

Name: Matt Patrick

Subject: English

Grade: 7

Lesson objectives(s):

Students will be able to identify elements of author's style in order to understand how it affects their reaction as a reader.

Content standard(s):

- CCS Reading 4: Determine the meaning of words and phrases as they are used in a text.
- CCS Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCS Speaking & Listening 1: Engage effectively in a range of collaborative discussions.

Opening, and statement of the objective: [Time: 7-10mins]

- Play <http://goo.gl/79MLN4> as students enter classroom. Quick discussion on different author's style.
- Refer to yesterday's lesson about how writers show their style.

Instruction/Learning Activities:

- Select students to hand out graphic organizer and introduce task of completing graphic organizer. (5-10mins)
- Analyze first extract with whole class. I will model answers on Promethean. (10mins)
- Analyze second extract in table groups. Discuss as a class. I will model on Promethean (10mins)
- Analyze third extract individually. Call on students after 5 minutes. Discuss as class. Model on Promethean. (10mins)
- Depending on time, allow students to analyze other extracts.

Assessment:

- Assessing throughout lesson, as they complete graphic organizer, contribute to class discussions, monitor as I circulate room.
- Further assessment in next lesson when they write own passage.

Materials:

Journals, Handouts, Promethean Board

ELD/SDAIE strategies:

- Will ask students to underline unknown words. Discuss words as a class, write words and meaning on board.
- Discussing first and second extracts in groups to increase understanding.

- By modeling responses on Promethean ELLs will be able to complete their graphic organizer. Apply new understanding to other extracts.
- Monitor ELLs closely when circulating room.