

LESSON PLAN – Annotating Texts and Response to Literature

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Subject: English

Grade: 7

Lesson objective

Students will be able to annotate a text in order to write a response to literature.

Content standards

- CCCS Reading 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCCS Writing 1: Write arguments to support claims with clear reasons and relevant evidence.
- CCCS Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Opening and statement of the objective [Time: 7min]

- Do Now: Why do the Elders in The Giver want to control the population size?
- Explain that we will be annotating a text and writing a response to literature based on the Essential Question: Are Genetic Experiments helpful or harmful to the human race?

Instruction/Learning Activities

- Students are familiar with annotating texts but I will reiterate the requirements.
- Students read first section silently, 'Human Genetic Engineering', circling unknown words. Look up in dictionary, use context clues, ask partner, discuss as class. (7 min)
- I read first section to class; students circle important words or phrases. I model on Promethean. (2 min).
- Students read a third time, writing any relevant questions. (5 min)
- Students read second section, 'Stem Cell Research', annotating as before. (7 min).
- Reiterate how to write a response to literature; TAGS, TCEE, 3-4 paragraphs each with a topic sentence, summarize claim. (20 min)
- I will offer higher level students the opportunity to annotate and respond to additional articles, 'Nazi Medical Experiments', 'Gene Therapy and Jesse Gelsinger', and 'Henrietta Lacks and HeLa Cells'.
- Share some responses if time permits.

Assessment

- Assessing contributions to Do Now
- Monitoring annotations while circulating room.
- Collecting annotated copies to check for understanding.
- Assessment of Response to Literature based on IB Organization Rubric.

Materials

- The Giver by Lois Lowry
- Unit Packets
- Handouts.

ELD/SDAIE strategies

- Schema Building – Students have previously annotated text.
- Students have opportunity to look up meaning of unknown academic language.
- I model annotations.
- Step by step instruction for annotating text and response to literature.
- All students do some sections. Option for students to annotate additional sections.