

Ankara EL/HS
Sept. 5, 2003

Lesson Duration:
45 mins/day

Language Support Lesson Plans Weeks 1 and 2

Day 1

Student Introductions: names, countries and a little personal history

Class Purpose: To provide students the opportunity to strengthen their reading and writing skills and to learn to understand and use various learning strategies to maximize their learning.

Methodologies and Materials:

- Short stories, novels and other reading genres
- Journals, Writing Portfolios, Reading Logs and various Graphic Organizers
- Daily Shared Reading/Writing Activities, Guided Reading/Writing Activities, and /or Independent Reading/Writing Activities
- Daily Read-aloud selection by the teacher
- Computers to measure reading comprehension levels (Scholastic Reading Inventory, [SRI] and Reading Counts) and to assist students with writing assignments
- Skill, strategies and vocabulary study

Grading:

- Work samples, final drafts, writing portfolios, reading logs, journals
- Standardized and teacher made tests
- Self-evaluations
- Attitude, effort and engagement
- Oral responses and participation in class discussions and Literature Circles
- Individual teacher-student conferences

Teacher Read Aloud:

- **"I, Hungry Hannah Cassandra Glen"** from book of short stories entitled, **Sixteen** edited by Donald R. Gallo

Day 2

- Discuss with students things to consider when reading a novel or short story; list their ideas on the board.

- Discuss **characterization**. Reference: Janet Allen hand-outs, pgs. 23-24, located in the white Language Support Notebook Binder. On board list her considerations of characterization & discuss with students.
- Make an overhead of the graphic organizer entitled, "Flushing-out of a Character" located in white Language Support Binder in the Janet Allen hand-out section, pg.18.
- Pass-out folders for the students entitled "Work in Progress"; discuss their purpose and storage location/shelf in the classroom. These stay in classroom.
- Distribute a xeroxed copy of the short story, which you read to the students yesterday, so that the students can follow the text as you reread the story, (Shared Reading).
- Using the Graphic Organizer, "Flushing-out of a Character", which you now have displayed on the overhead projector, guide the students in identifying words used by the author, as well as their inferential ideas as readers and listeners, to complete the graphic organizer on Hannah, the main character in short story. (Guided Writing)
- Have students store this graphic organizer and the xeroxed copy of the short story in their "Work in Progress" folders as you will be returning to them tomorrow. ("Work in Progress" folders should remain in the classroom to ensure the students have them available each day.)

Day 3

- Review Graphic Organizer overhead from yesterday on the characterization of Hannah.
- Distribute another blank Graphic Organizer of "Flushing-out of a Character" to the students.
- Assign the students a working partner.
- Have the partners develop Crow's character from the same short story using the blank graphic organizer and the xeroxed copy of the short story.
- Put another blank Graphic Organizer of "Flushing-out of a Character" on the overhead projector. Fill this in as the students tell you the words/phrases/inferences their partnership identified as words used by the author to develop Crow's character. (Shared Writing)

Day 4

- Hand-out Worksheet p.23 from Janet Allen hand-outs in the Lang. Support Binder. This is a characterization questionnaire to discuss with the students.
- Have students independently reread the short story, and while doing so, they are to identify words and paragraphs of text used by the author to develop the characters of Hannah and Crow. They can mark or highlight their xeroxed text as they read.

Day 5

- Students are to complete the characterization questions distributed yesterday, p.23.
- Using a blank copy of these questions on the overhead, discuss each question with the students and record their ideas on the overhead. (Shared writing). Students can correct their answers accordingly.

Day 6

- Distribute individual writing journals to each student & discuss their purpose.
- Today, students are independently do the following Timed Writing Prompt in their journal:

A common saying is that “Whatever doesn’t kill us makes us strong.”

Apply this saying to either Hannah or Crow from the short story we read last week. In your written response address the following:

- 1) Challenges faced by either Hannah or Crow.
 - 2) How did those challenges actually work for good by pushing the person to grow?
 - 3) Use examples of the challenges and of the person’s development to show that the hard times turned-out for the best.
- Share some of the students’ journal writings as a summation activity.

Day 7

- Have students share a few more of their timed journal writings from yesterday.
- Engage students in a discussion to describe their character traits. Record their words/responses on board.

- Pass-out xeroxed copies of the “**Student Interview**” from pg. 231 in **The Write Path** book. Review interview questions with students and interview techniques. Divide students into interview partnerships.
- Students interview their partner and record their responses on the Student Interview form.

Day 8

- Interviews and written responses on interview form continue for part of the class period.
- Introduce **Writing Portfolios** and distribute folders labeled as such to each student. Discuss their storage location in classroom. Attached to the inside of each Writing Portfolio should be a copy of the “**The Writing Process**”, which can be xeroxed from pg. 141 in **The Write Path** book.
- Carefully discuss each step in the writing process.
- Have students put their interview sheets in their Writing Portfolios for storage.

Day 9

- Carefully review the strategies one can use to assist them in the pre-write stage of writing, and share examples of what the Pre-writing Stage and Writing Stage will look like. (Paper attached to the inside of each student’s Writing Portfolio).
- Pass-out blank copies of the Graphic Organizer, “Flushing out of a Character”, (the same one as used last week). Students can fill-in this graphic organizer with the information they recorded on their partner interview sheet.
- Students begin their individual pre-writing activities and then proceed to their rough draft writing of an essay about their partner. Each writing piece should be labeled according to the writing stage it represents; e.g., “Prewriting”.

Day 10

- Students continue with their pre-writing activities or the rough draft of their essay about their interview partner. Teacher circulates and assists students as they progress through these two writing stages.
- As students complete their rough draft, they can share their rough draft with their partner.