

Figure 3.4 Lesson Plan for Seventh Grade Inferring the Affect of Settings on Characters Using Multiple Clues

<p>Assessed Need: I have noticed that my students need: <i>To connect setting with character development.</i></p>
<p>Standard(s) Addressed: <i>EKS 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:</i> <i>(A) explain the influence of the setting on plot development.</i></p>
<p>Text(s) I Will Use: <i>Roll of Thunder, Hear My Cry</i></p>
<p>Learning Intention for This Lesson: <i>We will look for character reactions and plot details to assess how setting influences character development.</i></p>
<p>Success Criteria for This Lesson: <i>I can find and explain evidence of how setting affects characters in a graphic organizer.</i></p>
<p>Direct Instruction: Model: Strategies/skills/concepts to emphasize <i>Use the passage where Little Man throws the book to model my thinking about the word clues I find about how setting influences the character's actions. Since we read the entire chapter this week, this will be a "zoom in" on the text.</i> <u>Name the strategy, state its purpose, explain its use:</u> <i>Authors don't directly tell us when parts of a story are related--that would be boring and take too long. They expect the reader to infer the character's feelings by using words, actions, and pictures. I am going to look closely at the first part of the schoolhouse scene to find these clues.</i> <u>Analogy:</u> <i>When I read, I am always looking for clues like this, just like a detective does when she's solving a mystery. I gather up the clues to figure out what might be happening.</i> <u>Demonstration:</u> <i>Actions to model: "Little Man bit his lip. . . ."</i> <i>Relation to setting: "The blank lines continued down to line 20 and I knew that they had all been reserved for black students."</i> <u>Errors to avoid:</u> <i>If I just read for plot points, I may think Little Man is just being a brat, when in fact he is rightly upset.</i> <u>Assess the skill:</u> <i>Read the passage again using the correct vocal tone.</i> Guide and Scaffold: Questions to ask <ol style="list-style-type: none"><i>1. What are the words, actions, and picture clues that tell us how Little Man is feeling? How Cassie is feeling?</i><i>2. What clues are we given as to why Little Man and Cassie are so upset? How does this relate to the surroundings they live in?</i></p>

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3. Miss Crocker is upset with the students now, but why? What words and actions, by her and the children, help us understand this?

Assess: These are the students who will need further support

I will reread the text with Aubrey, Ignacio, David, and Alexis because they struggled with the fantasy element of the story yesterday when we read it for the first time.

Dialogic Instruction:

Teacher-Directed Tools

Students will complete a simple graphic organizer about Little Man, Cassie, and Miss Crocker, listing three pieces of evidence + inferences about how the setting is related to the actions of the characters.

Student-Enacted Tools

Students may use the graphic organizer provided or one of their own choosing.

Assess: These are the students who will need further support

Marla seems to have trouble with the graphic organizer--check if it is a misunderstanding about the tool or the text. Also, Jacqueline and Brandon both lacked evidence in their last submission.

Feedback Opportunities: I check for understanding with students at tables 2, 4, and 5 to listen to their evidence. These same students will then partner with classmates at tables 1, 3, and 6 to share their evidence.

Independent Learning and Closure: Students are finding evidence on their own, and after meeting with partners, will add any new examples. They will be provided opportunities to reflect on this experience and ask questions about areas of confusion and what they still would like to learn.