

Writing a response to literature

Grade Level	Six
Subject	ELA
Curriculum Objective	<ul style="list-style-type: none"> • Objective 5.01 <p>Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> ○ using effective reading strategies to match type of text. ○ reading self-selected literature and other materials of individual interest. ○ reading literature and other materials selected by the teacher. ○ discussing literature in teacher-student conferences and small group discussions. ○ taking an active role in whole class seminars. ○ discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. ○ interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. ○ investigating examples of distortion and stereotypes. ○ recognizing underlying messages in order to identify recurring theme(s) within and across works. ○ extending understanding by creating products for different purposes, different audiences and within various contexts. ○ exploring relationships between and among characters, ideas, concepts and/or experiences. ○ Technology 3.10: Select and use WP/DTP features/functions to design, format, and publish assignments/products. (4)
Guiding Question	What lesson(s) did each author, Joyce Hanson and John Gardner, want the reader to consider when they wrote their short stories, “The Tail,” and “Dragon, Dragon,” respectively?
Lesson Summary	Students will be able to express why the authors wrote their stories and cite the story to support their answer. They will first hear summaries of the 2 stories from their peers during a sage on the stage activity. Then

	<p>they will use the concept map strategy and a two slide power point presentation to demonstrate their understanding of the message of each story. Finally, students will summarize their learning using the learning frames strategy.</p>
Activating Strategy	<p>Ask students if they can summarize, “The Tail.” Of the students that raise their hands, pick two and send them to two corners of the room. Then ask of the remaining students, how many think that they could summarize, “Dragon, Dragon.” Sent them to the other two corners of the room. Divided the remaining students into four equal groups. They will rotate to each of the “sages,” and hear their summaries of their respective stories.</p>
Cognitive Strategy	<ol style="list-style-type: none"> 1. Ask students if they remember what the lesson of a fable is called (Moral) (Taught in previous unit) 2. Tell the students that authors of short stories often have a lesson/message for the reader as well, but you have to be a detective and find it. The author doesn’t write it at the end of the story as is often done with fables. 3. Refer to the guiding question on the board and tell the students they will be working together to find the message(s) of the two short stories that we have read and to provide evidence from the stories to back up their opinions. 4. Concept map strategy: Put a blank concept map on ELMO with the names of the two stories already filled in, in separate circles. Have students brainstorm as a group possible lessons from the two stories, put on concept map. This is a way to check for understanding. If a student’s answer is off base, teacher can ask questions and provide instruction to get the student(s) back on track. 5. After generating a list of possible lessons, divide students into pairs and give each pair a blank concept map. Ask them to choose one lesson they think is the most important for each story. 6. They will put each lesson on their concept map and then put examples/evidence from the stories to back up their opinion. 7. Finally, each pair of students will a two slide power point presentation, one slide for each story. The slide should state: The lesson, one piece of evidence from the story that illustrates the lesson, at least one picture to illustrate a character from the story who learned the lesson or a picture that symbolizes the lesson to be learned.
Summarizing Strategy	<p>As a means of summarizing what they have learned students will use the learning frames strategy. First the teacher will model using the frame and then students will be given a blank frame. Each student will fill out one frame giving: The name of the story, the lesson/message in the story and the evidence from the story that supports this opinion. The pairs that worked together will each do a different story. (Instead of learning frames students could orally present their sides as a summarizing strategy if a projector is available.)</p>

Evaluation	Informal evaluation during brain storming of possible story lessons and during group work. Concept maps, power point slides and learning frames can be evaluated for correctness of information.
Resources	Blank concept maps with two circles. Elmo or overhead projector Learning frames template Computers with power point
Credits	Written by: Nora Wood, EC Teacher, CGMS