

*The School Play Reading Activity*

**Date:** April 7<sup>th</sup>, 2014 to April 8<sup>th</sup>, 2014

**Objective(s) for today's lesson:**

- 1) Student will be able to distinguish between an author's tone, and the mood it conveys.

[CCSS.ELA-LITERACY.RL.6.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

- 2) Student will be able to use textual evidence to support analysis of a text as well as what is being inferred from the text.

[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.

- 3) Student will be able to read and comprehend a sixth grade level text.

[CCSS.ELA-LITERACY.RL.6.10](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Rationale:** Understanding tone and mood will help give clarity to theme and understanding of the story. Finding textual evidence to support analysis provides an opportunity to practice supporting answers with specific details. Reading and understanding grade level material will increase student proficiency across all content areas (including Social Studies, Science, and Math).

**Materials & supplies needed:** McDougall Littell's *Language of Literature – Grade Six Student Edition*; Audio CD; The School Play Selection Test; Paper and Pencil

*Procedures and approximate time allocated for each event*

**• Introduction to the lesson:** To introduce the lesson, I will show the student a YouTube video explaining the meaning of tone and mood (as they can be abstract to comprehend). I also will show her how a movie's tone can change depending on a character's words, or the musical composition used.

Tone and Mood :<https://www.youtube.com/watch?v=czQP2CIgR2s>

Mrs. Doubtfire recut as a horror movie:

<http://www.youtube.com/user/peterjavidpour/videos>

This will help them have a stronger understanding of the topic, and will assist the student in the upcoming lesson. Note taking will be optional, since we are engaging in a dialogue about the video (**9 minutes; 1:50 for the video**).

**• OUTLINE of key events during the lesson:**

After watching the movie, I will transition to the story "The School Play" by Gary Soto. I will start on page 402 with previewing the words to know. We will go over any words in the passage that she does not understand or know how to pronounce. Next, we will read a brief background on the story, to gain a better understanding of what we are about to read. This will be followed by a picture walk to see if we can gain any clues about the story. My expectations are that the student is attentive to the story preview, and asking questions.

When we have finished the pre-reading strategies, we will listen to the tape on audio (**20 minutes – 8:30 for the CD**).

**• Closing summary for the lesson:** To close the activity, I will have the

**Academic, Social and Linguistic Support during each event**

Before we apply the concept of tone and mood, I will show how movies use images and sounds to convey a particular feeling. The idea will be to make the topic more relatable to reading.

I will make sure to take each part of the lesson step by step, so as not to overwhelm my student. I will make sure to be encouraging and supportive, so that she can gain confidence.

Before the selection to the text, I will review yesterday's informal exit ticket, to clarify misconceptions and activate prior knowledge.

If the student is struggling with the concept, we will watch and discuss more examples of tone and mood, as well as citing text evidence.

<p>student give a brief oral review of the main characters and plot, along with identifying what they felt the mood of the story was <b>(10 minutes)</b>.</p> <p><b>• Transition to next learning activity:</b> To wrap up the activity, I will assign her a close reading passage, to practice identifying tone and mood. This will be an informal assessment. Her homework for the evening will be to re-read the story at home. <b>(4 minutes)</b>.</p>	
<p><b>Assessment (Given on 4/8):</b> When student comes into class tomorrow, we will review tone and mood through other types of media; for example, discussing how a certain song can showcase an author’s or directors intended purpose. Then, I will have the student cite text evidence to support her answers for the close reading passage.</p> <p>After we have reviewed the previous day’s activities, I will give the student time to complete the selection test for “The School Play.” This will be an open book assessment, as I am aiming to see how well she can go back into a story for find information. <b>(Approximately 30 minutes; more time as needed)</b>.</p>	<p><b>Academic, Social, and Linguistic Support during assessment</b></p> <p>The assessment will be open-book, so rote memorization will not be necessary to succeed.</p> <p>I will give frequent breaks as necessary, to ensure that the student does not get anxiety.</p>

Activity

**Date:** March 26<sup>th</sup>, 2014 to March 27<sup>th</sup>, 2014

**Objective(s) for today's lesson:**

Student will be able to provide a summary free of personal opinions and judgments.

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.

Student will be able to cite textual evidence to support their understanding of a question.

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.

**Rationale:** The reasoning behind this formative assessment is to determine if the student has shown an improvement in utilizing before and after reading strategies to understand a passage. The assessment will also show me if the student is making gains in comprehension and oral reading fluency.

**Materials & supplies needed:** DRA2 Book "A Journey to Freedom;" Teacher Observation Guide, pages 23-26; Student Booklet, pages 29-32

*Procedures and approximate time allocated for each event*

**• Introduction to the lesson:** Before we start the comprehension portion of the assessment, I will begin with explaining to the student the importance of this particular benchmarking test. I will discuss with the student the format for the assessment, as well as answer any questions or concerns the student may have (**4 minutes**).

**• OUTLINE of key events during the lesson:**

The first portion of the assessment will be to determine Oral Reading Fluency (though it is not a CCSS, it is important for the case study, since it will gauge the effectiveness of the instructional practices). The student will read from page 1 to page 3, where they will stop at the \* (**3 Minutes**).

Before reading the full story, the student will make predictions; while this is happening, I will be completing the Teacher Analysis of Oral Reading section, found on page 25. After completing the predictions, the student will begin to read the passage (**12 minutes**).

**• Closing summary for the lesson:** After a brief discussion about the story, I will begin to review what the student will be working on completing tomorrow (pages 30-32 of the student booklet). I also will briefly touch upon their Oral Reading Fluency results for the passage (**5 minutes**).

**• Transition to next learning activity:** I will have the student verbally summarize the directions I gave, as a way to model what an effective summary sounds like (**4 minutes**).

**Academic, Social and Linguistic Support during each event**

If the student gets nervous, I will inform them to treat this benchmark assessment like practice; the intent of the activity is to view the student's strengths, while simultaneously identifying skills that need to be reinforced.

Breaking up the assessment into two days will give her time to reflect on the lessons, and not feel weighed down by multiple tests in a day.

I will offer the student additional computer or recess time as an incentive to produce their best work possible.

**Assessment (Given on 3/27):** When meeting with the student the next day, I will have them re-read the passage, and answer the questions found in the student booklet. **The student will take as much time as needed** to complete the sections, and may go back and review the passage as often as needed.

**Academic, Social, and Linguistic Support during assessment**

I will be supportive towards the student, offering encouragement and kind words throughout.

Academically, I will be available to answer questions related to the

	booklet; however, I cannot provide answers. I will only help the student understand what a particular question is asking.
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