

Common Core Aligned Lesson Plan Template

Subject(s): English Grade: 7/8

Teacher(s): Gieser School: Ryan

LESSON Overview: Students will read <u>Rikki Tikki Tavi</u> by Rudyard Kipling in organizing a plot line in chronological order and using it to draw conclusions that will be organized into a coherent paragraph. Students will read the short story, view the animated version, engage in discussions of the story and fill out thinking maps and a plot diagram. Students will receive Step-Up To Writing instruction and create a 6-8 sentence paragraph that includes a topic sentence and relevant details. Students will access Google Docs. to compose, collaborate and publish their final assessments	Notes:
<p>1. Common Core Learning Standard(s) Addressed:</p> <p>Reading 2 Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.</p> <p>Writing 1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	
<p>2. Learning Target(s): (What will students know & be able to do as a result of this lesson?)</p> <ul style="list-style-type: none">• Students will know and be able to fill out a plot line• Students will know and be able to write a 6-8 sentence persuasive paragraph.• Students will know and be able to use complex and compound/complex sentences in their writing• Students will know and be able to edit their own papers correcting mistakes in grammar, punctuation and fluency	

<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 think critically and create opinions formed around facts are essential skills in life, as well as academia. Being able to collect, sort, analyze and make sense of new information are valuable to a person in any field, any endeavor. Being able to communicate these ideas requires an ability to think in complex and grammatically sophisticated ways. Students will learn to appreciate the grammar of English, and, in the future will come to understand the grammar of other languages</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>Plot line, Double Bubble Map, 6-8 sentence paragraph (see attached document)</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 read with support and guidance <u>Rikki Tikki Tavi</u> by Rudyard Kipling.(Plot Line Assignment)</p> <p>Students will participate in discussions in small-group and whole class settings. The discussions will be focused around the ideas of the story's plotline and Rikki's role in the plot as hero or villain and take notes. (Double-Bubble Map)</p> <p>Students will view the animated Rikki Tikki Tavi.</p> <p>Students will cite, organize, analyze then synthesize relevant information into a 6-8 sentence paragraph.</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, Texas, USA: Cabium learning.</p> <p>Jones, C. (Director). (1975). <i>Rikki Tikki Tavi</i> [Motion picture]. USA: Chuck Jones Enterprises.</p> <p>Kagan, S. (2003). <i>Kagan cooperative learning</i> (2nd ed.). San Clemente, CA, USA: Kagan cooperative learning.</p> <p>Kipling, R. (1997). <i>Candlewick treasures: Rikki Tikki Tavi</i> (1st U.S. ed.) (D. Mayer, Comp.). Cambridge, MA: Candlewick Press.</p> <p>Yeager, C., & Hyerle, D. (n.d.). <i>Thinking maps: A language for learning</i>. Cary, NC, USA: Innovative learning groups.</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.)

Students will be given extra time for opportunities to re-read, continue discussions with their classmates and the teacher, and get further clarification from the teacher as needed.

Students will be allowed to interpret outlines and guidelines in order to suit their own understanding

Students may or may not complete the entire assignment and will be assessed on the work they turn in to the teacher.

Week 1:

Day 1 Read/Plot Diagram (See Attached) Introduce the essential question was Rikki a hero or an interloper? Explain that this is your thesis statement and part of your topic. It's not the what you're writing about, but the how you are going to write about it.

Day 2 View/Plot Diagram Introduce and discuss the idea that maybe the garden wasn't all that bad before Rikki got there. Nag and Nagaina never attacked the family. Rikki kills their babies and threatens others with violence if he doesn't do what he says

Day 3 Re-Read/Discussion/ Fill out Double Bubble Thinking Map (See Attached)

Day 4 Re-View/Discussion/Double Bubble (Cont.)

Week 2 :

Day 1 Step-Up/Outlining See attached outlines and Step Up materials

Day 2 Step-Up/Topic Sentence Writing Topic Sentence Exercise: Give students a topic (A Rubber Ball), a copy of the Handy Pages and see how many different "types" of topic sentences the kids can write about it.

Day 3 Step-up/Details (Explain how the "Details" come from the story. Use the scene where Nagaina is about to bite the boy. Ask students do we have any evidence of Nag or Nagaina having a history of attacking the family, or is it just since Rikki has started to harass them?

Day 4 Step-Up Elaborations Explain to students that the purpose of elaborations is to support your reasons for choosing your details. When Rikki crushed the cobras eggs, was he a hero or an interloper? Explain why? You elaborations give you the space to explain. Model this on the smart board. Use the colors yellow and red to reinforce the concept of the spotlight. Details are yellow (slow down) elaborations are red (stop and write about your details).

Week 3 :

Day 1: Google Docs/ Draft: Topic Sentence (Rikki is either a hero or an interloper), conclusion and transitions

Day 2 Google Docs/ Compose: Topic Sentence, Details, conclusion and transitions

Day 3 Google Docs/ Collaborate (peer/peer, teacher/student and Revise; Proof and Submit (Topic Sentence, details, elaborations, conclusion and transitions)

Day 4 Google Docs/Proof and Submit (spell check, grammar check, record (digital) review and highlight).

Rikki Tikki Tavi 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.
Details	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 story 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 made only with further inference. A rewrite could make you proficient	Your elaborations make little or no effort in connecting the topic with the thesis. Your opinion of behavior lacks conviction and support from the text	You have not made a judgment on Rikki's behavior.
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 <i>not</i> 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.

Story Diagram Template



Exposition

Protagonist:

Antagonist:

Setting - Time:

Setting - Place:

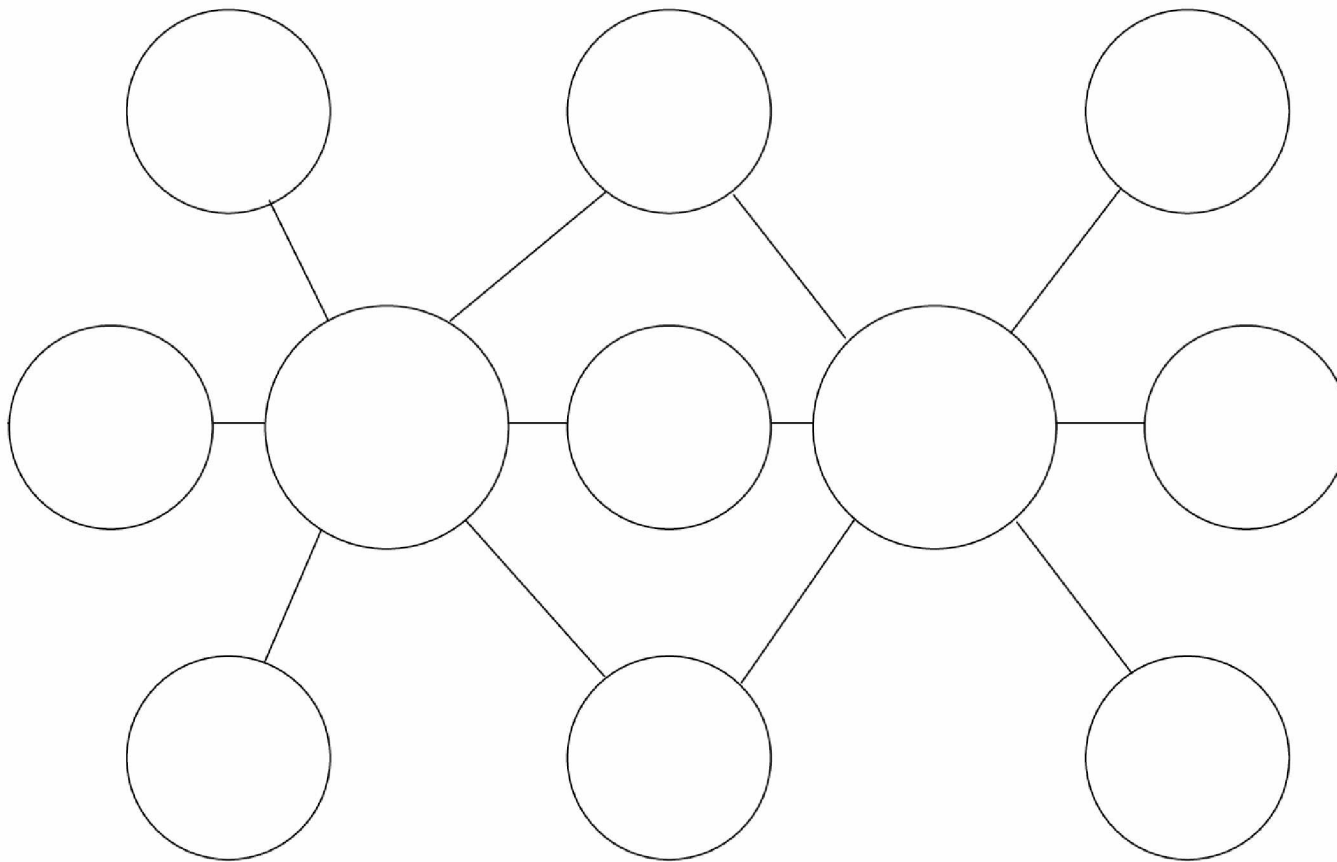
Internal Conflict:

External Conflict:

Story Diagram _____

Double Bubble Map

Name _____



Double Bubble Map for Comparing Similarities and Contrasting Differences