

Name: Danielle Cook

Date of Lesson:

Content Area: English

Grade/Age: 9th

Cooperating Teacher: Mrs. Gilbert

I. Topic of Lesson: Reading Informational Texts/”The Most Dangerous Game”
Anticipation Lesson

II. Goal/Objective/Purpose of Lesson:

-I can cite strong and thorough textual evidence to support their analysis of informational texts. (RI.9-10.1)

-I can state the central idea and author’s purpose in an informational text. (RI.9-10.2 & 6)

-I can support my analysis using Standard English grammar and support from the text (both written and orally). (L.9-10. 1 & 2)

-I can write a well written analytical response to a literary work or informational text, both short and long. (W.9-10. 9 & 10)

III. Prerequisite Knowledge:

Students should already have a general knowledge of the following terms: summary, author and nonfiction. Students should also be able to read at a 9th grade reading level.

IV. Common Core Content Standards:

Standard	
RI.9-10.1	<i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>
RI.9-10.2	<i>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i>
RI.9-10.6	<i>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i>
L.9-10.1	<i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <i>a. Use parallel structure.*</i> <i>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</i>
L.9-10.2	<i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <i>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</i> <i>b. Use a colon to introduce a list or quotation.</i> <i>c. Spell correctly.</i>

W.9-10.9	<p><i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></p> <p><i>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</i></p>
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V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	
Standard 1	<p><i>Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</i></p>
Standard 5	<p><i>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</i></p>
Standard 6	<p><i>Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</i></p>

VI. Materials/Technology:

- copies of Take 5 WS
- copies of Big Game Hunting article
- paper and pencil
- SmartBoard

VII. Activities/Procedures:

- Take 5: Conflicts do not occur only between two people. Think of a time when you could not decide what to do about a situation. How did you finally resolve your inner conflict? (5 mins)
- Explain how to find the central idea and author’s purpose in an informational text while students take notes in their composition books. (10 mins) (RI. 9-10. 2 & 6)
- Students will read the article on big game hunting and then write a paragraph describing the central idea and author’s purpose of the text using specific references to the text to support their opinion. (25-30 mins) (R.I.9-10. 1, 2 & 6)

VIII. Accommodations/Differentiated Instruction:

Directions will be given orally as well as in writing. The 2nd & 3rd period will read the article on their own, but we will read the article together in 4th period. Austin will provided with a braille copy of the article to follow along with the text. The notes on central idea and author’s purpose will also be provided for him in braille. In addition, he will record the class lecture and

instructions. He will then work with Mrs. Knisley who will scribe his response for him. In 4th period I will go around and check everyone's central idea statement before they move on to providing details to support their answer. This breaks the prompt into pieces for them, which helps them execute the task much more easily.

IX. Assessment/Evaluation:

The central idea paragraph will formatively assess their ability to:

- identify the author's purpose and central idea of an informational text using strong and thorough textual evidence and Standard English to support their analysis (R.I. 9-10. 1, 2 & 6; W.9-10.9; L.9-10. 1 & 2)

I will know the targets have been met if the majority of students demonstrate mastery.

X. Reflection:

The students had some pretty interesting guesses what the most dangerous game is based on this article (mostly animals). It seemed to strike their interest pretty well, especially since the majority of them are hunters. Some students seemed to struggle with constructing a good solid paragraph (especially in 2nd period), while others did an excellent job. I've compiled a handout with sample responses from students to give them and discuss tomorrow. Although not perfect, I think they provide a good example of what a well written response looks like. If I were to teach this again I would have provided an example of a well written paragraph with a clear topic sentence before they constructed their own. 4th period did a good job. It seemed to help that I broke the prompt down for them into steps, because many are not able to do this on their own. This is something I will have to work on with this group throughout the year, because they need to learn this skill. This is the first prompt I've given them, so I've modeled the process, but next time I will have them break it down with me as a class.