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| Lesson Title: ***How to Respond to Books 1*** |
| **Grade: 4** **Subject: Book Response and Critical Thinking** **Unit: Language Arts**  |
| **Driving Question: What does it mean to respond to literature? What does that response look like?** |
| **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,And apply 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 evaluate 2 similar stories by comparing and contrasting them, then leverage the information to develop text-to-text connections.**
2. **Students will analyze the stories than complete a Venn Diagram outlining similarities and differences between 2 stories**
3. **Students will apply and interconnect learning from flipped video in order to create learning targets for a visual response.**
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| **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://choltmasters.weebly.com/language-links.html) App on all classroom iPads – this app supports UDL as it can used for students wanting to handwrite, draw, and even type.
4. [Venn Diagram](http://choltmasters.weebly.com/venn.html)
5. **Teacher** [**Checklist**](http://choltmasters.weebly.com/assessment-resources.html) **for Collaborative Skills**
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| **Lesson Procedure****I do: (10 – 15 minutes)**1. Students at the meeting place – activate prior experience by asking have they ever read Fairy Tales.

Can you name any?Does anyone know the story of Jack and the Beanstalk? (ask for a brief summary – challenge them to tell the story in 4 sentences)Tell students that today you are going to read a story that might sound similar to Jack and the Beanstalk.Read “Jack and the Baked Beanstalk” by Collin Simpson 1. Explain to students that they are going to complete a chart where they will outline the similarities and differences between Jack and the Beanstalk Jack and the Baked Beanstalk.
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| **We do: (10 – 15 minutes)**1. Have students access Showbie and go to the Reading Class, Venn Diagram Assignment.
2. Review the diagram, and do I entry for each section as a class.
3. Students work in teams to discuss and collaborate on the chart. They have 15 minutes to complete the diagram, enter the names of everyone in the group on the diagram and turn in on Showbie
4. Teacher circulates to encourage and stimulate discussion
5. Class shares their answers as a group – class discusses and agrees on a final chart (turn into an anchor chart for later)
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| **Teacher: Activate prior learning from flipped video. “ We are going to do a visual response for Jack and the Baked Beanstalk”****We do: (20-25 mins)**1. Have a quick discussion about what they learned from the video. Have students break into their teams again.
2. Tell the students they are going to recall the video and come up with learning targets for a visual reading response.
3. Students share their ideas with the class.

Targets: 1. create a simple picture of a scene in the story
2. Describe in two or three sentences what is happening in the scene, and why the scene is important.

***\* Tell students that we will carry over these learning targets for the next class, when we create the visual responses. (Take a picture of the board to remember the student created targets. Post picture on Website.)***  |
| **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. |