

Figure 3.1 Lesson Plan for Year 5 Using Texts in Context

<p>Assessed Need: I have noticed that my students need: <i>To evaluate texts by looking for loaded language to determine an author's opinion.</i></p>
<p>Standard(s) Addressed: <i>Use metalanguage to describe the effects of ideas, text structures, and language features on particular audiences (ACELT 1795)</i></p>
<p>Text(s) I Will Use: <i>"Why Eat Insects?"</i></p>
<p>Learning Intention for This Lesson: <i>We will consider the author's message and point of view so that we can evaluate the information presented.</i></p>
<p>Success Criteria for This Lesson: <i>I will write a response to this information that includes my opinion and supporting evidence, and compare or contrast it with the author's point of view (use argumentation rubric).</i></p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize</p> <p><i>Use of loaded vocabulary to convey opinion</i></p> <p><i>Name the strategy, state its purpose, explain its use: Use title to set the author's purpose (poses a question). I am modeling how I look for loaded vocabulary that suggests the author's point of view. When I am reading an opinion piece, I look carefully for terms that show the author's opinion.</i></p> <p><i>Analogy: Loaded words are like weights on a balance scale. They tip the scale in one direction, which is what authors will do when stating their opinion.</i></p> <p><i>Demonstration: Underline words in first paragraph: rightly considered, excellent, plentiful, resource-plentiful, normal, good reason, and incredibly rich source of protein</i></p> <p><i>Errors to avoid: I have to be careful that I don't form my own opinion too soon and stop reading altogether just because I might disagree. I need to keep reading and give the author time to make his case, before I settle on my opinion.</i></p> <p><i>Assess the skill: Write at least one question in the margin that challenges the author's message.</i></p> <p>Guide and Scaffold: Questions to ask</p> <ol style="list-style-type: none"><i>1. How does the author use different techniques for conveying his message?</i><i>2. The author claims that agriculture consumes 92% of freshwater. What are some of the sustainability implications for NT?</i><i>3. What do you want to independently verify in this paragraph? What statements might you challenge?</i> <p>Assess: These are the students who will need further support</p> <p><i>Alkina, Waarrar, and Koorine will need me to support them through the second paragraph, while the rest of the class is reading independently.</i></p>

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Dialogic Instruction:

Teacher-Directed Tools

N/A

Student-Enacted Tools

After reading, I will direct all the students who strongly agree with the author to meet in one corner of the classroom, and I will indicate that others who simply agree, who disagree, and who strongly disagree should meet in the other three corners, respectively. The students in each corner will work together to list arguments in favor of or opposed to eating insects as a protein source.

Assess: These are the students who will need further support

Check in with Peter about his opinion, as he will usually just follow his friends rather than consider his own thoughts.

Feedback Opportunities: *I will meet with the smallest group first so that they receive feedback about their list. Given a smaller number, they may need further support.*

Independent Learning and Closure: *Students will write an opinion with evidence exit ticket, using the argumentation rubric as a way to self-assess before submitting. As part of the closure, I will summarize the main points of the lesson and foreshadow the next lesson.*

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