

SINGLEHURST LESSON PLANS - STANDARD 8 INSTRUCTIONAL STRATEGIES

Lesson Plan Gathering Blue Intro to Lois Lowry and Ch 5-8

Essential Questions	Enduring Understandings
<p>What defines the human experience? Is the individual more valuable than the society?</p> <p>How important is it to follow our traditions such as customs, rituals and culture? Is it our differences or our similarities that matter most?</p>	<p>Individuals need to find their voice and place in society. People are responsible for their own actions Even if you are not perfect, you can still make significant changes in your society</p>

Day 5 Objective: I can develop a theory of a character by citing evidence from the character's actions, thoughts, and words.

RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Day 6 Objective:

1. I can determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meaning.
2. I can analyze the effect of a specific word choice on the main idea and tone of the text.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Day 7 Objective: I can determine the **theme** in Gathering Blue and explain how it is portrayed through specific details.

RL.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.

Day 8 Objective: I can use sensory language to describe experiences and events.

w.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Preparation:

- Day 5
 - [Student Handout](#)
 - [Presentation](#)
- Day 6
 - [Student Handout](#)
 - [Presentation](#)
- Day 7
 - [Student Handout](#)
 - [Presentation](#)
- Day 8
 - [Student Handout](#)
 - [Presentation](#)

Comment [1]: According to Grant Wiggins' 2007 article on the idea of an essential question, "By actively exploring such questions, the learner is helped to arrive at important understandings as well as greater coherence in their content knowledge and skill."

By providing students with essential questions, they have a purpose for reading to help develop their understanding of the content and connections.

Comment [2]: Incorporating daily, standards-aligned objectives, provide a function similar to the essential question, the provide students with a purpose for the lessons and practice they are doing.

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Timeframe: 4 Days, 80 minutes

DAY 5	Time	Teacher Will Do	Students Will Do
Do Now	5 min	Engage readers with the Do Now Encourage students to use more details	Complete Do Now silently. Students make observations and ask questions about the book cover.
Think Pair Share	3 min	Have the student share their do nows in small group or pairs. Regroup and select a few people to share.	Think, Pair and Share Listen, respond, ask questions.
I can	2 min	Discuss lesson objectives.	
Video	5	Show students the youtube video on Characterization. As the video is running, you can pause the video and have students make inferences on the characters before the video explains it.	Students watch video and actively participates in identifying character traits using evidence from the video.
PPT: Voices in the Story	3 mins	Introduce Narrators and Characters as the voices in the story. Read the two passages out loud and have the students compare the voice of the passages.	Listen, respond, ask questions
PPT: Direct and Indirect Characterization	5 min	Explain two different types of characterizations. For each word, have the students work with a partner to reword the definition and create an example.	Listen to definitions Work with a partner to create new definitions and examples Write the definition and example on WS
Indirect Characterization Practice	10 min	Go over the Class practice problem together. Practice marking the text for evidence. Reemphasize that you are looking for quotes, actions, and thoughts of the character.	Students will participate in the class practice problem to find textual evidence.
Gathering Blue Practicum continue reading	25 mins	Play the audio for the students to listen. The audio 15 minutes long, but you can pause the audio occasionally to give students some time to fill out the bubble map or have some students share. Suggestion when listening to the audio: walk around. when you tap a student on the shoulder he/she should be able to point to the current place in the text. Ch. 5 0:00- 14:52	Listen to the story. Actively interacting with the text and looking for textual evidence to describe Kira.
Exit Ticket	10mins	Using the textual evidence on Kira's character, respond to the question	Students will use their bubble map (textual evidence) and respond to the exit ticket question.
Share	5 mins	Have students share their Exit Ticket	Students will share their write ups in pairs and
Clean up	5 min	Teachers will transition students to pack up.	Students will tidy up their areas and pack up their belongings. Wait quietly for teacher to excuse.

Comment [3]: As a grade-level, we believe in multi-media presentation for students. By doing this we are able to appeal to different types of learners, as well as expose students to different types of teachers.

Comment [4]: Because we only have one class set (30 books) per team, students have to have time allocated each day for reading while listening to an audiobook. By having the audio available for the chapters, we are appealing to auditory as well as visual learners to work towards maximizing understanding of the content.

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DAY 6	Time	Teacher Will Do	Students Will Do
Do Now	5 min	Model DO NOW	Complete the DO NOW
Word Choice	10 min	Lecture on Word Choice: what word choice means, how we analyze an author's word choice and why it is important.	Take notes
Word Connotations	7 min	Model one or two examples of words that have similar meanings but different connotations	Take notes
Word Connotations	7 min	Monitor and guide group discussion	Discuss in groups the similarities and differences between several pairings of words.
Close reading: I DO	10 min	Model how word choice analysis happens	Take notes
Close reading: WE DO	10 min	Work with class to analyze author's word choice	Engage in word choice analysis with teacher
Close reading: YOU DO	10 min	Assist students	Independently analyze word choice in selected passage
Exit Ticket	5 min	Read exit ticket question	Students may use notes

Comment [5]: Having a daily do now sets up behavior expectations in the classroom as well as incorporates multiple strategy options such as activating prior knowledge, pre reading, skimming and scanning, and others.

Comment [6]: While we would like every single lesson to be high engagement from start to finish, sometimes you have to lecture to make sure that basic information is established.

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DAY 7	Time	Teacher Will Do	Students Will Do
Do Now	5 min	<p>Presentation/Handout:</p> <p>Explain the main idea or the major point that the author of <u>Gathering Blue</u> is trying to make throughout the story.</p> <p>Do you think there is a lesson we could learn about life so far? If so, what do you think it could be?</p>	<p>Students work on Do Now.</p> <p>Then think, pair share</p>
Theme	15 min	<p>Using the Presentation, guide students through identifying and creating a theme sentence. Slides 1-8.</p>	<p>Students listen/take notes on WS</p> <p>"Theme is...Theme is not..."</p>
Dissecting Practice	10 min	<p>Have students read the excerpt from the handout and highlight/underline details that support theme.</p> <p>Slides 9-13.</p>	<p>Students read excerpt from handout.</p> <p>Think/pair/share.</p>
Gathering Blue Reading	14 min	<p>CH. 7 31:06-44:47</p>	<p>Students will actively listen to the audio.</p>
Practicum	5 min	<p>Have students brainstorm possible themes and complete the circle map on handout.</p> <p>Discuss prompt:</p> <p>What are the main ideas?</p> <p>What message is the author trying to convey to the reader?</p> <p>What lesson are you taking away from this story, as the reader?</p> <p>Slide 15.</p>	<p>Students complete circle map on handout.</p> <p>Think/Pair/Share</p>
Exit Ticket	If time allows	<p>Create a strong theme sentence for <u>Gathering Blue</u>. Using theme as green light sentence, write paragraph defending your interpretation.</p> <p>Slide 16.</p>	<p>Students create theme sentence and paragraph for GB on handout.</p>

Comment [7]: We work to incorporate group work as often as possible not only for heterogeneous pairings to be able to work together, but also for students to practice group skills.

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DAY 8	Time	Teacher Will Do	Students Will Do
Do Now	5	Do Now: Think of your favorite food and describe as creatively as possible.	Students work on Do Now. Then think, pair share
Sensory Language	5	Using the Presentation, guide student through the sensory language, slides 3-12	Students listen
Sensory Language Interactive Video	15	Watch the video on slide 13. Pause after each clip and let student practice using sensory language. Call out a few students to share after each one.	Student watch video and fill out WS. Some students will share their response to the class.
Show, Not Tell	10	Guide students through the two example on the ppt. Suggestion: after completing the 4 problems have students share in pairs or small group Then maybe have each group share one answer..	Students work on the Show, not tell problems on the WS
Gathering Blue cont. in Practicum	15	Ch. 8 44:48?- 59:36	Students will actively listen to the audio
Prewriting/ Perfagraph	30	Review Perfagraph Show rubric. Writing prompt: Write a perfagraph about a fear you have. For each P2, use sensory language to "SHOW" your statement.	Students create an outline Then, change into a perfagraph Finish for homework
Share	Rest if time	Pair or group students and have them share their perfagraph	Students will share their perfagraphs in small groups or pairs.