

## Lesson Planning

What are the best instructional decisions to ensure our students learn?

### Reader's Statement

Readers debate ideas and theories (The Reading Strategies Book 12.21, p.348). [Lamb to the Slaughter part 3/3](#)

### Writer's Statement

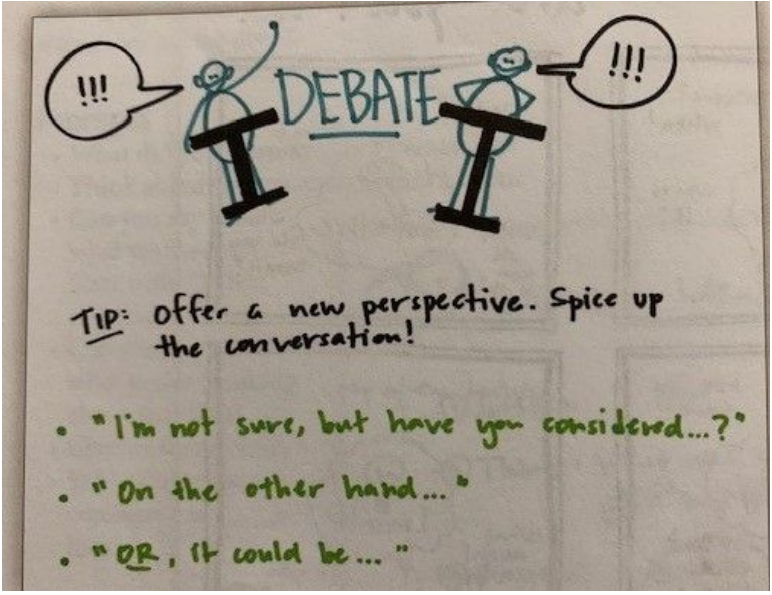
Writers consider how they want to present their story. (*Workshop time: Test drive your character in scenes- envision and write actions, feelings, dialogue, setting, point of view*)

### Enduring Understanding

Understand that engaging with others in thoughtful discussions develops ideas and perspectives.

Understand that fiction writers draw from real experiences to increase believability and relatability.

## Focus Demonstration/ Inquiry Lesson

	Focus Lesson # 1	Focus Lesson # 2 -
<b>Link (1 min)</b>  <i>"We've been studying..." "You've been learning how to..."</i> <i>"I've noticed that you are..."</i> <i>"So today I'm going to teach you..."</i>	<p>We've been tracking details about characters to help us make theories and monitor those theories as we learn more about the characters.</p> <p>Readers often come up with different theories. Today, I am going to show you one way to debate your theories with each other in your book clubs in order to open up your thinking.</p>	<p>You all have been putting a lot of thought into choosing story ideas and developing your characters.</p> <p>Today I want to teach you that, just as people take a car for a test- drive before buying it, writers take their characters from a possible story out for a test scene. They place their characters in everyday scenes, outside of the storylines, and then see how their characters move, think, and act.</p>
<b>Demonstrate (3-5 min)</b>  <i>"Watch me as I..."</i> <i>Think Aloud or Write</i> <i>"First...Next..."</i> <i>"Did you see how I..."</i>	<p>First, I think about my theory.            Next, I find support for my theory from the text.            Then, I actively listen to my peer's theory.            Finally, I offer a new perspective to spice up the conversation.</p> <p>*if there are co-teachers they can engage in this to model this*</p> 	<ol style="list-style-type: none"> <li>First, I look back at my character sketch to remind myself of the details I've already considered.               <ol style="list-style-type: none"> <li>(ex: Esmeralda, strange, Parents are old-fashioned, wants friends, tries too hard and comes off weird)</li> </ol> </li> <li>Next, I think of an ordinary moment where my character would just be acting like his or her normal self (eating lunch at school) and I write a short scene, off the top of my head, describing what she'd be doing.               <ol style="list-style-type: none"> <li>(ex: Esmeralda walked into the lunch room, holding her lunch bag in her hands. Even though everyone else in the school, it felt like, bought school lunch, Esmeralda was a picky eater.)</li> </ol> </li> <li>Then, I think about what I learned about the character and about my writing.               <ol style="list-style-type: none"> <li>(ex: I learned that Esmeralda is a picky eater and that this could be an interesting detail to include in my real story. I also noticed that I wrote in third person and I'm wondering if the scene might flow better if I wrote in first person- in realistic fiction you can do either.)</li> <li>Here's what my scene sounded like when I tried again: I stood in the doorway of the lunchroom, half hiding behind the vending machines, clutching my lunchbag. There were a few kids who also brought their lunch from home, but almost everybody else bought from the cafeteria. I waited for Tilly to come through the kitchen doors. Then waved to her as she headed to our table, the one closest to the janitor's closet.</li> </ol> </li> </ol>
<b>Guided Practice (4-5 min)</b>  <i>"Now it's your turn to try..."</i>	<p>Now it's your turn to try. I am going to offer a perspective theory about <i>Lamb to the Slaughter</i>. With your literacy partner, come up with a new perspective</p>	<p>Now it's your turn to try. On your own, do the first two steps we just explored. Begin writing your character into an everyday scene. You can choose to write him/</p>

<p><i>(Turn/talk)</i> <i>(Refer to mentor text, or students' own texts)</i></p>	<p>starting with one of the sentence starters: "I'm not sure, but have you considered..." "On the other hand..." "Or, it could be..."</p> <p>*Now I will read the final section of the story. Listen closely to monitor your theory to see if it is right or wrong.* (Teacher will read aloud)</p>	<p>her in the cafeteria, doing his/her morning routine, or helping his/her dad make dinner.</p> <p>Turn and talk with your partner and share what you learned about your character and about yourself as a writer.</p>
<p><b>Transfer &amp; Repertoire (1-2 min)</b></p> <p><i>"So today and every day when you write/read, you can..."</i> <i>"Whenever you are reading you can..."</i></p>	<p>So today, before meeting with your book club, evaluate your theory, and prepare for your share in book club. When you meet with your book club, you will engage in a debate about the theories you have come up with about the characters in order to open your thinking and spice up the conversation.</p>	<p>When you write fiction, it's important to consider the details you will use to present your characters.</p> <p>Today during workshop time, you will continue to write your character into everyday scenes.</p>

Workshop Time

What are students doing? What is the teacher doing?

<p><b>Purposeful Independent Reading</b> (at least 20 minutes)</p> <p>Teacher will read part 3 of <i>Lamb to the Slaughter</i> and students will continue to jot thoughts in their RNB evaluating their theories and using evidence as support.</p>	<p><b>Small Groups and Conferences</b> (30 minutes)</p> <p>When book clubs are meeting, teacher will listen in on conversations and join book club conversations as needed.</p>	<p><b>Purposeful Independent Writing</b></p> <p>Students write their character(s) into scenes. After a few minutes of writing, teacher might say: <i>Writers, you are crafting some fantastic scenes. You'll continue to write, but this time, while you're writing I'm going to call out some things, some tips and reminders that can help you explore your character more deeply, as well as make a stronger scene. If what I'm saying doesn't work for where you are at the moment, then let it go and maybe try it later.</i></p> <p>* Show the setting. Where is the character right now? What little detail of the setting can you mention? *Describe what the character is thinking right now. *Make sure someone says something in this scene. *Show your character's actions. They can be big or small.*Have your characters make a decision. Make sure your character is being active in the movement of the scene.</p>	<p><b>Small Groups and Conferences</b> (30 minutes)</p> <p>Teacher confers one on one with students. Consider having a list where students can sign-up to meet with you.</p>
<p><b>Reading Partners, Writing About Reading or Book Clubs</b></p> <p>Book clubs meet after the focus lesson today to discuss their theories.</p>		<p><b>Partner Time</b></p> <p>Partners read each others scenes and ask questions</p>	
<p><b>Share</b> (5 minutes)</p> <p>Which of these character traits best describe Mary Maloney?</p> <p>a. b. c. d.</p>		<p><b>Share</b> (5 minutes)</p> <p>Ask for volunteers to read excerpts from the scenes they were crafting.</p>	