

<p>Name: Kaitlyn Hlywa</p> <p>Grade level: English 6</p> <p>Short Text: <i>Jane Austen's Emma</i></p> <p>Date: Oct 10</p>	<p><i>Lesson topic(s) and/or Essential Question(s)/Essential Understandings</i></p> <p>Overarching Theme: How can we understand the role of the hero, and how is it used in literature?</p> <p>Lesson Topic: Character Development</p> <p>Essential Question: Does the opening of <i>Jane Austen's Emma</i> reveal a hero or heroine? If so, who and why?</p> <p>Essential Understanding: From the first four pages of <i>Jane Austen's Emma</i>, Emma is already given the qualities of a heroine.</p>
<p>Standards</p>	<p><i>What standards will be addressed by this lesson?</i></p> <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ○ CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<p>Objectives</p>	<p><i>What will your students know and be able to do as a result of this lesson?</i></p> <ul style="list-style-type: none"> - SWBAT analyze how the hero changes and evolves throughout different forms of literature. They will be able to cite from texts to support how heroes from different novels compare and contrast. - SWBAT determine a theme and understand how characters influence one another. - SWBAT identify qualities of a hero as elements of character development.
<p>Instructional Materials and Resources</p>	<p><i>What materials, texts, manipulatives, visuals, etc. will you need for this lesson? What technological resources (if any) will you need?</i></p> <ul style="list-style-type: none"> - Text: <i>Jane Austen's Emma</i> http://books.google.com/books?id=6YNlkxHUjIUC&pg=PT5&source=gbs_toc_r&cad=4#v=onepage&q&f=false - Whiteboard and markers or chalkboard and chalk - Making the text available: ELMO or doc cam to display text to

	<p>the students, scan text into a powerpoint and display on projector, or give all students a copy of the text (photocopy or hard copy). Getting a hard copy of the text for the students to annotate is the preferred method.</p> <ul style="list-style-type: none"> - Students will need a pencil and their journal
<p>Learner Factors</p>	<p><i>How does this lesson accommodate different development levels of students? What do you imagine to be the needs of your students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter and student experiences, and/or include provisions for students with particular learning differences or needs?</i></p> <p>Different development levels of students: <i>Jane Austen's Emma</i> is a difficult text for sixth graders, so I expect that the majority of my students will have difficulties with this text, not just my struggling readers. To accommodate the different levels of students, there will be heavy scaffolding, class discussions, and many opportunities to ask questions. Students will also be able to learn from each other (ex: students who do not understand how to read a graphic novel will be able to learn by following along in the reading).</p> <p>What do you imagine to be the needs of your students? Because my students are only in 6th grade, I will need to heavily scaffold the text for the students, especially in regards to vocabulary, culture, and style of writing</p> <p>Individual differences in approaches to learning: The graphic novel provides both visual and audio approaches to learning. Students read the text aloud to each other as they follow along in the text, and the pictures show setting, actions, and character expressions. Students also have the opportunity to build from each other's ideas during the Think-Pair-Share and class discussions.</p> <p>Connections between subject matter and student experiences: Since the theme is about hero, I want my students to bring their personal experiences and ideas into the classroom. The Think-Pair-Share allows them to use their prior knowledge of comic book superheroes and their own personal heroes to identify different characteristics found in each. Students can also use their experiences reading comic books to help them read the graphic novel.</p> <p>Provisions for students with learning differences or needs: Since we will be reading the graphic novel aloud during class, students with reading disabilities will still be able to follow along.</p>

	Also, students who are shy and may not want to read paragraphs at a time, may find it more comfortable to read short bits of dialogue.
Environmental Factors	<p><i>What student grouping will be used? Why? What changes will you need to make in the classroom due to instruction, materials, safety, etc., if any? How will you arrange your desks?</i></p> <p>Students grouping and desk arrangement: Students will be grouped in tables of four so that they can easily work individually, in pairs, in groups of four, or in a group discussion. In this lesson, students will work individually, in pairs, and in class discussion.</p> <p>Changes in the classroom due to instruction, materials, safety, etc: During class discussion, they may move their chairs so that they can comfortably view the front of the room, especially if a projector is being used.</p>
Instructional Activities and Tasks	<p><i>What activities will you and your students do and how are they connected to the objectives?</i></p> <ol style="list-style-type: none"> 1. Journaling (independent) – identify characteristics of comic book heroes and real life heroes using a T-chart (teacher provides an example of each) 2. Think-Pair-Share – share journal responses with partner 3. Class discussion – write characteristics on whiteboard using the T-chart 4. Learn how to read a comic book – prepare for Read Aloud 5. Read Aloud – select students to read narration and dialogues (stop after first frame) 6. Class discussion – dissect first frame and begin Emma’s character development 7. Read Aloud (second frame to end of page four) – pause after frames to discuss plot, clarify difficult vocabulary, answer questions, and switch readers 8. Class discussion – connect journaling / think-pair-share activity to text, identify heroic traits found in Emma within the first four pages 9. Exit ticket – reading pictures as part of a text
Assessment Activities	<p><i>How will you determine what the students know and are able to do during and as a result of the lesson? (Formative, Summative)</i></p> <ol style="list-style-type: none"> 1. SW write journal entries that will be collected at the end of the unit (formative)

	<ol style="list-style-type: none"> 2. SW participate during Think-Pair-Share and class discussions (formative) 3. SW compare and contrast heroes, both in comic books and in real life (formative). 4. SW understand how to read a graphic novel (formative) 5. SW identify character development (formative) 6. SW evaluate the type of hero in <i>Jane Austen's Emma</i> (formative) 7. SW identify how pictures help the reading of a text (formative)
<p>Rationale (optional) (300-500 words)</p>	<p><i>Address the “why” of this lesson, how it connects to your school context, overarching concept, and general unit (referring back to your Course Goals). Questions to consider:</i></p> <ul style="list-style-type: none"> - <i>Why are you teaching this text? Why at this point in the year? Why this way?</i> - <i>What is the setting: students, school, community?</i> - <i>What might your students already know and be able to do in regards to the skills in connection with your text?</i> <p><i>What resources did you consult / modify in order to create this plan? (Include links to plans online, references to course texts, etc.)</i></p>

Other ideas:

http://www.readwritethink.org/search/?resource_type=6&sort_order=relevance&q=emma&srchgo.x=-301&srchgo.y=-283&old_q=&srchwhere=full-site

http://ccb.lis.illinois.edu/Projects/childrenslit/jdbone/lesson_plans.htm

<http://www.readwritethink.org/classroom-resources/lesson-plans/comic-makeovers-examining-race-207.html?tab=4#tabs>

<http://historysheroes.e2bn.org/>

Instructional tasks and activities	<i>What activities will you and your students do and how are they connected to the objectives? (Make sure to include timeframes)</i>	
	<i>What will you be doing?</i>	<i>What will the students be doing?</i>
<p>Before Class: Journal prompt on whiteboard Journal prompt: "In your journals, make a T-chart graphic organizer. List characteristics of superheroes (comic book heroes) on the left and characteristics of real-life heroes on the right." Provide an example for the students to follow.</p> <p>8:00-8:05 – After bell rings, T introduces unit to the class: "Good morning class! This year we're focusing on the role of the hero in literature. Today we're beginning the new unit with a graphic novel..." Background questions: Who has read a comic book before? What do you think of when you think of comic books?</p> <p>T reads the journal prompt to the class. T tells S to think of their own personal heroes. What qualities do they have? T takes attendance, then walks around the room to see if students need assistance and to check progress.</p> <p>8:05-8:10 – T tells students, "Turn and share at least two characteristics with your partner and give examples as to why you chose these characteristics. Then, I want each pair to pick one superhero characteristic and one real-life hero characteristic. Write these two characteristics on the whiteboard in the T-chart."</p> <p>T writes directions on the whiteboard and then walks around room to listen to students' examples. (Since students work at different speeds, not everyone will</p>		<p>8:00-8:05 – S listen as T explains the new unit.</p> <p>S respond to T's background questions.</p> <p>S follow along as T reads the journal prompt aloud. S begin writing in their journals.</p> <p>8:05-8:10 – S pair share characteristics and give examples. Then S pick one superhero characteristic and one real-life hero characteristic from their pair-share, and then write them on the whiteboard in the T-chart, underneath the teacher's example.</p>

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<p>be at the board at once. T can also suggest certain students to go to the board to help control traffic)</p> <p>8:10-8:15 – T tells students, “Let’s have a class discussion. What similarities and differences do we have between comic book heroes and real-life heroes?” Some examples:</p> <ul style="list-style-type: none"> - Similarities: bravery, stand up for the right thing - Differences: realistic vs. unrealistic <p>T relates T-chart to <i>Jane Austen’s Emma</i>: “The next text we will be reading is a graphic novel, which is similar to a comic book. We’ve listed characteristics for two types of heroes. As we begin reading this graphic novel, see if you can identify where our hero will be on this chart.</p> <p>8:15-8:20 – T teaches S how to read graphic novel. Displays <i>Jane Austen’s Emma</i> on the projector. Points to cover:</p> <ul style="list-style-type: none"> - Frame order - Rectangles = narration - Speech bubbles = character quotes - Reading speech bubbles in the correct order <p>8:20-8:25 – T initiates Read Aloud <i>Jane Austen’s Emma</i> is displayed on the projector. T selects four students to read. If no one volunteers, then use popsicle sticks to select readers. Readers: Narrator, Mr. Woodhouse, Emma, Mr. Knightly T has Narrator read first frame. Begin reading first frame.</p>	<p>8:10-8:15 – S share answers one at a time while the rest of the class listens.</p> <p>S listen to T as she tells S to watch for the theme of the hero in <i>Jane Austen’s Emma</i>.</p> <p>8:15-8:20 – S follow along with T as she explains how to read a graphic novel.</p> <p>8:20-8:25 – S volunteer or are selected to read. Narrator reads first frame. S follow along in the text.</p>
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<p>8:25-8:30 – T stops after first frame to begin Emma’s character development. T scaffolds students to write in journal. T asks questions to cover the following:</p> <ul style="list-style-type: none"> - Traits: handsome, clever, rich, 21yrs old - Lives: house is named Hartfield with old father - Life: easy life, mistress of house (woman in authority or control) - Family: sister Isabella, father - Potential problems: always gets her way, ego <p>8:30-8:45 – T has students continue the Read Aloud, ending at the bottom of page 4. During reading, T may stop to define words S may not understand, to give context and explanation to new ideas (ex: definition of a mistress, naming a house Hartfield), to correct errors regarding the order of speech bubbles, and to switch readers when appropriate.</p> <p>8:45-8:50 – T initiates class discussion to connect Emma to the first journal activity. T asks questions to cover:</p> <ul style="list-style-type: none"> - How Emma treats her father - How Emma feels about Miss Taylor’s wedding - What traits Emma shows that are heroic (ex: cares for father, plays matchmaker) <p>8:50-9:00– T assigns exit ticket and writes it on the board: “A picture is worth a thousand words. How did the pictures help your understanding of the graphic novel? We will begin tomorrow’s class discussion with this question.” Examples: facial expressions, character relationships</p>	<p>8:25-8:30 – S begin Emma’s character development. S answer questions T asks about character development and take notes in journal</p> <p>8:30-8:45 – S Readers read text to the end of page 4 while other S follow along in the text. S contribute to any questions T asks in clarifying vocabulary, context, and or questions that need explanations.</p> <p>8:45-8:50 – S share answers one at a time while the rest of the class listens</p> <p>8:50-9:00 – S complete the exit ticket and turn it in to the T as they leave the classroom.</p>
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