

Lesson 4

(Day 1)

English Language Arts Standards and Benchmarks:

Michigan Language Arts Standard(s) and Benchmark(s):

Content Standard 1: All students will read and comprehend general and technical material.

- Benchmark 1: Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

- Benchmark 1: Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.
- Benchmark 3: Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.

Content Standard 3: All students will demonstrate, analyze and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

- Benchmark 3: Read and write fluently, speak confidently, listen and interact appropriately in situations, view knowledge and represent creatively.
- Benchmark 5: Employ multiple strategies to construct meaning while reading, listening to, viewing or creating text.

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics-including text structure, figurative and descriptive language, spelling, punctuation, and grammar-to construct and convey meaning.

- Benchmark 1: Identify and use mechanics that enhance and clarify understanding.
- Benchmark 2: Identify and use elements of various narrative genre and story elements to convey ideas and perspectives.
- Benchmark 5: Describe and use the characteristics of various oral, visual, and written texts, and the textual aids they employ to convey meaning.

Technology Standards and Benchmarks

Michigan Technology Standards and Benchmarks:

Content Standard 2: All students will use technologies to input, retrieve, organize, manipulate, evaluate, and communicate information.

- Benchmark 3: Retrieve and communicate information using a technological system.

National Education Technology standards:

- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning.
- Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Context:

- Students have continued listing the most important actions for their character after reading each chapter, then selecting the three most important actions from that list.
- Students have continued to complete vocabulary work pertaining to each chapter prior to reading, and have completed discussion questions after reading.

Objectives:

- Students will find the three most important events from the entire novel after reviewing all the actions they wrote from every chapter.
- Students will work together to discuss and decide among their cooperative groups the three most important actions for their character. Students will answer profundity questions for each action and decide as a group the themes of the story.
- Students will each select the theme they feel best describes the author's message, and write one to two paragraphs that include support for their opinion.
- Students will use the writing process to publish a final draft of their work and type the finished paper in Microsoft Word.
- Students will copy and paste their Word document to an e-mail from home and send it to (teachers) e-mail address.

Materials:

- Yang the Youngest and His Terrible Ear, by Lensey Namioka
- Paper/pencil
- Block paper
- Green, Black, Red and Blue Markers
- Profundity worksheet (attached)
- Writing about the Theme worksheet (attached)
- Laptop computers
- Microsoft Word
- Home computer (if available)

Procedures:

Anticipatory Set:

Hang a blank template of the profundity chart on the board and remind students that we have used this method of organizing our thinking with another story earlier in the year. Ask

if anyone remembers why there are different colors for different parts. If not, remind students that whoever holds (for example) the black marker, is the person in charge of the group at that point in time, and leads the group discussion. The same applies for the red, blue and green markers. Let the class know they will be in groups according to their main characters and that later, each of them will have a job within the group.

Guided practice/Modeling:

1. When students are finished listing the three most important actions for their character on an individual basis, show them the profundity chart and explain what belongs in each section. Write the questions that each group needs to answer in each part so they can refer to this later.
2. Explain that although each individual has already listed what they feel are the three most important events for the character, they must discuss their ideas as a group and decide amongst themselves the three most important events that are important to the story.
3. After they select the three most important events, students must answer three questions for each event. Each question is answered in different colored ink. Remind the student's that whoever holds the color marker is in charge of the group. All answers should reflect group thought and discussion.
4. The large heart at the bottom of the example is the place where students write the lessons learned or the themes from the story.

Independent Practice:

- Break the class into groups of four according to the character they chose as their main character. Give each group a large piece of paper (4'x4') and a set of markers.
- Have each group begin the activity. As the groups discuss the events and begin to answer the questions that help them find the theme, walk around the room and listen to the discussion. Make sure students are on track and understand what they are doing. Give assistance where needed.
- When students are finished, hang their charts and talk about some of the ideas and themes they found within each group.

(Day 2)

Anticipatory Set:

Remind students what they did to find the theme or the lessons learned in the story. Ask if any of them have experience with the lessons the characters learned or the themes they recognized. Hang the charts from the previous day so students can refer to them.

Guided Practice/Modeling:

1. Hand out the Writing about the Theme graphic organizers and remind students about the five "W's" we have been using in the writing process and how they help us organize our thoughts and focus on the topic.
2. Read the question aloud to the class. Explain that they have two jobs to do. The first, state what they feel is the most important theme from the story and two, find examples, (one from the book and one from their life) that support their opinion.
3. Place the organizer on the overhead and model for the class how to find an example from the book to support a theme. Model each step in this process, the who, what, when, where and why. Next, model how you can use an example from life. This may include your own personal experience, it happening to someone you know, or perhaps in a movie you saw.
4. Finally, model how to start writing to answer the question posed on the worksheet.

Independent Practice:

Students should begin filling out their worksheets and gathering "evidence" to support their opinion. Remind students to use details to "show" what they mean and not just "tell". As students work on the rough draft, be available to take questions and offer assistance to those who need direction.

(This part of the lesson will take many days to finish from rough draft to publishing edition)

Closure Activity:

Once students have finished their final draft, have them type their work in Microsoft Word. (Have them title the work and add one piece of clip art). Students can save the final draft to their personal file and to their floppy disk. Give students an "e-mail homework assignment." Have them take home their copy home, put it in Word, and e-mail the final copy to (the teacher's) email address.