

Common Core Aligned Lesson Plan Template

Subject English Grade: 7

Teacher Gieser School: Ryan

LESSON Overview: A Long Walk for Water/Lost Boys of Sudan	Notes:
<p>1. Common Core Learning Standard(s) Addressed:</p> <p>Reading 9. Compare and contrast a fictional portrayal of a time, place or character and a historical or cultural account of the same period as a means of understanding how authors of fiction use or alter history</p> <p>Writing 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Writing 6 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	
<p>2. Learning Target(s): (What will students know & be able to do as a result of this lesson?)</p> <p>Students will be able to find Sudan on a map.</p> <p>Students will know who is a Lost Boy.</p> <p>Students will know what is meant by historical fiction</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>Being able to draw knowledge from someone else's experience and using their words to express feels of your own is a natural part of life.</p> <p>Students will learn how to define words using the more in-depth Frayer model</p>	
<p>4. Formative Assessment Criteria for Success: (How will you & 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 Frayer Model</p> <p>Students will write an essay using a vocabulary word as a thesis</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>Students will view and discuss The Lost Boys of Sudan</p> <p>Students will read A Long Walk to Water</p> <p>Students will work in groups to complete Frayer Models (Kagan)</p> <p>Students will complete the website credibility assignment and pick three websites that seem reliable to share.</p> <p>Students will sketch a map of the route taken in the book.</p>	
<p>6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)</p> <p>Auman, M. (2003). Step up to writing. In <i>Step up to writing</i> (2nd ed.). Dallas, Teaxas, USA: Cabium learning.</p> <p>Baker, D.(2013) A long walk to water (audiobook)</p>	

<p>Mylan, M., & Shenk, J. (Directors). (2003). <i>The lost boys of Sudan</i> [Motion picture]. USA: Actual films.</p> <p>Park, L. S. (2010). <i>A Long Walk to Water</i>. Boston, 2010: Clarion Books.</p> <p>Yeager, C., & Hyerle, D. (n.d.). <i>Thinking maps: A language for learning</i>. Cary, NC, USA: Innovative learning groups.</p>
<p>7. 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.)</p> <p>Students will have multiple mediums to interact with the instructor, verbal, written (email, chat, and face to face).</p> <p>Students will be given access to computers, but may choose to write this essay manually.</p> <p>Content information will be delivered in multiple forms: print, digital, video and direct instruction.</p> <p>Students with academic impediments will be given extra time, extra instruction and, if necessary, a reduced, or otherwise modified assignment</p>

Week 1
Day 1 Book Preview/ Discuss the dual narratives told in this story; the qualities of historical fiction. Use Google Earth to locate Sudan and have students sketch it from the board and mark significant places Read Pgs 1-10
Day 2 Read 11-30/ Lost Boys Webquest (Appendix)
Day 3 Read 31-50/ Lost Boys Webquest (cont.) (Appendix)
Day 4 Read/Outline (This is the outline for the paper, see attached)
Week 2
Day 1 Read 51-70/Frayer Model Group: Students will look up each of the vocabulary words, then organize them on a Frayer model. They will use Dictionary.com, or the online version of The Merriam-Webster dictionary. Introduce the vocabulary for The Lost Boys/Long Walk for Water (see

attached) Race, Refugee, Culture, Civil War, Asylum New: Diaspora, Immigrant, Transition, Journey and Arduous
Day 2 Read 71-90 Frayer Model individual Students will individually continue to work on the Frayer Model, paying close attention to the word they will use in their essay.
Day 3 Read 91-110/
Day 4 Read 111-128/Outline (Appendix) A Thesis Statement is a juiced up topic sentence. Students will learn the differences and similarities between a Topic Sentence and a Thesis Statement

Week 3
Day 1 Movie/Discussion Would you rather live in a palace where no one loved you, or in a mud hut where everyone loved you?
Day 2 Read/ Movie Discussion continued
Day 3 Movie/Read/Discussion How far did they walk? Sketching a map of The Lost Boys' journey
Day 4 Movie/Read/Discussion: (cont.)

Week 4
Day 1 Step-Up/Draft Background(something you found startling interesting or otherwise remarkable about the book/story), Thesis Statement (the student's take on how the word and the book go together)
Day 2 Step-Up/ Compose Details (2 from the Frayer model, and 2 details from the book having to do with the word, Elaborations
Day 3 Step-Up collaborate (partners; instructor/revise Details Elaborations, Transition Topic Sentences
Day 4 Step-Up Proof/Submit: Spell check, grammar check highlight (Background: blue, Thesis Statement/Conclusion: green, Transition Topic Sentence: yellow, Elaborations: red) and submit.

The Long Walk/LostBoys/Frayer Model Essay

	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. You have made little or no connection between the vocabulary word and the story.	You have not made a connection between the word and the story.
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	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	Too little has been written to make any assessment. Most sentences are incomplete or nonsensical. Forms of invented spelling is present

		proofreading	proofreading	
--	--	--------------	--------------	--

