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| <b>Lesson</b>             | End of book discussion on <i>The City of Ember</i>  |
| <b>CM:</b>                | Chelsea Singlehurst   |
| <b>Date:</b>              | February 10, 2015   |
| <b>Objective: RL.6.3</b>  | Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.<br>Discuss the connections between a novel, themes, and current issues   |
| <b>I CAN</b>              | <input type="checkbox"/> create higher level questions to prompt critical engagement with <i>The City of Ember</i><br><input type="checkbox"/> discuss connections between novels and real-world events   |
| <b>Essential Question</b> | How can we apply themes in this novel to what is going on in the world today?   |
| <b>Previous knowledge</b> | Prior to this lesson, the students have had experience with creating DOK level 1, 2, 3 questions and participating in discussions, we have been working towards having more free-flowing discussions. This discussion is going to be the culmination of their experience with the book we have been reading, as well as with discussion of literature. We are moving forward to read like a historian texts and other topics to discuss so these skills are setting them up for further critical engagement with texts we read. |
| <b>Assessment:</b>        | I will know that the students got this lesson by their participation in the discussion and documentation of their partners' participation in the discussion. Also I will know that they got it by their response and their reflection that they will finish for homework.   |

| Time | Stage | Ss do  | T does   | inter. | purpose  | materials                    |
|------|-------|--|--|--------|--|------------------------------|
| 10   | INM   | Ss are creating their questions for the end of COE | Directions: "You have 10 minutes to create your questions at level 1, 2, 3. Make sure you are citing where in the book you want your classmates to look for the information you are talking about, go" | Ss     | This is for the students to have time to create the questions that are going to guide the discussion | COE questions handout packet |

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| 1 | INM | Ss are listening to directions then finding a partner   | Directions: "When I say go, you are going to silently find a partner, and decide who is A and who is B, go"   | T-Ss<br>Ss-Ss | This is to get the students moving around a bit and to find disc. partners  |                                |
| 1 | INM | Ss are getting in their circles, preparing for discussion   | Directions: Partner A, you are going to be in the middle circle first, partner B you are going to be in the outer circle, make sure you are sitting close to your partner so you can hear their contributions, go   | Ss-Ss         | This is to get the students into position for discussion  |                                |
| 1 | INM | (Student name) is chosen as discussion director   | T chooses discussion director, the person who makes sure the conversation is going and that everyone gets a chance to talk.   | T-Ss          | This is so that there is accountability on a student to keep the conversation going                                   |                                |
| 8 | GP  | Ss are discussing with the help of the discussion director and the classmates, Partner B is documenting their partners' participation, Partner A is discussing and helping guide the conversation | Directions: Partner B, make sure you have your paper with your partner's name on it, and you are being an active listener, be ready to discuss your partner's participation with them during the break, Partner A, make sure you are contributing to the discussion and are letting others speak as well, you have 8 minutes to discuss, only partner As are talking at this time, go | T-Ss<br>Ss-Ss | This is to make sure that everyone is active either in participating or discussing                                    | questions<br>handout<br>packet |
| 2 | GP  | Ss discuss with their partners to assess their participation in the discussion  | Directions: "You have 2 minutes to debrief with your partner, partner B make sure to tell your partner A what was good, what needs improvement, anything that would help them.  | T-Ss<br>Ss-Ss | This is so that both partners can debrief on the discussion and how each other is doing and what could be done better | questions<br>handout<br>packet |
| 8 | GP  | Ss are discussing with the help of the discussion director and the classmates, Partner A is   | Directions: Partner A, make sure you have your paper with your partner's name on it, and you are  | T-Ss<br>Ss-Ss | This is to make sure that everyone is active either in participating or discussing                                    | questions<br>handout<br>packet |

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|      |    | documenting their partners' participation, Partner B is discussing and helping guide the conversation                                      | being an active listener, be ready to discuss your partner's participation with them during the break, Partner B, make sure you are contributing to the discussion and are letting others speak as well, you have 8 minutes to discuss, only partner Bs are talking at this time, go |       |  |   |
| 2    | GP | Ss discuss with their partners to assess their participation in the discussion   | Directions: "You have 2 minutes to debrief with your partner, partner B make sure to tell your partner A what was good, what needs improvement, anything that would help them.   | Ss-Ss | This is so that both partners can debrief on the discussion and how each other is doing and what could be done better  | questions handout packet                  |
| Rest | IP | Ss are reflecting independently about the discussion and working out a written response to one of the level 3 questions that was discussed | Directions: On response handout, use the reflection questions to respond and reflect about this discussion. When you are finished with that, you are writing a 6 sentence minimum paragraph response to one of the level 3 questions that was asked, be sure to include evidence.    | Ss    | This is for the students to write down the responses that they were discussing in written form so that they can organize their thoughts, as well as an opportunity for the students to reflect on their involvement with the discussion and how to improve and what was done well. | questions handout packet reflection sheet |