

Figure 5.4 Lesson Plan for Seventh Grade Using a Gallery Walk

<p>Assessed Need: I have noticed that my students need: To sharpen their ability to link author's main idea/purpose and central themes with text structure and evidence.</p>
<p>Standard(s) Addressed: TEKS ELA Grade 7 10D (10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.</p>
<p>Text(s) I Will Use: Articles and critiques from various publications on graffiti, performance art, and publicly funded art.</p>
<p>Learning Intention for This Lesson: Identifying main idea, central themes, and text features that support the main idea</p>
<p>Success Criteria for This Lesson: Create notes and a graphic organizer in which the main idea is summarized and the text features are listed or noted for six out of eight texts</p>
<p>Direct Instruction: Model: Strategies/skills/concepts to emphasize Set the purpose: Review the learning intention and success criteria, and explain how partners will record their notes. Model how to ask questions of one another ("How did you know that was the author's main idea?") and probe for evidence ("What text features do you notice? How do these support the main idea?"). Guide and Scaffold: Questions to ask I will circulate among groups and work as needed with partners that appear to be having difficulty. Assess: These are the students who will need further support Pair Tommy with Elvira, who will be able to record notes for him.</p>
<p>Dialogic Instruction: Teacher-Directed Tools N/A Student-Enacted Tools Gallery walk: Students will visit eight stations with enlarged excerpts from texts about art, and make notes about each. Assess: These are the students who will need further support Check for understanding: Monitor groups as they work through each station, and assist as needed.</p>
<p>Feedback Opportunities: Partners will compare their written notes with those of their table mates at the end of the gallery walk. They can pose questions to each other about the items they examined. Partners will then choose a single text to read more closely. (Full articles are posted on class website.)</p>
<p>Independent Learning and Closure: Summarize the learning intentions and success criteria. Ask pairs to choose one article to read in its entirety and to write an exit slip about it.</p>

Retrieved from the companion website for *Teaching Literacy in the Visible Learning Classroom, Grades 6-12* by Douglas Fisher, Nancy Frey, John Hattie, and Marisol Thayre. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.