

Daily Planning Guide

Day: 3

Enduring Understanding

The whole is greater than the sum of its parts.

Essential Question

What is the speaker trying to tell us?

Content Standards

English Language Arts Grade 7

Reading Standard 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standard 2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Writing Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Sub-standard 9a: Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Speaking and Listening Standard 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use appropriate eye contact, adequate volume, and clear pronunciation.

Learning Objectives

Students will be able to cite and interpret textual evidence in order to determine, summarize, and present claims of a text’s theme.

Key Vocabulary Terms

Theme, meaning, message, mood, conflict.

Formal and Informal Assessments

Summative

- Presentation on theme contributes to unit score. Rubric requires students to cite evidence and determine and explain text’s theme. (CCSS R1, R2).
- Students must write their evidence on a poster, supporting their analysis, reflection, and research of the text’s theme. (CCSS W9).
- Rubrics assesses students ability to present claims in coherent manner (CCSS S&L4)

Resources & Materials

- Promethean board to display notes.
- Writing utensils – colored markers.
- Poster paper.
- Unit Packet.
- Journals.

Instructional strategies & learning tasks

Introduction (7 minutes)

- Do Now: What does the Hangman mean when he says “He who serves me best, shall earn the rope on the gallows-tree” (lines 19-20)?
- Students share responses with class. Emphasize how people normally earn the rope by committing crimes. Ask whether any of the residents committed a crime. How did they help hangman, particularly the narrator?

Instructional Activity (17 minutes)

- Reminder of a text’s theme. Life lesson, meaning, moral, or message about life or human nature. What it teaches you and how it is bigger than the text.
- Ask students if they can remember what the 3 M’s stand for. Write message, mood, and meaning on whiteboard. Discuss what each element means to the students: message (author’s message – what is he telling us?), mood (how does he tell us?), meaning (what does the message mean?).
- Remind students that we discussed the theme of *The Highwayman* by Alfred Noyes. What were some big ideas and key words (red, blood)? What are some of the themes we identified (It is better to have loved and lost than never loved at all. Love makes us do strange things)?
- Talk about the theme of *The Giver* by Lois Lowry. Previous unit’s text which students analyzed in great detail.
- Refer students to their literary element chart. What words and phrases did they underline as important, what was repeated, what is the mood?
- Review theme rubric (page nine of unit packet). Student(s) read aloud each section. Clarify any confusion.
- Provide layout of theme poster – Big Idea, Evidence, Theme. Display layout on Promethean for remainder of lesson. Students are familiar with the design of this theme poster.

Partner/Group Work (20 minutes)

- Hand out poster paper, students work in table groups, designing theme poster. Poster must include three pieces of textual evidence, a big idea/key word, and theme summarized in one sentence.
- I will circulate during group work, monitoring progress, checking for understanding, guiding and prompting where necessary.

Assessment (10 minutes)

- Groups present findings, scored according to theme rubric.

Close (1 minute)

- Update comprehension score sheet.
- Discuss tomorrow’s lesson – written response to *The Hangman*.

ELD/SDAIE strategies

- Group work.
- Schema building by referencing previous discussions about theme.

Appendix A – Written on Whiteboard

- Objective – I will be able to cite and interpret textual evidence in order to determine, summarize, and present claims of a text’s theme.
- Vocabulary – Theme, meaning, message, mood, conflict.
- Essential Question – What is the speaker trying to tell us?

Appendix B – Displayed on Promethean board

- Write Brain – What does the Hangman mean when he says “He who serves me best, shall earn the rope on the gallows-tree” (lines 19-20)?
- Theme Rubric.
- Theme poster layout (see below).

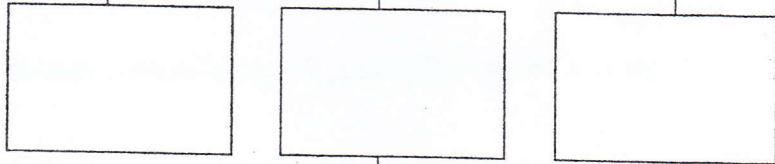
Entry 6: Theme

A novel's **theme** is its message about life from the author to a reader. Another way of thinking of a theme is that it is a "big idea" in the novel. Themes usually can be summarized in one word or short phrase. For example, the dangers of conformity is a theme in *The Giver* and the survival of the fittest is a theme in *Call of the Wild*.

1. Big idea or topic:



2. What characters say or do:



3. What is important to learn:

