Figure 4.5   Scaffolded Reading Lesson for "Charles" by Shirley Jackson

Assessed Need: I have noticed that my students need: I noticed that Julia, Willy, Carmelo, Kevin, and Anissa need more time to discuss the role of the narrator in shaping our understanding of the text and its surprise ending.
Standard(s) Addressed: TEKS Grade 7   (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (c) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.
Text(s) I Will Use: The short story "Charles" by Shirley Jackson
Learning Intention for This Lesson: We will look for evidence specific to the narrator that demonstrates the mismatch between her perceptions of her son and his true nature.
Success Criteria for This Lesson: I will gather and use textual evidence in our discussion about a mother's blind spot when it comes to her child, and write a short response speculating on the conversation that might occur between the two main characters after the ending of the story.
Direct Instruction: Model: Strategies/skills/concepts to emphasize   After they reread the last page of the story, I will model and demonstrate how I locate words and phrases that give me insight about the mother's perception of her son, Laurie, and her opinions about Charles.   Have students work together to construct a t-chart of the mother's opinions of Laurie and Charles.   Guide and Scaffold: Questions to ask   Ask them to reread the last page of the story to refresh their memories about the surprise ending.   Assess: These are the students who will need further support   Anissa was disengaged from the lesson yesterday, and this may continue today. Bring her into the discussion early by addressing the first question to her.
Dialogic Instruction: Teacher-Directed Tools   Discussion questions: • What evidence do you find that the mother thinks Laurie is a sweet boy?   • What evidence do you find that Laurie's actions aren't as innocent as his mother might think?   • Why would his mother kept changing the subject whenever Laurie was disrespectful to his father?   • How does the mother envision Charles's mother? Why would she have this image?   • Why do you believe Laurie thought it was necessary to create a fictitious classmate, Charles?   Student-Enacted Tools   Remind students to generate questions as they read.   Assess: These are the students who will need further support   Provide annotation support for Kristen, Ashley, Frankie, and Nicholas.

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Feedback Opportunities: I will start the t-chart for them, and then have them work on it collaboratively to log evidence for use in the discussion. This will give me an opportunity to observe how accurately they write and spell.
Independent Learning and Closure: Closure: Remind students of learning intention and success criteria. Independent Learning: When they return to their tables, have these students write a response on the class discussion board about "Charles." What might his mother say to Laurie after returning from the PTA meeting, now knowing that Charles is not real?