

Differentiated Lesson Plan

(Adapted: Causton-Theoharis & Theoharis 2008)

Student Teacher Name: Jenna Fettig

Date: 9/26

School:

Wheeler Middle

Grade Level: 7

SECTION I – THE STUDENTS

A. Describe Your Class:

There are approximately 28 students. All of our students come from military families and live on base here at Schofield or Wheeler.

B. Subject or Discipline(s):

This is English language arts.

C. Central Theme, Concept, Problem, or Unit:

Students will work on identifying the author's theme throughout the reading. They are working on developing essays with claim, evidence, and reasoning.

D. Staff

Myself and my team teacher Todd Ozawa (Gen Ed ELA/SS teacher) will be present for this lesson.

E. Duration

The lesson will take approximately 1 hour.

F. Student Background Knowledge

Students have been working on developing their essays through the use of graphic organizers to help scaffold their CERs (claim, evidence, reasonings).

G. Background of the Lesson

Students have been reading a Long Walk to Water and exploring two character's stories. We have also read other informational texts on the need for water in Sudan as well as the fighting that has occurred. The students are going to be asked to create an essay based upon their challenges and use the novel and informational texts to support their claim.

F. Target Student/s:

student 1, ELL

- 1) Like/dislikes: listening to engaging class conversation
- 2) Intelligences/Strengths: narrative/free writing, annotating
- 3) Communication: can be limited, however likes to talk one on one
- 4) Behavior: always on task, no behavior issues
- 5) Academic performance: A student
- 6) Subject specific performance : performs well in ELA
- 7) Social Information : will only engage in conversation with teacher

- 8) Concerns: socialization
- 9) Other pertinent information: none

student 2: ADHD

- 1) Like/dislikes: to draw or create and listen to text rather than read or write
- 2) Intelligences/Strengths: when engaged can produce quality work
- 3) Communication: easy to communicate with one on one
- 4) Behavior: usually all positive, can become defiant when being asked to read
- 5) Academic performance: A-B student
- 6) Subject specific performance : ELA is an area of concern due to the amount of reading and writing
- 7) Social Information: very social, has many friends in class
- 8) Concerns: not becoming aggressive when being asked to work
- 9) Other pertinent information.: none

student 3: On spectrum

- 1) Like/dislikes: routine, things laid out, video game time in exchange for being on task
- 2) Intelligences/Strengths: very good at analyzing things mentally, can produce quality work
- 3) Communication: communication is difficult, however non verbal cues are often used and work well
- 4) Behavior: no behavior concerns
- 5) Academic performance: when he produces work it is beyond expectations, however tends to not complete work. C-D student
- 6) Subject specific performance: ELA is difficult because the amount of writing work
- 7) Social Information: student has one friend in class does not enjoy group or partner work with other students
- 8) Concerns: helping student to complete more work and engage in social contact while working with other students
- 9) Other pertinent information.: none

SECTION II – LESSON CONTENT

A. Lesson Standards

Effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

Cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)

Analyze how an author develops and contrasts the points of view of characters in a literary text. (RL.7.6)

Analyze the development of a theme throughout a literary text. (RL.7.2)

B. Lesson Goal

By the end of this lesson students will be able to engage in discussions about grade level topics, cite evidence, analyze development of author theme and points of view.

C. Content Differentiation

For those students who are more advanced or are able to work more quickly I can challenge them by

asking them to make real world connections to the reading and topics we covered in class.

D. Whole-Class, Multi-Level Objectives

Write the whole class objective using the condition-performance-criteria format.

What every student should learn and do? Analyze a text, determine the claim and central theme.

What most students will learn and do? The students will start to develop their essay.

What a few students will learn and do? A few students will develop their essay and make real world connections.

E. Student Specific Objectives:

For specific students (for example student 2 & 3) packet completion is the goal. For this student goal, students will complete 75% of lesson that day in packet with prompting.

F. Definitions of Targeted Terms:

No targeted terms for this lesson

SECTION III- LESSON PRODUCT

A. Product Differentiation

For this lesson there is unfortunately little differentiation, however I give certain students the option to have a discussion about the questions or topics rather than writing.

B. Authentic Assessment

- *At the end of this lesson I will be reading their essays and will check to see how they incorporated their graphic organizers and other information in the essay.*

SECTION IV- LESSON PROCESS

A. Process Differentiation

For this lesson I can work with students one on one or in small groups depending on their engagement that day.

B. Lesson Formats

- *Students will answer questions out loud when prompted. Students will also work with partners.*

C. Student Arrangement

- *Students will be paired with the students they are sitting next to.*

D. General Teaching Strategies

This lesson will mostly be independent work. With some teacher/partner input.

E. Student Specific Teaching Strategies:

- *Repetition, verbal instructions, repeating instruction, chunking, partner work, modified packets*

F. Systems of Support and Supervision

-We will be co-teaching, tag-team teaching, providing support to students where/when needed.

- There are students who will require more support, some may be able to get that support through other students sitting next to them. To ensure student success I have created buddies, these buddies are students who are academically high performing and assist other students when help is needed. There is one particular student who requires a good amount of prompting and reminders. My hope is that this prompting and assistance will be faded over time,.

SECTION V- DIFFERENTIATED LESSON OUTLINE

A. Lesson Objective(s):

select details that will support my claim about the theme of A Long Walk to Water

- look at a model essay to see how it supports a claim with details.
- analyze and discuss the Expository Writing Evaluation rubric.

B. Behavioral Considerations

- *I will have students partnered strategically to provide encouragement and help one another. I will support positive behaviors such as being on task or being engaged with praise. Negative or challenging behaviors I will provide the student with reminders or have a conversation with them depending on the behavior.*

C. Materials and Assistive Technologies

Materials needed will be the long walk to water book, their current ELA packet, pen/or pencil. The kids on my roster have a modified packet.

Clock time	Sequence of Steps: <i>Write in detail each step that will occur during your lesson.</i>	Adaptations: <i>Write any specific adaptations that are needed for the corresponding step of the lesson.</i>
8-8:10	Introduction Do now, review do now, introduce I Can statements	My students have modified packets in which certain words have definitions, certain notes are already included, and the text in made shorter

		for some students.
8:10-8:45	<p>-Student will first read and analyze a model essay with a partner. They will be referring back to this essay while writing their own.</p> <p>-Students will then come up with three survival factors for Nya and Salva.</p> <p>- Students will then start to plan out their essay.</p>	
8:45-8:50	<p><u>Closure</u> <i>Students will share one thing they learned on the whiteboard.</i></p>	

SECTION VI-RESOURCES

Unit 2 Lesson 14
<p>Learning Targets:</p> <ul style="list-style-type: none"> → select details that will support my claim about the theme of A Long Walk to Water → look at a model essay to see how it supports a claim with details. → analyze and discuss the Expository Writing Evaluation rubric.
Do Now:

<p>Revisit Essay Prompt:</p> <p>Essay Prompt: What factors made survival possible for Salva in A Long Walk to Water? Support your discussion with <u>evidence from the novel</u> and be sure to <u>explain your thinking about how this evidence relates to a factor in Salva’s survival.</u></p>
<p>What have you already done to get ready to write your essay?</p> <ul style="list-style-type: none"> •

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Revisit the Model Essay! Focus: Organization

1. Turn to your partner and **reread the model essay** looking for the details that support the claim about the challenges Salva faced.
 - a. Remember, in Lesson 11 you highlighted or underlined the claim in the first paragraph of the essay. **Highlight that sentence again on your new copy.**
2. When you have finished rereading the essay, **talk** about what challenges and details the author used to illustrate the claim.
3. You and your partner will **agree on** and **highlight** the sentence that gives the main challenge in each body paragraph on the model. Then circle the details you picked that illustrate the challenge in each body paragraph.

How did this author organize the three main challenges? Fill in the boxes below.

Challenge 1	Challenge 2	Challenge 3
<input type="text"/>	<input type="text"/>	<input type="text"/>

This organization is _____ because

PLANNING YOUR ESSAY: Use the outline to plan your three body paragraphs.

SUMMARY TIME:

When your teacher says go, grab a whiteboard marker and write something you learned today on the board!

Model Essay
A Long Walk to Water

Model Essay Prompt (*Different than ours!*): **What challenges did Salva face in *A Long Walk to Water*?**

Linda Sue Park's novel, *A Long Walk to Water* tells the story of one of the thousands of Lost Boys of Sudan. These boys ran from their villages during the Second Sudanese Civil War in the 1980s and had to keep moving from country to country to escape the violence of the war. Park's main character, Salva, is based on a real person who did survive this long journey despite the challenges of the war, the loss of his family, and the hostile environment of Southern Sudan.

The first challenge Salva faced was the brutality of the Second Sudanese Civil War. He didn't really understand what the war was about, but on an ordinary school day, it came to his village. At the sound of gunfire, his school teacher ordered the boys to "Go quickly.... Into the bush.... Not home. Don't run home. They will be going into the villages. Stay away from the villages— run into the bush." (Park, 2010, p.6) The teacher was telling them to stay away from where the soldiers were attacking people. He hoped they could hide or escape from the danger. Salva did what the teacher asked and ran into the wilderness of the bush with the other boys. He didn't know what happened to his family. He only knew that he couldn't go back home where "a huge black cloud of smoke rose" as a plane flew overhead. (Park, 2010, p.8) The war had thrown him, a frightened 11 year-old boy, into the bush with strangers who were also running away. The war has challenged him by making him a refugee.

Once Salva ran from his village and joined a group of others, he faced another huge challenge. He was alone without his family. He was not really old enough to take care of himself so he had to rely on adults in the group of refugees. He looked for people from his village, hoping to find some family members, but none of them were there. When soldiers surrounded

the refugees, they took the men and older boys but left Salva with the women and children. As he travelled with them, he worried and wondered, "Where are we going? Where is my family? When will I see them again?" (Park, 2010, p.12) Because he had no family and was still a child, he was considered a burden to the others and they soon left him alone to fend for himself. He eventually did find his uncle in one of the groups, but his uncle was soon shot by soldiers, leaving Salva alone, without any family once again. To be so alone with no one to help him was a very tough challenge for Salva.

In his long journeys, first to Ethiopia and then then to Kenya, Salva faced another daunting challenge: the landscape of Southern Sudan. This part of Africa is made up of swampland, plains where lions live, dangerous rivers full of crocodiles, and deserts. Walking across this land, the refugees never had enough food or water. At one point, Salva's group came upon men who were dying of thirst. Some women in his group offered water to these men, but most people did not because they were told, "If you give them your water, you will not have enough for yourself! It is useless—they will die, and you will die with them!" (Park, 2010, p.56) Obviously, the parched and hostile land of Sudan was not easy to travel through for young, orphaned Salva.

Despite the challenges of war, losing his family, and having to walk across Southern Sudan, Salva did survive. He was eventually adopted by an American family in Rochester, NY. As a grown man, he returned to Sudan, found his father and was reunited with his original family. He also started an organization to build wells to make life less of a struggle for other children in Sudan. His story is a remarkable one because of all that he had to overcome. His life can be an inspiration to all of us because it shows that we can overcome many things that would try to discourage and defeat us.



I can...

- ★ select details that will support my claim about the theme of *A Long Walk to Water*
- ★ look at a model essay to see how it supports a claim with details.
- ★ analyze and discuss the Expository Writing Evaluation rubric.

Revisit Essay Prompt

End of Unit Essay Prompt:

- After reading the novel and accounts of the experiences of the people of Southern Sudan during and after the Second Sudanese Civil War, write an essay that addresses the theme of survival by answering the question: **What factors made survival possible for Salva in A Long Walk to Water?** Support your discussion with evidence from the novel and be sure to explain your thinking about how this evidence relates to a factor in Salva's survival.

List 3 things you have already done to get ready to write your essay?



Revisit the model essay: with a partner

1. Turn to your partner and **reread the model essay** looking for the details that support the claim about the challenges Salva faced.
 - a. Remember, in Lesson 11 you highlighted or underlined the claim in the first paragraph of the essay. **Highlight that sentence again on your new copy.**
2. When you have finished rereading the essay, **talk** about what challenges and details the author used to illustrate the claim.
3. You and your partner will **agree on** and **highlight** the sentence that gives the main challenge in each body paragraph on the model. Then **circle** the details you picked that illustrate the challenge in each body paragraph.

Let's Talk About Organization!

How did this author organize the three main challenges?

Let's look at how these details are organized.

Does anyone see why the essay author would organize them this way?

Challenge 1

That Salva's
country was at
war

Challenge 2

Then that he was
alone without his
family

Challenge 3

And finally that
the country of
Sudan is
dangerous

The organization is **logical**. The first challenge was the war that caused Salva to run from his home without his family. Then, once he was moving with other refugees, the challenge of the country itself was huge.

**PLAN YOUR
ESSAY!**



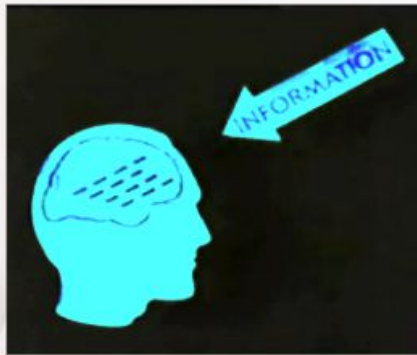


**CAN ANYONE
THINK OF
SOMETHING WE
SHOULD ADD TO
OUR CHART?**

**Let's look at our anchor chart
What Makes a *Literary Essay Effective*?
so we can be sure that we have put the
ideas that are in this row of the rubric on
our list.**

Summary Time!

When your teacher says go, grab a whiteboard marker and write something you learned today on the board!



SECTION VII-REFLECTION

For this lesson I felt our co-teaching model could have been more 50/50. I do think that it would be more beneficial for the kids to see this kind of collaboration and work together. The students did a good job of doing a lot of self directed work. I know how difficult independent work can be, especially for such a big project like this essay we are working on. Overall, I felt that the students did a good job of asking questions when they needed clarification. Our school has about 1/3 new students every year, so not all students will have prior knowledge of essay building or writing. I hope for next year to spend a little bit more time before hand teaching the children how to build an essay.