novel and the relevance of the quotes. Some discussion topics could be: fear, unity of the community, superstitions, African versus European civilizations and values, festivals and celebrations, transition into adulthood.

Student Accommodations

Student Diversity	Differentiation of Instruction
1. For gender	None necessary.
2. For ethnicity and culture	We always cover a variety of cultural and civil themes from all over the world. The European School’s curriculum focuses on a particular continent grouping at each grade level as their theme. Usually all content materials are sourced from authors originating in that region and or whose subject matter covers that region from a native’s perspective. Since grade six’s theme is Africa, the vocabulary words have been sourced from the African novel we are reading as a class. Reading this novel increases students’ global awareness – a twenty-first century skill. The text analysis exercises we will do will increase their cultural sensitivity and help them recognize the common humanity of all human beings; students’ learning will then be connected to the whole world.
3. For high-achieving students	To differentiate instruction <u>if pupils finish activities early</u> , they can add decorations and images to their posters.
4. For low-achieving students	For low-achieving students, the teacher should go around and personally check that each student is participating in their group (via observation). It might be worthwhile to convert groups into jig-saw groups , so that each group member has a defined role and there will be no shirkers. We have one student in the class who was diagnosed with ADHD, but has recently been taken off medication (no reason supplied to me). This child works very slowly, is <u>not</u> hyperactive, does not seem interested in schoolwork and is low-achieving, i.e. at risk of failing this grade (Alejandro V.). Another pupil is also

	low-achieving, struggles to grasp academic concepts and has poor English, which as a result affects her, participation and acquisition of content and skills in all subjects (Emma). To avoid these pupils falling behind, I would walk to their desks and assign them as the presenters of their group. (I would not assign them to be the person who writes up the poster because this might be too stressful a task for them since they both write slowly and with numerous grammatical and spelling errors – something which might frustrate their group members and result in them having a negative experience.)
5. For audiovisual learners	As a homework assignment, I could ask half of the students in each group to find visual representations of some of the themes, quotes and connections to their life or to other texts covered in class. Students should print out these images alongside the themes and quotes. They will spend two and a half minutes per group presenting these images as a show-and-tell at the beginning of the next class as a quick revision exercise.
6. For tactile-kinesthetic learners	Assign a homework activity where the other half of each group must find and bring in for show-and-tell small objects that demonstrate or represent the theme, quotes and the connections they highlighted in class. Each pair will have two and a half minutes to present their objects, for a total of five minutes per group as a revision exercise at the beginning of the next lesson. If possible, students will bring in these objects again for a more comprehensive revision exercise at the end of the unit.
7. For English language learners	[See the above notes for low-achievers.] ELLs could be accommodated by forcing participation in employing the strategy of ' jig-saw group ' or assigning them the role of presenting the posters.
8. Students with minor learning disabilities	There is a student who appears to be very smart and competent, but is a perfectionist and as a result rarely finishes class assignments on time (Adriana). It is possible that she may have an undiagnosed learning disability. As far as we are aware, there are no students with confirmed learning disabilities in the class. To avoid this pupil falling behind, I would walk to her desk and recommend she present the poster, rather than trying to write it up – which she will inevitably want to do to ensure it looks neat and tidy. An accommodation we could have for <u>pupils with ADHD</u> , is again, to assign a role to each student using the ' jig-saw group ' strategy. Students with <u>dyslexia or dyscalculia</u> would purposely <u>not</u> be assigned the role of writing up the poster.
9. For students with physical disabilities	There are no such students in this class; but in any case, it is unlikely this lesson would need to be modified in any significant way for such students. Some minor adaptations for <u>students with visual issues</u> could be to: (i) provide them with a handout in large print of the material written on the board. <u>Students with hearing deficiencies</u> would probably already have electronic devices to increase their auditory abilities, but the teacher could also use a microphone , if necessary.
10. For students with mental challenges	So far as the teacher and school are aware, there are no such students in this class. Nevertheless, it is known that <u>children with autism</u> think very literally and have difficulty understanding figurative language. If I had a pupil with such a disorder I might need to solicit specialized help in teaching them this unit, especially since each autistic child is unique. Such assistance might be obtained from the occupational therapist, psychologist or special education teacher.

Materials and Resources for Lesson

Materials and Technology	Required Preparation and Websites
1. Reading novels	Novel and prepared posters on chapters 1 and 2 from the assigned novel "The Dark Child" by Camara Laye.
2. Dictionary	www.dictionary.com To define and find synonyms for unfamiliar words.
3. Masking tape	To tape posters to the board.