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| NCSU |
| Discovering Language through Multiple Genre Studies |
| Lesson (c): “Sometimes Less is More” |
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| **Darryl Hollis** |
| **10/21/2011** |

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| This is a micro-teaching lesson for a concept unit plan on language studies through examination of and practice using language/ language techniques from multiple genres. The following focuses mainly on [day three] of the unit, utilizing the omission approach to creating poetry, with an introduction into [day four] on form and shaping poetry. |

**EDCI 430 LANGUAGE-FOCUSED MINILESSON:**

Lesson Plan Format (Young)

**Name:** Darryl Hollis

**Course:** *(ECI 430)*

**Date:** 10/21/2011 (Prepare for only 5)

**Grade**: 7th Grade

**Unit and/**

**or Lesson**

**Title:**

**Unit:** *Discovering Language through Multi-genre Studies*

**Lesson (c):** “Sometimes Less is More.”

**Unit Length:** Approximately 2-3 week unit *(TBD)*

**Time/Block:** 50 minute time block

**Context**:

Provide a brief description of the context in which your plan is situated as well as a description of the language concept focus of your plan. Since this plan is not connected to a larger unit, you will at least want to clearly specify the language concept being taught and provide a brief rationale for your choice.

*This lesson will be included in a unit on discovering language through multi genre studies. The lesson alone addresses a number of goals from the standard course of study, whereas the unit will touch on each goal of the SCS. The unit in its entirety will focus on examining multiple genres with a language focus, observing and responding to these genres, and creating original works by practicing and using the knowledge and techniques presented by the unit.*

**Connecting Disciplines:**

*This lesson would ideally include some connection to the current studies of the 7th grade social studies teacher. Since 7th grade covers Asia, Africa, and Austraila, the texting activity could incorporate connections to people or places from whichever area the social studies class has currently in or has studied. This will ensure that each student has information to share since some students may have never actually been on a vacation themselves. Incorporating prior knowledge from another class not only builds on those new/existing connections and also it allows them the ability to share their content knowledge form another class (maybe a favorite of theirs). They will receive a participation grade for the semester and this may encourage certain students to participate, thus resulting in a better grade. The texting activity is also flexible enough to simply allow for sharing something about them, especially if there are favorite vacation memories of how something looked, smelled, tasted, felt, etc.*

**Primary Instructional Objective:**

Provide at least one objective—a concise statement of what you want your students to be able to understand and/or do/be **[as a result of your instruction].**

*They Students will be able to create an original poem by identifying keys ideas from a passage of selected reading and manipulating language based on their knowledge and perception of it […]*

**Related NC Course of Study Standard (Competency Goal 6 at the bottom):**

***Standard Course of Study Goals this Lesson Matches to***

|  |  |
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| **Competency Goal 4** | **The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.** |
|  | **4.01** Analyze the purpose of the author or creator by:   * monitoring comprehension for understanding of what is read, heard and/or viewed. * exploring and evaluating the underlying assumptions of the author/creator. * understanding the effects of author's craft on the reader/viewer/listener. |

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| **Competency Goal 5** | **The learner will respond to various literary genres using interpretive and evaluative processes.** |
|  | **5.01** Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:   * reading self-selected literature and other materials of individual interest. * reading literature and other materials selected by the teacher. * engaging in small group discussions. * taking an active role in whole class seminars. * analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion. * analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style. * analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences. * extending understanding by creating products for different purposes, different audiences and within various contexts. * analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.   **5.02** Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:   * reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). * analyzing what genre specific characteristics have on the meaning of the work. * analyzing how the author's choice and use of a genre shapes the meaning of the literary work. * analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution. |

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| **Competency Goal 6** | **The learner will apply conventions of grammar and language usage.** |
|  | **6.01** Model an understanding of conventional written and spoken expression by:   * choosing language that is precise, engaging, and well suited to the topic and audience. * experimenting with speech patterns |

**Materials/Technology Resources Required:** List the materials/technology resources you will need to have ready for the lesson. Whenever your lesson involves outside/supplementary materials, e.g., charts, poems, stories, song lyrics, articles, advertisements, cartoons, overheads, video clips, audio clips, etc., these materials should be listed here and copies of these materials should be attached to the plan as an appendix. If you are using video or audio clips, you should submit these with your plan. Also, include any sources you, as the teacher, consult for crafting your plan, especially those which might inform the teaching of content and/or the methods and strategies you employ. This demonstrates your understanding of and ability to apply and adapt course texts and other resources.

**Materials**: [*Italics+****Bold*** *= technology materials]*

* *Cell phones* 
  + (Yes, students can take out their cell phones…**Not in Wake County though so look below**!)
* ***(Text Message Poll-Type Application) or Wallshare.com or good ole’ fashioned paper***
  + ***Options here are to be used when texting is not allowed in the school district***
  + ***If paper is the only way then students would still use text language, only they’re writing it instead of actually texting***
* *PPT: “Sometimes less is more.”*
  + *Up on smart board for students and teacher to reference current lesson focus*
* Prompt for journaling warm up activity
* Agenda (To be written on the board and passed around to each student- handouts included in folder with passages on them)
  + Agendas will include Homework Assignments
* Feedback Guidelines (e-file and hard copy readily available)
* ***Smart Board/Document Camera/Overhead Projector***
* ***Whiteboard/Chalkboard***
* Dry Erase Markers (3 Colors)/Chalk
* Picture(s)
  + E-file/Print/Transparency
  + 
* Copy of Prompt for the Picture (“Vacation Description”)
* \_\_\_\_\_\_\_\_ Copies of Chosen Passage\*
  + Catching Fire by Suzanne Collins (2nd book of THE HUNGER GAMES)
    - pg 152. “My eyes peer through…and I pretend I never left.”
* \_\_\_\_\_\_\_\_ Highlighters
  + at least one highlighter per peer group
* Sample Omission Poem
  + This will go along with the 2nd read through of the selected class share passage
* Sample Passages (Students will select one of these to create an original poem)
  + At least four choices per group (i.e. no more than four people in a group which means two pairs to a table during group work and one selection per person for the individual poem creation)

**Time:** For this assignment, your larger lesson plan might focus on 1 regular class period (approximately 50 minutes) OR one blocked class period (90 minutes). However, you are focusing on crafting a language mini lesson that will begin your lesson and probably only be the beginning part (10-15 mins.) of your overall plan. Try to maximize instruction by breaking your plans into 15-20 minute segments of tightly orchestrated, quality instruction and activities.

The Larger lesson will be divided into parts (i.e. Lesson A, Lesson B, Lesson C). This Mini Lesson will correspond with Lesson C and will take approximately 20 minutes to complete. Each lesson will approach language in poetry from a different focus (e.g. Lesson A might be on poetry as a genre, Lesson B might be on punctuation in poetry, and so on). The larger lesson on poetry will take more than one day (possibly 3-5) and will include: (1) Mini Lesson titled “Sometimes Less is More,” (2) Students’ transformations of text into poetry by using their knowledge of language in conjunction with the omission strategy given a passage of literature (3) Share (Oral/Document Camera) and Oral Feedback (both peer and teacher)(4) Closure with exit pass and homework (provided for student on agenda).

***\*This Agenda will begin approximately 4 minutes after the bell rings to allow for students to settle in. Five minutes after class has “officially started” will be one minute into the Start of the Mini Lesson.\****

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| Approximate Breakdown of Time (50 Minute Less) | | |
| Time | Activity | Description |
| 4 Minutes | Start Slide Show: Warm-Up Prompt/Discussion | Slide 1/Slide 2, PPT:SLIM |
| 1.5 Min. | Responding in Journal | Slide 1 |
| 2 Min. | Class response to Journal | Slide 1-2 |
| .5 Min | Take Out Cell/Or Prepare Wallshare | Slide 2-3 |
| 5 Minutes | Discussion/Text Language Activity | Slide 3, PPT:SLIM |
| 2 Min. | Texting to the Prompt | Slide 3, PPT: SLIM |
| 2 Min. | Sharing (Doc cam or Orally), Examining, Probing | Slide 3-4 PPT: SLIM |
| 2 Minutes | Discussion: Connection to Poetry | Slide 5 PPT: SLIM |
| 1 Minute | Adding to list/  Transitioning to Omission strategy and Passage Activity | Slide 5 PPT: SLIM |

**Instructional Procedures/Steps:** These should begin with a brief bridge or introduction and end with a closure section which, together, establish the context for the day’s lesson and/or work towards making the transition from day to day of the unit a smooth progression. For this assignment, your minilesson may be the bridge. You want to provide a **narrative** of your instructional steps. These steps should provide enough detailed explanation that your reader could teach the lesson from your plan in your absence. Think of this as a script that reveals your thought process explicitly. Include the approximate time for each step. (See attached)

**Evaluation:**

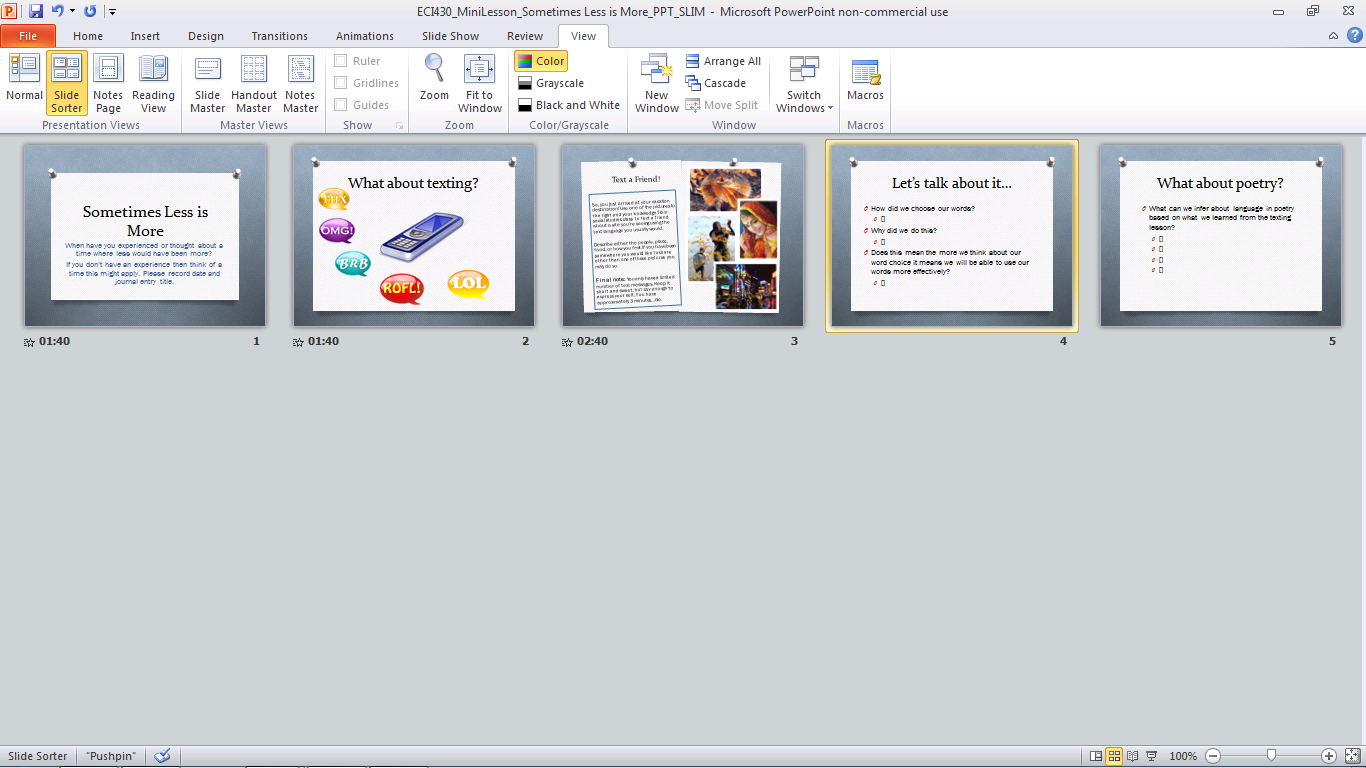
Indicates how you will assess the success of your instruction (how will you know if students understood and are able to do / be what you intended?).

They will first be informally assessed after their peer poems in class during the sharing portion of that activity. Students will share their poem either orally or via document camera. They will receive peer and teacher feedback based on the class feedback guidelines. Students will be assessed based on the language and techniques they use to create their individual original poems. They will receive feedback at each step that will help them in improving or evolving by the next evaluation.

**Accommodations:** Explains any special adaptations made to accommodate students with special needs or circumstances (typically students identified as receiving special education resources). For now, it is only included as a reminder of this intent.

* INVESTIGATING USING MOBILE APPLICATION FOR ESL ASSISTANCE (SHARED ARTICLE AND ASKING COWORKER OF COOPERATING TEACHER)
* Reading aloud for those who may find independent reading difficult
* Visual images to provide cues and connections both entertaining and beneficial to the learner (building schemata)
* Seriously thinking about getting tight with some people who know some people that could be convinced ever so lovingly to help or volunteer their time in the classroom for students’ benefit. I plan on learning Spanish, but that won’t be the only group out there who may have a language barrier.
* Connecting disciplines (LA to SS) in hopes of decreasing work load and increasing connectivity and conceptual understanding by lessening quantity of material and focusing on quality of instruction, including differentiation when and where necessarily.

**In Retrospect / In Reflection:** This component of the plan is included to prepare for the actually teaching of the plan in the future. It is intended to encourage reflective practice on your part and would be filled out after you taught a plan. For now, it is only included as a reminder of this intent.

**Appendix of Materials Needed:** See “Materials Required” above. This is where you would include any copies of supplementary materials needed for a given plan.

PPT: SLIM

“Sometimes Less is More”

Timed except slide 4 & 5 for recording purposes.

Students will be able to access these class notes through their moodle/edmondo/wiki or other designated class web page.

Name: ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit: Discovering Language through

Multiple Genre Studies

Lesson (c): Discovering Language in Poetry

Mini-Lesson: “Sometimes Less is More”

Agenda Day Three

**Exit Slip:** Write down one thing you learned or found interesting about the lesson today in 2-3 sentences. Place it in the appropriate class exit slip box.

**Homework:**

1. **Finish** your individual poems if you didn’t get a chance to do so, or do further editing.
2. **Get constructive feedback from one other individual** besides yourself and record what they say, or have them record the feedback directly on your paper.
3. **Think** about tomorrow’s focus: “Shaping Poetry” and about what that might mean.
4. **Bring** your original individual poems back to class. This poem will be part of your working portfolios for the year.
5. Last**, record** your text to your friend in your journal with the date and journal entry title “Texting and Poetry”

**Date:** 10/21/11

**Unit #\_\_\_\_\_**: Discovering Language through Multi-Genre Studies.

**Lesson (C)**: “Sometimes Less is More.”

**Abstract**: Students will be presented with a connection between texting language and poetic language. They will create an original poem from a passage of text by using what is called here as, “the omission strategy.” Students will keep this piece of work to incorporate it into a working portfolio that will track their studies of language through multiple genres. A completely original work that appropriately incorporates knowledge of language learned from the unit will be a final goal and partial assessment of the unit.

**Objective**: (6.01) [Students will be able to] Model an understanding of conventional written and spoken expression by:

• choosing language that is precise, engaging, and well suited to the topic and audience.

• experimenting with speech patterns [in an original poem of their own, utilizing the omission strategy].

**Common Core**

Analyze the main ideas and supporting details presented in diverse media and formats (e.g.,

visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

**CLASS SET-UP**: Grouped by tables (4 students to a table=2 pairs to a table)

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| Daily Procedure Date: 10/21/11 | | |
| Activity | **Approximate Time** | **Slide/Specifics** |
| Start of Class | 5 Minutes After Bell | Warming-up-Slide 1 preclass |
| Journal (Prompt Response) | 1 ½ Minutes to Respond | Press play on PPT (1) |
| Share/Response | 2 Minutes | Questions: (PPT 2)  What were some of your examples?  Why did we choose these?  What did you notice about the images on the prompt page? Notice the computer?  What is another form of technology that we use daily could possibly help us in our language arts classroom  …specifically when talking about language?  What about Cell Phones? Texting? Do we use language differently in a text than we do in conversation or in our school work? |
| Get Ready-Texting Activity | ~30 second transition | Get out cell phone or prepare to write/wallshare PPT (Slides 2-3) |
| Read over TA Prompt/Do | 2 Minutes | PPT (3)  Don’t rush. But you do have limited space and time to text since you’re so busy living it up on vacation… |
| Sharing (Orally/DocuCam) | 2.5-3 Minutes  \*While students respond, have a class member come up and record, or teacher records on the PPT’s empty spaces so it can be recorded for class notes online. | PPT (Slides 3-4)  What did you notice if anything about your texting language that is different from the language you would use in the classroom assignment? (continued) |
|  |  | Why do you think that is? Even though the language is slightly different we still get the big picture right?  What about emotions? Mood? Tone?  Have you ever been embarrassed by a misinterpreted a text message?  Well, that just goes to show there is more than one way to interpret things. |
| Connection to Poetry & Transition into Omission Activity | 2 Minutes- Class Discussion  1 Minute- Teacher | PPT (Slide 5)  So, what does texting have to do with poetry?  What does that say about language? Is language always used the same in every context?  Is there one way to write or perceive a piece of literature, text message, poem?  So, what we are going to do today is use the omission strategy to create an original poem. We’re going to read a passage from The Hunger Games 2x through. The first time for understanding. The second time for understanding and analysis. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Journaling Guidelines**

Over the course of the unit we will be keeping journals. In these journals we will be building a portfolio of what you are learning and tracking your progress from start to finish. In the end it will be a masterpiece! So be excited and take it seriously. ☺ For many of your entries, but not all, you will be summarizing your readings. Write as much as you need to covey your ideas; but remember, content quality matters more than quality. You will not receive a grade until the end of the unit, but you can keep track of your progress by following these guidelines:

1. Each journal entry **MUST** be dated to the top right of each entry so it is easy to keep order and track of entries. Entries will include:
   1. Summaries of assigned readings (Summaries may be by chapter or per reading assignment)
   2. Free writes (assigned and unassigned) & Storing Ideas
   3. Notes and planning (i.e. clusters, study notes, etc.)
   4. Vocabulary lists (words you like or don’t know)
2. Each journal entry should be titled (e.g. Summary, Cluster, Free write, Chapter Three Notes, Discussion writing prompt, Warm-Up, etc.)
3. Entries with quotes, vocabulary, etc. from the text need to be marked with **\*page numbers** to allow for easy **referencing\*** and a definition of the word or why you liked the quote (Very brief).
4. When summarizing is part of the reading assignment *quality* is more important than *quantity*. A paragraph (4-6 sentences) will typically suffice. Quality work may include:
   1. Descriptions of setting, conflict, resolutions
   2. Character names, feelings, characteristics
   3. Connections to or predictions about the text
5. You may leave space between entries or simply go to another page. Keep in mind we will be recording something in the journals most every day. Aim to maintain a legible penmanship, because you may want to *reference* some of your notes later on in the unit. You can’t do that if you can’t tell what you wrote ☹
6. Notes and planning may be assigned, but they may also be something you would like to add on your own even if not required. Feel free to record whatever feels important to you.
7. If an assignment is not completed on the due date you need to make that assignment up. Simply do the assignment(s), write the due date, mark it “Late”, and give me the reason for its late submission in one to two sentences at the end of the journal entry. Remember! Part of creating a masterpiece is having everything in its place.

Feedback Guidelines

NOTES:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_