

The Carpet Boy's Gift Language Lesson 2A

Date: November 2009

Title of the Lesson: *The Carpet Boy's Gift* and "Justice"

Curriculum Area: Language

Unit of Study: PLC lesson 2A

Background Information: *Where does this lesson fit into your overall unit planning — introductory, middle, culminating?*
Middle

Learning Expectations: *What skills, knowledge, attitudes/values do you expect your students to learn?*

Academic:

- 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- 1.1 read a variety of texts from diverse cultures, including literary texts
- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
- 1.7 analyse texts and explain how specific elements in them contribute to meaning
- 1.2 use overt and implied messages to draw inferences and construct meaning in media texts

Social:

- Empathy
- Teamwork
- Communication

Assessment Strategies: *How will you assess the learning expectations?*

- | | | |
|---|---|---|
| <input type="checkbox"/> Observation | <input type="checkbox"/> Learning Log/Journal | <input type="checkbox"/> Presentation/Performance |
| <input type="checkbox"/> Anecdotal Notes | <input type="checkbox"/> Self-assessment | <input type="checkbox"/> Audio/Video/Technological Presentation |
| <input type="checkbox"/> Work Samples | <input type="checkbox"/> Peer-assessment | <input type="checkbox"/> Project |
| <input type="checkbox"/> Interview/Conference | <input type="checkbox"/> Rubric | <input type="checkbox"/> Oral Reports |
| <input type="checkbox"/> Checklist | | |

Indicators: *How will you know that your students have achieved the expectations? What will achievement look like?*

Active Participation in group discussion, drawing connections to their lives and other texts, students draw inferences, student uses evidence from the task to support their conclusions; thinking theme chart completes represents reasonable explanations for individuals motivation, student applies information from the thinking theme chart to their written and oral response

Modifications: *How will you change the lesson to meet the needs of individual students?*

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Increase time, space, amount | <input checked="" type="checkbox"/> Scribe | <input type="checkbox"/> Use manipulatives |
| <input type="checkbox"/> Decrease | <input checked="" type="checkbox"/> Oral explanation | <input type="checkbox"/> Include visuals |
| <input type="checkbox"/> Change | <input type="checkbox"/> Peer tutor/Partner | <input type="checkbox"/> Extend |

Materials/Resources: *What will you need to prepare in advance?*

Teacher Resources

The Carpet Boy's Gift
Magazine Article "Hard
Work"

Human Resources

Student Materials

Equipment

Chart paper, markers

Personal Notes/Reminders/Homework/Other Considerations:

Be aware that cultures vary in their belief about child labour and family structures; be sensitive towards students' experiences of death, counteract stereotypical value judgments on female and male characters and behaviours.

(continued)

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DELIVERING THE LESSON					
Timing	Grouping*			Mental Set:	Materials/Resources
	W	S	I	<p>Review the concept chart, focusing on reiterating the definition of justice</p> <p>Review examples and non examples of justice from <i>The Carpet Boy's Gift</i></p>	
				<p>Sharing the Purpose/Objectives:</p> <p>We will be reading a magazine article, students should scan the article (headline, caption, pull quote, photos)</p> <p>Think-Pair-Share: Students talk about their background knowledge, something they noticed or a question related to the article</p>	
				<p>Body: (<i>Input, Modelling, Check for Understanding, Guided Practice, Independent Practice</i>)</p> <p>Remind students the purpose of an article is to share information that answers 6 questions, who, what, where, when, why and how?</p> <p>Brainstorm possible 5 wh questions with students, record on chart paper.</p> <p>Read article aloud with the students. While reading demonstrate how to find and record answers to a few 5wh questions with the students. Reinforce that good readers can use these questions as a guide to getting the most important information from an article.</p> <p>Students reread the article and jot down the answers to the unanswered 5wh questions while highlighting the details of the article that answer each question.</p>	
				<p>Closure:</p> <p>As a whole class, share the responses.</p> <p>Ask students to explain how and where they found certain information, and whether there were patterns in the presentation of the information?</p> <p>Make a chart of what students did to navigate and understand the text.</p> <p>Explain how these strategies can help them understand articles in the future</p>	

*Grouping: W = Whole class; S = Small group; I = Independent