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| Lesson Title: ***How to Respond to Books 4*** |
| **Grade: 4**  **Subject: Book Response and Critical Thinking**  **Unit: Language Arts** |
| **Driving Question: Can we find new ways to respond to literature? Can we connect to peers in other countries?** |
| **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 recall story detail and create and publish a personal reading response showing that they can analyze a book and provide story detail to leverage a written opinion about the book.** 2. **Students will collaborate with a remote classroom, sharing thoughts and ideas about a shared novel.** 3. **Thinking critically, students will create written responses to post in a forum.** |
| **Resources/AT Tips:**   1. [**Flipped Edmodo Lesson**](http://youtu.be/YLGJvsXHTv0) 2. Prior learning – teacher and students from both countries have shared the “A Stranger Came Ashore” book by Mollie Hunter 3. Classroom on Edmodo set up prior to class – entry code established 4. Baltimore, Maryland class invited to join our Edmodo class prior to class start 5. [Book Response and Response Evidence Anchor Charts](http://www.weebly.com/weebly/main.php) 6. [Rubric](http://choltmasters.weebly.com/-rubrics.html) (or see version at end of document) |
| **Lesson Procedure** |
| **I do: (10 – 15 minutes)**   1. Refer to previous lessons on reading strategies, making connections and determining important ideas. 2. Quick demonstration of a thoughtful response to a question about a known text “Wretched Stone” by Chris Van Allsburg)– encourage help from students   For example: I think the stone is like Computers or computer games. Parents think that the games take all of their child’s attention, and some people really change if they become addicted to the games. I think the sailors are addicted to the stone just like some kids are addicted to video games. The captain wants to get their attention and get them back to work, but he feels that he has to get rid of the stone to do it.   1. Explain to students that they will be working in teams, and creating individual responses to questions about a favorite class read aloud, “A Stranger Came Ashore”. Remind students that thoughtful responses need to refer to specific information in the book. (Put up Book Response and Response Evidence Anchor Charts) 2. Review [charts](http://choltmasters.weebly.com/book-response-anchor-charts.html) for responses 3. Review screen cast for directions on how to enter the Edmodo classroom and use the forum. 4. Set up groups for responses     **5 Questions – 5 teams**  1) What is your view on the statement, “A Stranger Came Ashore” is a great book, and it should be on every elementary School’s recommended list for the suspense genre.  2) Who is your favorite character in “A Stranger Came Ashore”, and why?  3) Is Yarl Corbie truly cruel or is he just protecting himself like anyone else might? 4) [Is it realistic to think that the people of Black Ness would not have been more wary of Finn Learson? Do you think good looks and charm can fool people?](http://25030675.weebly.embed.talkiforum.com/is-it-realistic-to-think-that-th/)5) Think of another character in another book who is mysterious and dangerous like Finn Learson. Name him or her and tell us how he or she is like Finn. |
| **We do: (10 – 15 minutes)**   1. Students work in teams to discuss their talking points and create responses 2. Students can use iPads or write on clipboards to create rough drafts of planned postings (peer editing with members of their team should take place prior to post. 3. Teacher circulates to encourage and stimulate discussion |
| **You do: (1 practice lesson – 15minutes, and 1 interactive with States – 15 – 30 minutes)**   1. Students go to the class site and post a response to their forum question. 2. They will interact online with peers in Maryland, who have also read the book. 3. Teacher circulates to different groups and individuals, with anecdotal tracking sheet. And makes notes of successful responses and potential goals, offers encouragement to individuals. |
| **We share: (15 minutes)**  Students will view responses to all the forums as they post and respond to posts.  Class discussion to follow (at the meeting place – website projected on board): As a group, 4 – 5 students share their favorite interactions with their peers on the forum. |
| **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. |