

Figure 4.6 Lesson Plan for *The One and Only Ivan*

<p>Assessed Need: I have noticed that the students need: <i>Experiences analyzing the word choices in text to infer meaning.</i></p>
<p>Standard(s) Addressed: <i>Language Variation and Change: Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)</i> <i>Responding to Literature: Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)</i></p>
<p>Text(s) I Will Use: <i>The One and Only Ivan (Applegate, 2012), pp. 172-173</i></p>
<p>Learning Intention for This Lesson: <i>We will zoom in on the words and phrases used in this chapter to describe a character's change of perspective.</i></p>
<p>Success Criteria for This Lesson: <i>I will be able to make a prediction and support it with evidence from text and discussion about changes in Ivan's attitudes and beliefs. (Use vocabulary and persuasive techniques portion of NAPLAN writing rubric to self-assess.)</i></p>
<p>Direct Instruction: Model: Strategies/skills/concepts to emphasize <i>Ask students to read the text silently, and then I will read it aloud, using expression and prosody.</i> Guide and Scaffold: Questions to ask <i>Are there any words or phrases that are confusing to you?</i> Assess: These are the students who will need further support <i>Akina and Joseph have been absent this week; give them time to catch up with the story prior to the lesson.</i></p>
<p>Dialogic Instruction: Teacher-Directed Tools <i>Close reading questions for discussion:</i> <i>What does the text say? (literal)</i> <i>In what ways does Ivan describe who he usually is, in contrast to the hidden Ivan?</i> <i>Is his image on the billboard closer to the Ivan we have known, or another Ivan? What is your evidence?</i> <i>How does the text work? (structural)</i> <i>What does Ivan compare the red paint on his fingers to? In what ways does this metaphor give you insight about how Ivan is changing?</i> <i>What other words and phrases help you realize his change of attitude?</i> <i>What does the text mean? (inferential)</i> <i>The author says, "In the flicker of time it takes a snake's tongue to taste the air, he could taste revenge" (p. 172). How does this comparison to time help you to understand the depth of Ivan's reaction?</i></p>

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*This chapter takes place at sunrise. Why is this setting meaningful in this scene? What might our author be signaling to us?
What does the text inspire you to do? (interpretive)
The last line of the chapter says, "I know how to keep my promise" (p. 173).
Based on this chapter, what do you believe Ivan will do?*

Student-Enacted Tools

Student partners provide peer critiques of each other's reading journal entries before they are submitted to me.

Feedback Opportunities: *Provide written feedback on reading journal entries. Use NAPLAN marking criteria on 4 (persuasive devices) and 5 (vocabulary).*

Independent Learning and Closure:

Closure: Remind students of learning intention and success criteria. Revisit writing criteria for vocabulary and persuasive devices before they write in their journals.

Independent Learning: Responding to literature: Writing prompt: Ivan says that he will keep his promise. What is his promise? What choices do you believe Ivan will make? Why are you making that conclusion?

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