**Unit Plan**

Subject: English Grade level: 7th grade

Unit: Literary Elements

**Content Standards**:

**Reading Standard for Literature**:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
3. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Writing Standards:**

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.

**Speaking and Listening Standard:**

1. Engage effectively in a range of collaborative discussions (oneon- one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decisionmaking, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue study.

| **Student Outcomes**:  Students will:  Declare the advantages and disadvantages of a character’s perspective.  Discuss the importance of perspective and it’s relation to a specific character.  Apply their comprehension of perspective to all future texts.  Identify puns.  Locate puns in future texts.  Explain the significance of the pun to the story and how it functions in literature.  Identify the different character types presented in a text.  Demonstrate the conflicts between different characters and their environments. | | **Assessments:**  Accurate completion of perspective T-chart.  Participation in group/class discussions. Teacher will observe how many examples and evidence the students provided for these examples in discussions.  Assess mimesis depending on how well students depicted Rowdy’s perspective.  Student’s accurate completion of group poster illustrating their pun.  Teacher’s approval of group’s explanation of pun from text.  Student’s application of other group’s puns in their journal.  Student’s use of key vocabulary in the correct context while speaking and writing.  Group’s accurate demonstration of conflict in their role play.  Equal participation in role play. | |
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| **Timeline:**  Weeks 3-5  Week 3: Read aloud of *Absolutely True Diary of a Part Time Indian* and activities pertaining to perspective.  Week 4: Begin reading *Alice’s Adventures in Wonderland* and have discussions/activities relating to puns  Week 5: Finish *Alice’s Adventures in Wonderland* | **Major Concepts:**  How does an author’s use of language influence a reader’s understanding of the text?  How to approach figurative language in order to understand theme.  The use of literary devices in a text and their affect on the meaning.  The role of different character types and their interaction throughout a text.  The formal study of literature and analysis as opposed to simply reading stories for content.  Reading literature from various cultures builds an understanding of the many aspects of human experience in relation to the characters in the text.  Friendship is challenged when characters go through transitions and have different views of what is right and wrong. | | **Resources:**  Nanuet School District Website  *Absolutely True Diary of a Part Time Indian*  Chart paper  T-chart handout  Whiteboard  Marker  *Alice’s Adventures in Wonderland* copy of text  Poster boards for groups  Scissors  Prepared puns for students who don’t have internet access  Tape and/or glue  Sample poster  Index card with #’s on them  Table #’s |
| **Integration with other subjects:** Literacy, Art, Social Studies, Theatre | | | |
| **Real World Experience/Field Experience:** Students in seventh grade are going through a transitional stage in their lives and reading texts such as *Alice’s Adventures in Wonderland* and *Absolutely True Diary of a Part-time Indian* can help them understand different perspectives they will encounter in their lives. This will also allow them to see characters “find themselves” and realize they are not the only ones going through this stage in life. Students will apply the literacy devices they learn through this unit to enhance their communicative skills in all aspects of their lives—whether personal or professional. | | | |

Some of the information in this Unit plan was adapted from the Nanuet School District Website:

<http://nufsd-public.rubiconatlas.org/Atlas/Browse/View/Map?SourceSiteID=&CurriculumMapID=140&YearID=2012>

## Learning Experience Plan #1

Subject: English Grade level: 7th grade

Unit: *Absolutely True Diary of a Part Time Indian* Day/periods: 4/01/12, 1 period

Topic: Character’s perspective

**Content Standards**:

Reading Standards for Literature 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Literature 6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Speaking and Listening Standard 1: Engage effectively in a range of collaborative discussions (oneon- one, in groups, and teacher-led) with diverse partners on *grade 8 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decisionmaking, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

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| **Learning Experience Outcomes**   * Students will: declare the advantages and disadvantages of perspective. * Students will: discuss the importance of perspective and it’s relation to the character. * Students will: apply their comprehension of perspective from a different character. | | | **Learning Experience Assessments**   * Accurate completion of the T-chart. * Participation in group/class discussions. Teacher will observe how many examples and reasons the students provided for these examples. * Assess mimesis depending on how well students depicted Rowdy’s perspective. * Did they write it in a first person point of view? Did they sound like Rowdy? Was his tone evident? | |
| **Differentiation** | | | | |
| **Approaching** Students will be given a T-chart with some information already filled out. They will be given page numbers of where to find specific examples. | | **On-level** Students were prompted in filling out T-chart. No pages were given for examples. | | **Beyond** These students needed little to no assistance and were pushed in class discussion to deepen their connections. If they finished earlier than other students, they were asked to start listing adjectives on another character. |
| **Curriculum Integration:** Social Studies, Literacy | | | | |
| **Materials/Resources** | **Procedures/Strategies:** Students will complete the do now, there will be a discussion of the focus question, teacher gives the definition of perspective, T-chart will be discussed and completed on the board, students split up into groups and complete their guided practice, class will come back together for a closing discussion on perspective and relation to other novels, and homework will be assigned. | | | |
| *Absolutely True Diary of a Part Time Indian*  Chart paper  T-chart handout  Whiteboard  Marker | **Day 1**  Sponge Activity (activity that will be done as students enter the room to get them into the mindset of the concept to be learned) Students will write in their journals- Do now: Think of an event/situation when you had to put yourself in someone else’s shoes. Describe the event. What did you do to understand their perspective?  Anticipatory Set (focus question/s that will be used to get students thinking about the day’s lesson) How does perspective affect the way a story is told?  Activating Prior Knowledge (what information will be shared with/among students to connect to prior knowledge/experience) To write their journal entries, students will call upon an experience that they have already went through in their lives. Teacher gives an example of her own experience with perspective.  Direct Instruction (input, modeling, check for understanding)   1. Teacher will put the word “perspective” on the board and ask the students to try and create their own definition based on their journal entries. 2. Teacher will give her definition of perspective: a mental view or outlook on facts, situations or ideas etc. told from one person’s point of view. 3. Teacher will ask students to come up with adjectives that describe Junior and will make a list on the board for visual representation. This will show the students that our description of Junior is different from his person perspective of himself. Each student will be given a T-chart to write notes in and follow along. See example of T-chart below. 4. Teacher will prompt students to discuss the advantages and disadvantages of a story being told from one person’s perspective (Junior). 5. Teacher will make a T-chart on the board of the specific advantages and disadvantages based on Junior’s character. On the left side students will list the advantages and on the right there will be the disadvantages. Students will be required to have at least five for both columns.   Guided Practice (how students will demonstrate their grasp of new learning)   1. Students will be broken up into groups of four. 2. The groups will be given a piece of chart paper. 3. On the chart paper, the group will make a list of adjectives describing Rowdy’s character. Students will be asked to keep notes on everything the group discusses and writes on the chart paper. 4. On a separate piece of paper, the group will write a short paragraph discussing how the story would be different from Rowdy’s perspective. 5. Groups will need to give one specific example from the text to help explain their reasoning for the story being different.   Closure (action/statement by teacher designed to bring lesson presentation to an appropriate close)  We will come back together as a class and have a discussion on why perspective plays an important role in a story. Students will add things to the T-chart on the board of advantages and disadvantages. Teacher will ask students to give another example of any other books they have read that are told from one perspective.  Independent Practice (what students will do to reinforce learning of the lesson) For homework, students will write a mimesis from Rowdy’s point of view the day after Junior leaves for Reardon. Teacher will explain that a mimesis is a diary page written from the perspective of the main character. Teacher will give students a copy of a mimesis from a different book, *Cut*. (Students just completed a unit on this novel in the previous weeks. See below.) Students can use the notes they took in their guided practice for Rowdy to help them complete this assignment. | | | |

**T-Chart Handout:**

Junior’s Perspective:

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| **Advantages** | **Disadvantages** |
| * Understand exactly how the protagonist is feeling at all times. * Events told are objective to Junior’s own truth. * Deeper understanding to who Junior is internally. * Reader feels emphatic towards Junior’s life. * Reader feels as if they are experiencing the events along with Junior because his writing seems like it is out of his own diary. | * You do not have a clear understanding of the feelings of secondary characters. * Junior’s perspective compromise what other characters may find true. * Reader does not know if events are being told accurately. * Readers don’t know fully the truth of the two environments Junior explains. * Junior might give the reader false impressions of his parents specifically. |

Mimesis Example from *Cut*:

Dear Diary,

I walk into your office, ready to spill. I am finally ready to share everything, but not because I know this is the right thing to do, but because I want to. When I walk in, you look at me with this sort of smile on your face. A smile that says you already know what I’m about to say to you. It’s as if all this time you knew I would come around on my own time. Why couldn’t you have told *me* that? I guess you get paid to know this kind of stuff.

“I…I want to talk to you.” I said, suddenly hesitantly.

You were still smiling, “About what?” you said, but already knew.

“About everything. I guess” I say, and really mean it. Something different has happened to me. Running away yesterday and coming back made me realize I need to be here. No, I want to be here. I want to get better. Why can’t I just tell you that? I can never find the right words for you. When I stop staring at my hands and look up, I realize you’re still staring at me. Not rudely, just politely waiting for me to talk.

“I don’t know where to start” I finally say.

“Why don’t we start with what happened yesterday?”

I feel my cheeks redden out of embarrassment. You must be disappointed in me. I state the obvious, “You mean when I ran away?”

You look at me with a reassuring smile, “No, Callie, I know why you ran away. Let’s start with why you came back?”

“I don’t know,” I say, but that’s not true.

“Yes you do.”

“Because…because I need help.” My eyes begin to get watery, but I don’t want to cry. “I want to get better,” the words were just coming out of my mouth, but I wasn’t thinking about them. For the first time, I was just talking. Now I was crying.

Your eyebrows wrinkle and you title your head to the side. Looking confused, you say, “Why are you crying, Callie?”

“Because I’m happy.”

“You’re happy?” you sound surprised.

I smile through my teary eyes, “I’m happy because I’m ready. I’m ready to talk.”

“So let’s talk, Callie,” you pause. I think you’re waiting for me to talk because you waited a pretty long time, but you realize I may need some help along the way. “How was it seeing your dad yesterday?”

“Good,” I say. That’s not the right answer. It’s not the answer you want and it’s not the answer I want to give either. “It was really nice actually.” There, much better.

“You sound surprised. What was so nice about it?”

“Well…he came and picked me up.”

“You didn’t think he was going to?” You should sound worried here, but you’re still smiling. My mind wanders a bit and I wonder how you can keep smiling; or how you never seem biased or judgmental. Do you take classes for that?

“Callie?” You say, interrupting my thoughts.

“Oh, sorry.” I almost forgot what we were talking about. Then I remembered, “It’s just that he showed he cared enough to drop whatever he was doing.” I didn’t want to make my dad sound bad, he’s not. I needed to make that known, “he’s busy a lot is what I mean.”

“I remember, you’ve said that before.”

“Right. Well, it wasn’t just that he came and picked me up.”

“What was it then?”

“He told me stuff,” again I’m realizing this isn’t a good answer, “stuff about my mom and Sam. It wasn’t my fault.”

“What wasn’t your fault, Callie?”

“Sam. Things are getting better at my house. My mom is driving. My dad is around more…” I sound like I’m trying to convince you, but I don’t have to convince you anymore, it’s true now.

“I’m glad you guys talked. No one ever blamed you except yourself.”

“I know.” I say, and a sigh of relief comes out because finally, I really do know.

**Learning Experience Plan #2**

Subject: English Grade level: 7th grade

Unit: *Alice’s Adventures in Wonderland* Day/periods: Friday - 50 minutes

Topic: Puns

Content Standards:

Reading Standard for Literature:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Speaking and Listening Standard:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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| **Learning Experience Outcomes**   1. Students will: 2. Identify a pun. 3. Locate a pun in the text. 4. Explain the significance of the pun to the story and how it functions in literature. | | | **Learning Experience Assessments**   * Students accurate completion of group poster illustrating their pun * Teacher’s approval of group’s explanation of pun from book * Student’s application of other group’s puns in their journal | |
| **Differentiation** | | | | |
| **Approaching** Teacher prompts students with page numbers if they cannot locate a pun in the text. The approval of the teacher helps make sure students are on task in their groups. | | **On-level** Teacher will walk around to make sure that students do not need assistance and that all students are contributing to the group and are on task. | | **Beyond** These students already knew what a pun was, so they were asked to create their own pun for homework. These students helped lead their group and assist the ones who were having trouble. |
| **Curriculum Integration:** Literacy, Art | | | | |
| **Materials/Resources** | **Procedures/Strategies**  Write pun statements on the board, have students complete the “Do Now”, teacher leads “chalk-talk” while students take notes and respond, groups are formed based off learning levels and teacher decides them, groups complete pun poster, students all perform a gallery walk, teacher leads closer with a discussion leading back to the book. | | | |
| *Alice’s Adventures in Wonderland* copy of text  Poster boards for groups  Markers  Scissors  Prepared puns for students who don’t have internet access  Tape and/or glue  Sample poster  Pun Resource: [www.sparknotes.com](http://www.sparknotes.com) | **Day 1**  Sponge Activity (activity that will be done as students enter the room to get them into the mindset of the concept to be learned) Multiple puns will be displayed on the board and students will observe these puns as they walk into the classroom.  Puns on board: I used to be a ballet dancer, but found it too-too difficult. I used to be a carpenter, but then I got bored. I used to work for H&R Block, but it was just too taxing. I used to be a transplant surgeon, but my heart just wasn't in it.  Anticipatory Set (focus question/s that will be used to get students thinking about the day’s lesson)  Do Now: After you have read the statements on the board, write in your journal what you notice about them. What is similar between them?  Activating Prior Knowledge (what information will be shared with/among students to connect to prior knowledge/experience)  After students complete their journal entry, ask the class if they know what this literary technique is called in order to assess their prior knowledge. After a student responds, or if there is no response from class, the teacher will write “pun” on the board and ask students to come up and write words or phrases that they can associate with the word pun. This is called a concept map. Encourage students to refer back to the statements they first saw when they walked into the room.  Direct Instruction (input, modeling, check for understanding)  The teacher will now engage the class in “chalk-talk” where the teacher will ask questions that will guide student responses as she write notes on the board. The purpose of this is to create more of a discussion as opposed to lecturing.   1. Write the definition of Pun on the board - the use of words that are alike or nearly alike in sound but different in meaning; a play on words. Have students copy this down in their notebooks. Instead of giving the students the definition, use inquiry in order to allow the students to come up with a definition as a class that makes sense to them. 2. Review the puns on the board and explain why they have two or more meanings. Example- I used to be a ballet dancer, but found it too-too difficult. Explain to students the play on words has to do with “too-too” and the clothing worn by a ballet dancer called a tutu. The words sound the same, but have different meanings. 3. Ask the students: “Have you ever heard a pun before that you can think of?” 4. Teacher will ask the students to take a minute to silently search and identify a pun in the text. 5. Once someone has found a pun for the class to review, the teacher will write it on the board. The class will describe why it is a pun and what the multiple meanings are. This is to give the students a clear idea of what is expected when they will work in groups.   Guided Practice (how students will demonstrate their grasp of new learning)   1. Split the class into groups of 3-5 depending on class size and assign each group a chapter of the book to focus on. 2. Directions for students:    1. Each group will locate a pun in their assigned chapter.    2. Once the pun is identified, they will show the teacher to make sure it is a pun. 3. Walk around the class to help students find puns in their chapters if they are having difficulty. 4. After the teacher has approved the example, one person from each group will get a poster and markers. 5. The students will write their pun on the poster and decorate it with pictures that represent the multiple meanings the pun is using. They should also include the chapter and page number that the pun is from so other students can locate it if they want. Allow students to use a computer (if available) to print pictures if they would like to supplement their drawings. 6. Before the groups break up, the teacher will have a poster complete and show the students what the poster should look like. (See small scale poster example following the lesson plan) 7. After each group has completed their posters, the students will do a gallery walk and take their notebooks with them. (Gallery walk directions: display the posters in different parts of the room, the students walk around with their notebooks in groups. They move to the next poster upon instruction from the teacher. Students will spend about two minutes at each poster.) 8. While on the gallery walk, they will write down the puns the other groups came up with and why it is a pun. Include the meanings, be specific and be sure to write down questions if they don’t make sense to the student. These questions can be answered by the teacher after the activity is completed.   Closure (action/statement by teacher designed to bring lesson presentation to an appropriate close)   1. After the gallery walk, the students will return to their desks. As a class, they will have a discussion of what puns they liked the best out of the groups and why. 2. The teacher will then have a discussion focused on the use of puns in literature to end class.    1. Why would an author use them?       1. An author might use a pun to include humor.       2. An author may also use a pun to assist the development of a character or setting.       3. Puns allow for a more playful and sarcastic tone in literature.    2. How does this shape the language of the text in *Alice’s Adventures in Wonderland*?       1. The use of puns help shape the language to be very confusing. There is a lot of miscommunication in the language of the characters in “Wonderland” and the characters always seem to be on different pages. There are a lot of questions asked and there is a lot of frustration demonstrated in the conversations Alice has with other characters because of the multiple meanings and different levels of conversation. Ask students if they can identify a specific part of the text where a situation like this occurs do to a pun.    3. Why is it an important component of the language and how is it used in *Alice’s Adventures in Wonderland*?       1. This is a very important part of the text because the whole book has a theme of miscommunication throughout. The language the characters speak is English, but they are speaking a different language in terms of meanings of the words. Puns allow there to be a communication barrier for Lewis Carroll (Author) to include in the two very different worlds the characters are from. This helps describe Alice’s inability to adapt in Wonderland.   Independent Practice (what students will do to reinforce learning of the lesson)  For homework the students will find a pun on the internet and write it in their notebook. (If they do not have access to the internet, teacher will provide them with one before they go home.) They will describe why it is a pun and what the meanings are. Write on the board “For homework search “pun” on the internet and find one you think is funny or witty. Once you find the pun, copy it into your journal and explain what the multiple meanings are. | | | |

**Prepared Puns for Students Without Internet Access at Home:**

'Reeling and Writhing, of course, to begin with...and the the different branches of Arithmetic - Ambition, Distraction, Uglification, and Derision.’

When everybody gets wet, the mouse tries to get them all dry by telling them a history lesson, the driest (here, *boring, uninteresting*) thing he knows.

'And how many hours a day did you do lessons?' asked Alice, in a hurry to change the subject.   
'Ten hours the first day,' said the Mock Turtle: 'nine the next, and so on.'   
'What a curious plan!' exclaimed Alice.   
'That's the reason they're called lessons,' the Gryphon remarked: 'because they lessen from day to day.'

“The master was an old Turtle - we used to call him Tortoise.”

“Why did you call him Tortoise, if he wasn't one?” Alice asked.

“We called him Tortoise because he taught us.”

Chapter 9 The Mock Turtle’s Story – Page 142

Meaning of pun: The turtle was the teacher, but they called him a Tortoise (which is different from a turtle) because the word sounds similar to the phrase “Taught us.” It is a play on words because the text uses a word with one meaning to stand for a phrase that truly has an entirely different meaning.



**Poster Example:**

## Learning Experience Plan #3

Subject: English Grade level: 7th grade

Unit: Literary Elements Day/periods: 4/18/12, 50 minutes

Topic: Character types and conflict in *Alice’s Adventures in Wonderland*

Content Standards:

**Speaking and Listening Standard 1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**Speaking and Listening Standard 2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue study.

**Writing Standard 11-Responding to Literature**: Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.

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| **Learning Experience Outcomes**  Students will:  Identify the different character types presented in a text.  Demonstrate the conflicts between Alice and the characters in Wonderland.  Work collaboratively in groups. | | | **Learning Experience Assessments**  Student’s use of key vocabulary in the correct context while speaking and writing.  Group’s accurate demonstration of conflict in their role play.  Observation of student participation in groups and equal contribution to role play. | |
| **Differentiation** | | | | |
| **Approaching** Teacher will prompt students with questions when coming up with definitions and provide page numbers when looking for examples in the text. These students will be placed in groups mixed with On-level and beyond students. | | **On-level** These students require little or no prompting when looking for definitions. | | **Beyond** These students will be asked to identify any other literary terms within their chapter of the text that may relate to their presentation. They will also assist the approaching students in their group when coming up with definitions. |
| **Curriculum Integration:** Literacy, Theatre/Art | | | | |
| **Materials/Resources** | **Procedures/Strategies:** Students will sit in their assigned groups and discuss the do now, the class will then have a discussion and learn about the different types of characters and conflict, after they’ve learned this and worked with the new vocabulary students will find a conflict in their assigned chapter and act it out through role play. Finally, to end the lesson the class will engage in a discussion on how these new terms interact in the text. For homework students will practice their role play and perform for the entire class the next day. | | | |
| Index card with #’s on them  Table #’s  Whiteboard  Marker | **Day 1**  Sponge Activity (activity that will be done as students enter the room to get them into the mindset of the concept to be learned) As students enter the room, they will be given an index card with a number indicated 1-4. They will then find the corresponding number on a table and that will be the group they will work with for the guided practice later in the lesson.  Anticipatory Set (focus question/s that will be used to get students thinking about the day’s lesson) To keep the lesson focused, written on the board throughout the lesson will be: How do character types and conflict relate to one another and their interaction with Alice throughout the text?  (This will be answered and discussed later in the closure.)  Activating Prior Knowledge (what information will be shared with/among students to connect to prior knowledge/experience) To assess what the students already know, groups will discuss the do now on the board.  Students will complete the do now, in groups, after they come into the room and sit at their table according to index card.  Do now: What have you already been taught/know about different character types in a text? Can you pick out any specific ones in *Alice*?  Direct Instruction (input, modeling, check for understanding)   1. Teacher will then pose the do now questions to the entire class for a response/discussion. 2. Teacher will write the following words on the board:  * Character * Protagonist * Antagonist * Foil character * Conflict  1. After the words are written, students will be asked to try and create their own definitions in their groups. 2. Teacher will ask and guide groups to share their responses, if any. 3. Teacher will then provide the definitions on the board:  * Character: who the story is about; the people whom function in the text. * Protagonist: the main character; can be considered the “good” guy in the story. The story mainly focuses on this character’s experiences. * Antagonist: seen as the “bad” guy; a character or force against which another character struggles. * Dynamic character: character that changes their view of life by the end of the story. * Foil character: character who contrasts the main character. * Conflict: an opposition between characters.  1. After the definitions are provided, students will be asked to identify each term in the text itself. This will be done in groups as well.  * Example: Character – Mad Hatter, Protagonist – Alice, Antagonist – The Queen, Dynamic character – Alice, Foil character – The tortoise, Conflict – Alice keeps offending all of the characters in Wonderland.  1. Teacher will ask groups to share in order to check for understanding before moving on to the guided practice.   Guided Practice (how students will demonstrate their grasp of new learning)   1. In their assigned groups, teacher will explain that each group will be assigned a specific chapter.  * Group one: Chapter one, Down the Rabbit-Hole * Group two: Chapter five, Advice from a Caterpillar * Group three: Chapter seven, A Mad Tea Party * Group four: Chapter eleven, Who Stole the Tarts? * Group five: Alice’s Evidence  1. In the chapter that the group is assigned, the group will need to find the major conflict and identify the types of characters who contribute to the conflict. (For example: In chapter one, the characters are: Alice, the rabbit and her sister. The group would have to identify that Alice is the protagonist, the rabbit is the antagonist or foil character and the sister is a just a character not pertaining to the major conflict. Note, students can have different answers for certain characters because there can be more than one answer.) 2. Once they identify the conflict, students will need to check for approval by teacher before moving on. 3. Once conflict is approved, groups must act out this particular scene to the rest of the class. 4. To do this, groups must assign each person a character and if there are not enough characters for members of the group, one person can be the narrator. 5. Groups must continue to practice their role play for the remainder of the class period.   Closure (action/statement by teacher designed to bring lesson presentation to an appropriate close)  For the last 5 minutes, the class will come back together and discuss the focus question. How do character types and conflict relate to one another and their interaction with Alice throughout the text? Teacher will ask for student’s responses now that they have been working with the text in relation to these new vocabulary terms.  Expected student response: *The protagonist in the story (Alice) is always in conflict with multiple foil characters (the mad hatter, the queen, Cheshire cat etc). Their oppositions against one another are what present and keep the conflict going. The difference in characters shows the difference between the “real world” and the Wonderland.*  Independent Practice (what students will do to reinforce learning of the lesson) Students will be asked to practice their part of the role play at home. If they can get together as a group, that’s great, but if not they can practice independently. Make sure roles are discussed and clear before class ends. Role play will be acted out at the start of the period tomorrow. | | | |
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