

Daily Planning Guide

Day: 2

Enduring Understanding

The whole is greater than the sum of its parts.

Essential Question

How can I work effectively in a group to improve my learning?

Content Standards

English Language Arts Grade 7

Reading Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Speaking and Listening Standard 1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Sub-standard 1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Sub-standard 1d: Acknowledge new information expressed by others and, when warranted, modify their own views.

Language Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Objectives

Students will be able to analyze, interpret, and connect literary elements in order to perform a choral reading.

Key Vocabulary Terms

Choral reading, voice tone, active listener, expressive movement.

Formal and Informal Assessments

Formative

- Discussion about what makes a good or bad choral reading (CCSS S&L 1d).
- Students refer to understanding and reading from lesson one, in order to probe and reflect on how to perform a choral reading (CCSS S&L 1a).
- Students work in groups, discussing how best to perform choral reading; who reads which lines, what words to read together, act out, or stress (CCSS S&L 1c,d).
- Exit slip responds to essential question.

Summative

- Choral reading assesses ability to determine meaning of words and phrases and how to incorporate into performance (CCSS R4).
- Student understanding of figurative language, word relationships, word meaning nuances, and figures of speech is reflected in their choral reading, by the way they emphasize certain words and phrases (CCSS L5).

Resources & Materials

- Promethean board to display notes.

- YouTube clips of choral reading, <http://www.youtube.com/watch?v=Cp-VTHGIKWA> and <http://www.youtube.com/watch?v=2B8n-YwzRWA>
- Writing utensils.
- Unit Packet.
- Journals.

Instructional strategies & learning tasks

Introduction (3 minutes)

- Do Now: Could the residents and the speaker have stopped the Hangman?
- Students share responses with class, encourage students who emphasize teamwork, ask when they think residents should have made a stand (at the start, after death of foreigner, or later?)

Instructional Activities (15 minutes)

- Review quiz results. Clarify any misunderstanding, focusing on errors common to the class.
- Introduce choral reading. Students make a two-column chart in journal, with headers 'good' and 'bad'. Complete chart as watching <http://www.youtube.com/watch?v=Cp-VTHGIKWA> and <http://www.youtube.com/watch?v=2B8n-YwzRWA>.
- Class discussion about what makes a good (sound effects, hand movements, synchronization, enthusiasm, practice) or bad (lack of eye contact, expressionless, mumbling, monotone) choral reading. I will draw and complete two-column chart on Promethean board, as students contribute observations. Stress importance of working together, and 'acting out' important words or phrases.
- Review choral reading rubric (page eight of unit packet). Student(s) read aloud each scoring factor. Clarify any confusion.
- I choral read first three stanzas of *The Hangman* with master-teacher. Place emphasis on certain words:
 - Sniff on line two, "Smelling of gold and blood and flame".
 - Pacing during line three, "he paced our bricks".
 - Wear a diffident expression on line three, "with a diffident air".
 - Stand up straight on line five, "The scaffold stood".
 - Hold hands apart a door's-width on line six, "Only as wide as the door was wide".
 - Hold hands up seven-feet high on line seven, "A frame as tall".
 - Pensive look on line nine, "And we wondered".
 - Look at watch, make tick-tock noise on line nine, "whenever we had the time".
 - Twisting movement with hands on line eleven, "yellow twist".
 - Rubbing hands over each other in line twelve, "in his busy fist".
- Update comprehension score sheet.
- Explain today's task is to perform choral reading of *The Hangman*. Assign four stanzas to each table (display on Promethean), stating that each student has to read at least two lines individually, with backing support.

Partner/Group Work (15 minutes)

- Students work in table groups, composing performance. Discuss who reads which lines, underline which words should be stressed or acted out by the entire group, adjust pacing etc Look for sensory images (sight, sound, smell).
- I circulate room, checking for understanding, asking questions, prompting or guiding students where necessary. Encouraging them to refer to literary element chart in unit packet.

Assessment (10 minutes)

- Class choral reading of *The Hangman*. All students stand during performance, around edge of room looking in. I read first three stanzas, then each table performs their stanzas, flowing from one group to the next.
- I will assess each student as they read, according to rubric, and use recording to review performance.

Closure (2 minutes)

- Students return to their seats. Update comprehension score sheet.
- Display exit slip on Promethean – Two ways you worked effectively in a group.

ELD/SDAIE strategies

- Introducing vocabulary.
- Modeling annotation.
- Group work.
- Visual elements (YouTube clips).
- Choral reading.

Appendix A – Written on Whiteboard

- Objective – I will be able to analyze, interpret, and connect literary elements in order to perform a choral reading.
- Vocabulary – Choral reading, voice tone, active listener, expressive movement.
- Essential Question – How can I work effectively in a group to improve my learning?

Appendix B – Displayed on Promethean board

- Write Brain – Could the residents and the speaker have stopped the Hangman?
- Choral Reading two-column chart:
 - Good – sound effects, body and hand movements, synchronization, audible, expressive, enthusiasm, practice, teamwork
 - Bad – No eye contact, no mood, mumbling, standing still, monotone
- Choral Reading – Each student must read at least two lines by themselves, with backing support from their group if desired.
 - Harvard – Lines 9-24
 - Columbia – Lines 25-40
 - Brown – Lines 41-56
 - Yale – Lines 57-72
 - Dartmouth – Lines 73-88
 - Cornell – Lines 89-104
 - Princeton – Lines 105-120
- Exit slip – One thing you did to help your group and one thing you learned from your group today