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| Lesson Title: ***How to Respond to Books 2*** |
| **Grade: 4**    **Subject: Book Response and Critical Thinking**  **Unit: Language Arts** |
| **Driving Question: What do we mean by a visual reading response?** |
| **Curriculum Outcomes:**  **ELA GCO 2 -** Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.  **ELA GCO 6** - Students will be expected to respond personally to a range of texts.  **ELA GCO 7**: Students will be expected to respond critically to a range of texts,  applying their understanding of language, form, and genre.  **ELA GCO 8:** Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.  **ELA 10.3** use technology with increasing proficiency in writing and other forms of representing proficiency in writing and other forms of representing |
| **Learning Targets:**   1. **Students will compare and contrast (evaluate) 2 similar stories in order to help develop text-to-text connections. This will be leveraged into a final response** 2. **Students will recall story detail and create and publish a visual reading response showing that they can “picture” a scene from the story.** 3. **Thinking critically, students will connect Jack and the Baked Beanstalk to the original Jack and the Beanstalk. They will find detail from the stories in order to describe one of the similarities and identifying one difference between the two stories.** |
| **Resources/AT Tips:**   1. Prior to lesson 1 (flipped video): Book Response – [Visualization](https://youtu.be/g2J1Lynx8uU) Video 2. Teacher reads “Jack and the Baked Beanstalk” by Collin Simpson 3. [Notability](http://www.weebly.com/weebly/main.php) App on all classroom iPads – this app supports UDL as it can used for students wanting to handwrite, draw, and even type. 4. Anchor Charts for Book Responses, and Evidence of Response 5. [Rubric](http://choltmasters.weebly.com/-rubrics.html) for visualization response. |
| **Lesson Procedure** |
| **I Do (10- 15 minutes):**   1. Activate learning from last class – Remind students of the Targets they created for a visual response – Post on SMART board. 2. Tell students they are going to have time to create a visual response 3. Hand out iPads to individual students – 1 device per student |
| **You Do (35 - 45 minutes):**   1. Have students access the task on Showbie. Remind students that they have choice in their final product. They may draw their visual and handwrite their response with the Notability App., or they can draw their visual and type a response 2. Students should work collaboratively, but each student must create their own response to the story (turn in on Showbie) 3. Students work while teacher circulates |
| **We Share (10 – 15 minutes):**  1) Have 2 – 3 students project their drawings on the board and read their responses |
| **Adaptations:**  **Hearing Impairment** – make sure (student names) have their mics in and you are wearing the transmitter.  **ASD** studentscan access assignment from [**Showbie**](http://choltmasters.weebly.com/language-links.html) and work in the break out room (with TA) to create a quiet space. Access the assignment in [**Claro**](http://choltmasters.weebly.com/language-links.html) to use Text to Speech. Speak Select in [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) for the text can be pasted into their document or poster.  **LD –** any LD students will be able to access their work in [**Showbie**](http://choltmasters.weebly.com/language-links.html) **,** then[**Claro**](http://choltmasters.weebly.com/language-links.html) to access the Text to Speech. They can use the Speech Select from [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) and paste text in their document or poster. |