

Chelsea Keenan
Sept 28, 2017
EED 882 T 4:10-6:45pm

Lesson Plan : Interactive Read Aloud and Writing Activity

I. LESSON OVERVIEW

Subject:	English Language Arts
Topic or Unit of Study:	Characterization
Lesson Type:	Interactive Read Aloud with Graphic Organizer and Writing Extension Activity
Grade Level:	9th
Language of Lesson:	English
Prerequisites for Students or background knowledge needed:	Familiarity with the form and parts of a narrative. Introduction to character and character traits.
Source:	Collier, J (1940, December). The Chaser. <i>The New Yorker</i> , 34-35 Short Fiction
Summary:	The students are learning about the narrative writing form. They have studied the parts of a narrative and analyzed short stories to identify these narrative elements. In this lesson we will read a short story and specifically focus on the narrative element of characterization. They are gearing up to write their own narratives.

II. LESSON DESCRIPTION

Description of Student Group:	There are 6 students in the class. The teacher has told me that he has aligned the curriculum of the class to the common core standards for 9 th grade. The students are a range of high school ages and spend some of their school day in a Special Day Class. All students have a Learning Disability. One student is in the 12 th grade and is an English Learner. Another student is in the 11 th grade and has eyesight challenges. All students, as reported by their teacher, struggle with comprehension and expressive language to varying degrees. Some also have difficulties with writing and using academic language.
Learning Objective (#1, 2, 3...)	1. Students will actively listen to the read aloud.

	<ol style="list-style-type: none"> 2. Students will contribute to a graphic organizer; a t-chart that analyzes external and internal character traits, scribed by the teacher. 3. Students will actively participate in After The Reading discussion. 4. Students will create their own character using the graphic organizer. 5. Students will write a few sentences about their character focusing on richness in their character description. 6.
<p>California Common Core State Standard(s):</p>	<p>CACCSS – Grade 9 #3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p>California English Language Development Standard(s):</p>	<p>CA ELDS- Grade 9 #5 Listening Actively Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. Understanding text structure: Comprehending texts and writing brief arguments, informative/explanatory texts and narratives.</p>
<p>Materials:</p>	<p>Copies of the short story, copies of the worksheet, whiteboard, dry erase markers, erasers, teacher's notes</p>
<p>Procedure – Day One</p> <ol style="list-style-type: none"> 1. <i>Before the Reading:</i> Opening Moves 2. <i>During the Reading:</i> <ul style="list-style-type: none"> • Teacher Think Aloud and questions (within, beyond and about the text) • Stopping Points for Student Talk 3. <i>After the Reading:</i> <ul style="list-style-type: none"> • Discussion (within, beyond and about the text) <p>Graphic Organizer and Writing Extension Activity, connected to the IRA</p>	<p><i>Opening Moves:</i> Pass out short story and review what their teacher had told me about what the students had studied about characters. Ask students to focus mostly on the characters when reading this story. Discuss the possible meanings of the title and what that might reflect about the story. Teacher will read <u>The Chase</u>, with stopping points:</p> <p><i>Graphic Organizer:</i> After the first three paragraphs, use the t-chart to list the external character traits we have learned about the character Alan.</p> <p><i>Teacher Think Aloud:</i> "So there are two potions in this story. Maybe one of them is 'The Chaser', from the title....but I wonder which one."</p>

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	<p><i>Turn and Talk:</i> "What do you think 'imperceptible' means? Why do you think that it is important that the potion is 'imperceptible?'"</p> <p><i>Graphic Organizer:</i> 2/3 of the way through the reading, use the t-chart to list the internal character traits we see for Alan.</p> <p><i>After the reading:</i> What potion does the old man really want to sell? The \$1 potion or the \$5,000 potion? How does that refer to the title, The Chaser? Why is Alan tricked? What do you think will happen to Alan and Diana?</p> <p><i>Writing Extension:</i> Pass out worksheet. I do an example of what I want them to do, step by step. Using a t-chart, I create my character on the whiteboard, students invited to assist. We just do external traits first. Students asked to image a character. They then, each write external character traits for each of their own characters using the worksheet. I then write internal character traits for my character on the whiteboard, students assist. Then they write the internal character traits for their characters. I demonstrate writing a few sentences about my character using my character t-chart for ideas. Students do this on the back of their worksheet.</p>
<p>Accommodations for English Learners:</p>	<p>Extra 1:1 support during writing extension.</p>
<p>Accommodations for Special Needs:</p>	<p>Entire class is special needs. The lesson was designed with this in mind. I provided longer thinking time and I demonstrated every aspect of what I was asking them to do. The worksheet is typed in large font for the one student with vision challenges. All directions were given one step at a time instead of as a list of steps to complete.</p>
<p>Research Base: (Use APA format for texts cited)</p>	<p>Fountas, I. and Pinnel, G.S. (2006). Engaging Readers in Thinking and Talking About Texts Through Interactive Read Aloud. In Teaching for Comprehending and Fluency. (pp. 215-236). Portsmouth, NH: Heinemann.</p>
<p>Technology (if applicable):</p>	<p>N/A. I only used a whiteboard and paper.</p>
<p>Time Allocated:</p>	<p>Discussing title and predictions 5 min IRA +Graphic Organizer 20 min</p>

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	Post Reading Discussion 5 min Writing Extension 20 min
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III. ASSESSMENT & REFLECTION

Evaluation of Lesson:	Teacher Observation of student participation in Turn and Talk and After the Reading Discussion; Student Writing Sample.
Reflection of Lesson:	See attached reflection questions and responses.
Assessments or Rubrics Used:	The discussion questions were used to check students understanding of the text and to think beyond the text. Writing was assessed for richness of description, not for spelling and grammar accuracy.
Example(s) of student work	See attached writing samples.

Reflection Questions

1. *How well were the goals of this lesson met? Was the lesson successful in guiding the students to understand the text and to grow as writers? What is the evidence for your response?*

The goals of the lessons were met. The lesson was successful in guiding the students to understand the text. There was some confusion among a few students and that was apparent at the end of the reading. However, during the After the Reading Discussion we talked as a group about what had happened in the story and what might happen next. There were a few audible "A-Ah moments" from a student or two.

The lesson helped the students grow as writers because the lesson culminated in an activity where they created their own characters. They then wrote sentences about those characters. The majority of the students became excited about sharing their character's traits with others and were enthusiastic about writing sentences about their characters. I have not seen these students often animated about doing their own writing.

2. *Would you do anything differently if you had the opportunity to teach this lesson again? Why? Give specific examples.*

I would have given more supports to the one English Learn in the class. He was definitely confused about what his assignment was because he wrote down all the

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character traits written on the board that we had come up with for the story's character, Alan. I pointed this out to him and told him that he was to make his own character. He erased all the words, even though I told he could keep some to get him started thinking about a character. He got stuck on writing the character traits and never got to writing the sentences about his character. I could have done another t-chart on the board where we brainstormed general internal and external character traits. Perhaps I could have passed out a short list of internal and external character traits to support his writing. We could have read and defined them as a class. Then when he was writing, he could use one of these lists to help write the character traits for his t-chart. That would have given him more time to write his sentences.

3. *How will this lesson influence future instruction? What are your next steps, based on the needs of your students, as evidenced by their writing and your observations?*

This lesson proved to me that a few students are really interested and show creativity in their writing. If this were my class, I would want to do another pre-writing lesson or two to increase the students' confidence in their own creativity. Then I would want to focus more on their writing skills. Perhaps I would have them do some outlining and storyboarding before asking them to write a more lengthy narrative.

I also learned that the one English Learner needs more support than I would have thought. He has always been very quiet in this class. (I am an aide in this class, but I work with another student with quite a lot of physical and communication needs. So I do not get to spend much time working with the other students.) From now on, when I am in this class that period, I will try my best to help make this student feel comfortable and to talk with him so that he can get more practice speaking English.

From looking at the students' writing, grammar and spelling are obvious areas that need improving. I would address this, if these were my students, through lots of exposure to texts and writing opportunities with immediate feedback. Perhaps I would have the student's do a journal warm-up writing activity every day at the beginning of class. Two days a week the students have block scheduling with 90min periods. On these days, I would give the students silent time to read for the last 45 mins of the period. I would need to integrate this gradually into the weekly routine. I would put in a couch or other comfortable seating, maybe with a rug and lamp lighting to make the space cozier. This way reading might be seen as a leisure activity for the students, instead of as an assignment.