

# Common Core Aligned Lesson Plan Template

**Subject(s): English Grade: 7**

**Teacher(s): Gieser School: Ryan**

<b>LESSON Overview Freak The Mighty</b>	<b>Notes:</b>
<p>1. Common Core Learning Standard(s) Addressed:</p> <p>Reading 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Language: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. Use a comma to separate coordinate adjectives. b. Spell correctly</p>	
<p>2. Learning Target(s): (What will students know &amp; be able to do as a result of this lesson?)</p> <p>Students will explore and comment on in classroom discussions and written assignments the concept of nature versus nurture, as well as cause and effect.</p> <p>Students will understand parts of a narrative (plot, setting, character, etc. (build on Rikki)) and construct their own narrative with an emphasis on a setting which creates a distinct mood in the plot overall</p> <p>Students will know and the function of modals and verb tenses in narrative writing and use them appropriately in their own assignments.</p>	

<p>3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</p> <p>The concept of nature versus nurture is a universal idea that will enhance a person's knowledge of the world around them.</p> <p>Cause and Effect writing is a skill that is endemic to many disciplines</p>	
<p>4. Formative Assessment Criteria for Success: (How will you &amp; your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)</p> <p>Students will complete a cause and effect Thinking Map.</p> <p>Students will complete Freak the Mighty Study guide</p> <p>Students will write two 6-8 sentence paragraphs on separate topics. One chosen for them, and the other chosen by them from a group of suggestions, or they may develop their own topic.</p>	
<p>5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)</p> <p>Read Freak the Mighty</p> <p>Listen to Freak the Mighty (audiobook</p> <p>View The Mighty</p> <p>Complete Freak the Mighty Study Guide</p> <p>Participate in Classroom discussions while filling out thinking maps and outline</p> <p>Write two 6-8 sentence paragraphs</p>	
<p>6. Resources/Materials: (What texts, digital resources, &amp; materials will be used in this lesson?)</p>	

Auman, M. (2003). Step up to writing. In *Step up to writing* (2nd ed.). Dallas, Teaxas, USA: Cabium learning.

*The Mighty* [Motion picture]. (1998). USA: Buena Vista Home Entertainment.

Philbric, R. (1993). *Freak the mighty*. New York, NY: Blue sky press.

Yeager, C., & Hyerle, D. (n.d.). *Thinking maps: Alanguage for learning*. Cary, NC, USA: Innovative learning groups.

1. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

Students will have multiple mediums to interact with the instructor, verbal, written (email, chat, and face to face).

Students will be given access to computers, but may choose to write this essay manually.

Content information will be delivered in multiple forms: print, digital, video and direct instruction.

Students with academic impediments will be given extra time, extra instruction and, if necessary, a reduced, or otherwise modified assignment

#### Week 1

Day 1 Book Preview/Read Introduce the idea of, "Nature vs. Nurture" Who we are has a great influence on what we will become, but it's not predetermined. Discuss how our environment (setting) and other people (characters) influence who we become

Day 2 Read 1-20/Freak the Mighty Study Guide (appendix)

Day 3 Read/ Freak the Mighty Study Guide cont.

Day 4 Read 21-40/Thinking Map (Multi Flow Map See Attached) Find evidence in the book about how Max feels about himself. Find further, evidence as to what could be causing Max to feel this way. Then, extrapolate as to what effect this has on Max. Be sure to discuss the cyclical nature of low self-esteem

#### Week 2

Day 1 Read 41-60/Thinking Map (cont.)

Day 2 Read 61-80/Discussion Who would you rather be? Max or Kevin?

Day 3 Read 81-100/ Freak the Mighty Study Guide (cont.)

Day 4 Read 101-120/Discussion: What does Max have wrong about himself?

Week 3
Day 1 Read 121-140/Outline. (Appendix)
Day 2 Read 141-160/Outline/Freak the Mighty Study Guide (cont.)
Day Read 161-180/Discussion/Thinking Map(Appendix)/Outline (Appendix)
Day 4 Read 181-192/Movie: The Mighty

Week 4
Day 1 Draft Pick: Details Three things Max thinks about himself/Elaborations: What are the causes and what are the effects, both potential and real?/ Movie: The Mighty
Day 2 Compose: First Draft: Topic sentence, conclusion and transitions/ Movie: The Mighty
Day 3 Collaborate (online/face to face)/Revise: Spell Check/Grammar check/Record Movie: The Mighty
Day 4 Collaborate/Revise/Submit: Highlight Movie: The Mighty

## Freak the Mighty Rubric

	Proficient	Acceptable	Needs more work	Will require a complete rewrite
Topic Sentence/Conclusion	The topic sentence (s)/Conclusion is clear, concise and creative. It implies both the topic and the thesis.	The topic sentence(s) is clear and concise. It contains both the topic and the thesis	Topic sentence is missing the topic, thesis or both. It is wordy and confusing	No evidence of a topic sentence.
R/D/Fs	Your details from the text are summarized and retold in a vivid style. There is no question about where this information is in the text.	Though your details are present, you may be missing elements such as who, what when where and why.	The details are vague and only recognizable with considerable inference. Add who what when where and why to your details for better clarity	No details are present.
Elaborations	Your elaborations make perfect sense. You clearly understand the topic and the thesis. You have stated your opinion and supported it with evidence from the text.	Your elaborations make an attempt to connect the topic and the thesis; however, the connection is only made with further inference. A rewrite could make you proficient	Your elaborations make little or no effort in connecting the topic with the thesis. The causes of Max's self-perception and the effects this has on his life lack conviction and support from the text	You have not made a connection between Max's self-perception and the effect it has on his life.
Mechanics/Fluency	Transitions make the paper flow. Use of a variety of sentence structures evident. Vocabulary is appropriate and style is formal. Punctuation and spelling are correct throughout.	Transitions make the paper flow. Use of a variety of sentence structures is <u>not</u> present. Vocabulary may or may not be appropriate. Style may/may not be formal. Punctuation and spelling show lack of proofreading	No Transitions. All details must show transitions. Sentence structure lacks order. Vocabulary and style are both inappropriate and informal. Multiple errors in punctuation and spelling show disregard for proofreading	Too little has been written to make any assessment. Most sentences are incomplete or nonsensical. Forms of invented spelling are present.

