

Three-Genre Lesson Plans

--Never giving up on the hope and being a considerate friend



You have two hands. One to help yourself, the second to help others



RATIONALE

My lesson plan is for 7th grade middle school students' English language arts class. Each class period will last 60 minutes. My class will be a mixed class with mainstream students as well as ELL students. Most of them are proficient readers, except a few ELL learners, but they are still good readers. So during the whole instruction, I would still provide contingent scaffoldings and feedback to support their literacy skills or reading skills. Also I will provide timely language and reading support if students need them no matter they are general mainstream students or ELL students.

The three anchor texts that I am going to adopt are the one short story named “the last leaf” from O’ Henry, one short poem “Another day in Paradise” from Phil Collins and one video clip “J.J. Watt’s remarkable friendship” pertaining to helping people in need. Besides, I also provide students extra multi-genre texts including the relevant print texts and online texts to accommodate the different learning needs of students. For instance, I adopt the technology and multi-genre texts to increase students’ awareness and understanding of the concept, nuance and the meaning underlying the texts. Different texts entail different instructional approaches and learning strategies, meanwhile, I will incorporate the varied class activities and projects.

The short story *the last leaves* told from the author’ perspective— is an excellent way for students to learn about what it was like to be sick and desperate, how important to have a caring friend that could look after you, even make selfless sacrifice for the sake of your interests. The short poem serves as a reminder to raise people’s awareness of reaching out to people in need and make an impact on their lives. The short video clip presents a very encouraging story; telling a professional football player’s meaningful friendship with the unfortunate children, who were bereaved and paralyzed in the car accident, help them regain the hope and courage to live on. Since when people are sick or in any unfavorable circumstances, they tend to be superstitious and desperate. It is important to have students learn about the significance of friendship, selfless sacrifice and generous help to those in need. In the meantime, providing students with opportunities to learn the importance of love and care and how they means to the people who love and care us.

STANDARDS

Usually students learn about the friendship and being helpful to people in need in 6th to 8th grade. These three-genre texts would be good “follow-up” to a unit on the friendship and charity; these lesson plans align with 7th grade Common Core State Standards. However, I do believe these lessons are adaptable for any middle or high school between 6th and 8th grade.

CCSS.ELA-Literacy.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-Literacy.RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

CCSS.ELA-Literacy.RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-Literacy.RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

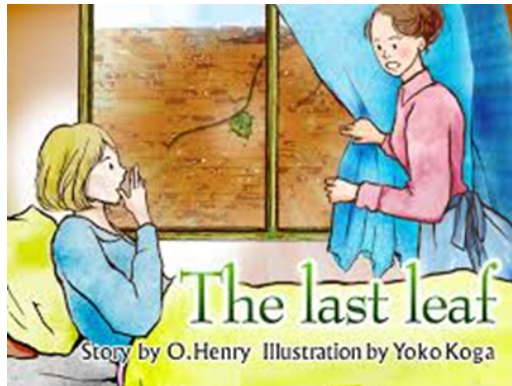
CCSS.ELA-Literacy.RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-Literacy.RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

OBJECTIVES

- **SWBAT** analyze different kinds of texts (print, poem, video etc.) for important information (implied meaning).
- **SWBAT** comprehend and write comprehensively about the summary of the story and short essay on friendship and helping homeless people.
- **SWBAT** use the information gathered from different texts and resources to make online and tangible projects (electronic files, videos, publications etc.)
- **SWBAT** synthesize information from different sources and the group discussion results to make presentations.

TEXTS



***The Last Leaf* by Jeanne O. Henry**

Interest Level: 6-8 Reading Level: 1.5 Lexile Measure: 250 L (scholastic.com)

The setting is Greenwich Village, New York, 1905. Johnsy, Sue and Behrman are three of the impoverished artists. One autumn, Johnsy suffers from Pneumonia that has killed so many people at that time. Johnsy is in despair that she depends her life on the ivy leaves outside the window. She believes that the moment the last leaf falls she will die. Her friend, Sue doesn't know what to do except worrying and constant nursing. Then on a cold, rainy, windy night, when it is quite apparent that the last leaf is "dying", Old Behrman, who regards himself as "special mastiff-in-waiting to protect the two young artists", defies the cold, wet night to paint a leaf on the outdoor vine to restore the dying Johnsy's will to live. The doctor tells Sue that Mr. Behrman died of pneumonia during the night. "They found his body in your alley, next to a ladder and a lantern, and a palette of green and yellow paints. Heaven knows what he was doing out there." The last leaf, which raises Johnsy's hope of living when she sees it the next morning, is Behrman's masterpiece that eluded him in life.

A Day's Wait **by Ernest Hemingway**

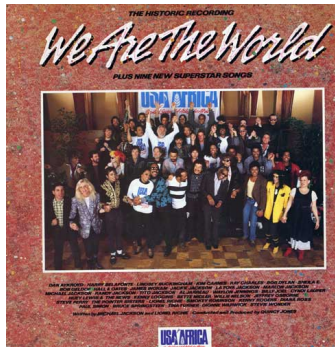
Similar Reading: A Day's Wait by Ernest Hemingway

<http://www.gs.cidsnet.de/englisch-online/Leistungskurs2/hemingway2.htm>

In the story "A Day's Wait" a nine-year-old boy living in America falls ill with influenza and has to stay in bed. The father calls for the doctor who takes the boy's temperature, which turns out to be one hundred and two degrees. He is given medicine and is told that there is nothing to worry about unless the fever goes over one hundred and four degrees. The boy stays in bed, but does not pay any attention to his surrounding, he does not listen to the story his father reads to him. He only stares at the foot of the bed, looking very strangely.

His father goes out to hunt for a while and tells the boy to sleep, but when he returns from hunting he is informed that the boy would not let anyone enter the room because he is afraid that they will get what he himself got.

The father goes to his son and finds him in the same position as he left him. Again he takes his temperature and it is still one hundred and two, nothing to worry about. So he tells his son to take it easy. The son agrees but suddenly asks the question how long it will take until he will die. The father is shocked and explains to the son that people never die from a fever of one hundred and two. After a while the son tells the father that he heard from a boy in France that people will die when



The song: We are the world (lyrics)

<http://www.lyrics007.com/Michael%20Jackson%20Lyrics/We%20Are%20the%20World%20Lyrics.html>

http://en.wikipedia.org/wiki/We_Are_the_World

*There comes a time when we heed a certain call
When the world must come together as one
There are people dying
And it's time to lend a hand to life
The greatest gift of all*

*We can't go on pretending day by day
That someone, somewhere will soon make a change
We all are a part of God's great big family
And the truth, you know,
Love is all we need*

[Chorus:]

*We are the world, we are the children
We are the ones who make a brighter day
So let's start giving*



The poem: Another day in Paradise

--by Phil Collins

Oh think twice, it's another day for
You and me in paradise
Oh think twice, it's just another day for you,
You and me in paradise

She calls out to the man on the street
He can see she's been crying
She's got blisters on the soles of her feet
Can't walk but she's trying

Oh think twice, it's another day for
You and me in paradise
Oh think twice, it's just another day for you,

Technology and videos

- **Friendship in the Age of Facebook: Rory Varrato at TEDxGrandviewAve**

<http://www.youtube.com/watch?v=ZVRbSuY3h9w>

- **A Poem of TRUE FRIENDSHIP**

<http://www.youtube.com/watch?v=5ZR4w1MNTvc>

- ***J.J. Watt's Remarkable Friendship***

<http://www.youtube.com/watch?v=sSfkq7cXlj0>

- **How to Be a Good Friend**

<http://www.youtube.com/watch?v=n-QJLWWBUY4>

- **Helping homeless people**

<http://www.youtube.com/watch?v=ZRwUc8FhbKE>

<http://www.youtube.com/watch?v=hJkmfvojLt0>

- **How to reach out to homeless people**

<http://www.homeaidnc.org/?gclid=CPij67HGrL0CFYFQOgodaQQArw>

<http://nationalhomeless.org/>

<https://www.homelessvoice.org/donate/?gclid=CJP-ss3HrL0CFTMV7AodfXYAWQ>

PRE-READING ACTIVITIES

LESSON 1

Help as possible as you can: Imagine that you come across the homeless people or panhandlers who are begging for money or your help. How do you feel? What could you do to help them out?

LESSON 2

Let the cat out of the bag: Everybody has his or her own secret of making friends. Write about the personal experiences of making friends or maintaining the already established friendship and share with the rest of the class. What qualities do you value most when choosing a friend? What does friendship mean to you?

LESSON 3

Does that ring the bell? What do you think J.J. Watt's friendship with the unfortunate family? Is it for real or just the celebrity publicity? Do you know the other similar stories?

READING LOG/RESPONSES TO TEXT

LESSON 1

Electronic poster or video: For students to complete while learning about homeless people via the relevant websites. Students should complete making the electronic poster or video as a Glogster project to raise people's awareness of reaching out for the homeless.

Anticipation guide: Students need to reflect on how their Glogster project could help raise people's awareness of reaching out for the homeless and their own thoughts and ideas

LESSON 2

Friendship master book: Students will make a real guide book on how to make friends and maintain long-term friendship and get the book published school wide.

Wordle: Students will create a Wordle using their favorite words and/or phrases from the letters and poems they read.

LESSON 3

Case competition: Students will be divided into different groups and be assigned the same topic of how to support homeless people to find a job or be financially secured in the long run.

Think-aloud Notes Handout: A place for students to write down their feelings and what else they could do to help people in need in the long-term.

GROUP ACTIVITIES

- Pair-Share
- Small group discussion
- Large group discussion
- Large group spot dictation
- Small group presentations
- Small group projects

ASSESSMENTS

LESSON 1

Anticipation Guide: Completed with students self-made electronic poster or video

Exit Card Reflection: Write about something new you learned today regarding the homeless people and the resources they could turn to for help

LESSON 2

Friendship master book preface composition / reflection: students could choose to write the reflection on the compilation of master book or composing a preface for the master book of friendship (Feelings, Thoughts, Etc.).

Spot dictation: students need to complete the spot dictation with the words and phrases they learned from the short story.

LESSON 3

Case competition presentation and reflection: students will present their ideas and thoughts on the project of helping the homeless institutionally in the long term and write the reflections on their thoughts of participating in the case competition.

Think-aloud Notes Handout: Students will write down their feelings or thoughts of the video and brainstorm the other feasible measures and aiding approaches that could reach out to people in need in the long run.

LESSON PLANS

LESSON 1 MATERIALS

The poem *Another day in paradise* edited by Phil Collins; anticipation guide; video clips regarding helping homeless people; electronic posters or videos about how to reach out to people in the long term; exit cards; computers and Internet access; whiteboard/projector

TIME	STUDENT ACTIONS	TEACHER ACTIONS
5 minutes	Pre-Reading Activity: Imagine that you come across the homeless people or panhandlers who are begging for money or your help. How do you feel? What could you do to help them out?	Walk around to check students' discussions; answer questions from students; pose questions to the group that are quite; provide students with extra resources if they need support (background knowledge; relevant texts; video clips)
5 minutes	Pair-Share: Share the answer to the pre-reading question with the shoulder partner and share with the rest of the class	Observe students engage in pair-share activity; comment on students' answers at the end of their sharing
10 minutes	Listen to the teacher read the short poem from <i>Another Day In Paradise</i> ; listen to the same song <i>Another Day In Paradise</i> again and sing along with the song; participate in large group discussion; fill out anticipation guide	Read the short poem of <i>Another Day in Paradise</i> ; ask students to sing the poem along with the music; how much do they know about homeless people and what they can do to help them out; pass out anticipation guides for students to complete; provide students with extra resources if they need support (background knowledge; relevant texts; video clips)
8 minutes	Watch two video clips: <i>helping the homeless people</i> ; participate in the small group discussions; present their ideas and thoughts	Play video clip on whiteboard/projector; observe students discussions; answer students questions; comment on students' presentations
5 minutes	Listen to the teacher explain the day's activity; ask questions; receive instructions on making the Glogster project (electronic poster or video)	Explain the procedure on how to make the Glogster project and assign students to finish the project in class
25 minutes	Use computers to access Glogster project; complete the online poster or video	Walk around; observe students working; answer questions; provide students with extra resources if they need support (background knowledge; relevant texts; video clips)
5 minutes	Exit Card: Write down something new you've learned today and turn in the Glogster project.	Collect exit cards and students' Glogster project as students exit

Homework: collect the stories and posters of helping homeless people from students' neighborhood and map out a plan to reach out to the homeless with the help of parents and share with the rest of the class the plan

LESSON 2 MATERIALS

Text ; white board/projector; access to computers and Internet; printer; Wordle

TIME	STUDENT ACTIONS	TEACHER ACTIONS
5 minutes	Pre-Reading Activity: Everybody has his or her own secret of making friends. Write about the personal experiences of making friends or maintaining the already established friendship and share with the rest of the class. What qualities do you value most when choosing a friend? What does friendship mean to you?	Walk around; observe students writing; answer questions; provide students with extra resources if they need support (background knowledge; relevant texts; video clips)
15 minutes	Participate in <i>large group discussion</i>	Discuss with students what they wrote down about making friends or maintaining good friendship; ask students about any lingering questions they still have; invite students to share their own experiences (Serves as transition to the day's activities)
30 minutes	Listen to the teacher explain the day's activity and tasks; ask questions; take notes; summarize the short story; present the summary in the class	Explain to students the short story and the language point; analyze the text structure; summarize the gist of the story; comment on students' summary; explain to students how to use the Wordle to choose their favorite words and phrases; provide students with extra resources if they need support (background knowledge; relevant texts; video clips)
10 minutes	Complete the spot dictation; understand how to make the <i>friendship master book</i> within the small group after class; complete Wordle (On Wordle , students will write about their <i>Favorite words and phrases</i>) and turn in before exit the classroom	Play the listening script; answer questions; explain to students how to make the friendship master book

Homework (*Friendship Master Book publication/Reflection*): complete your “**Friendship Master Book**” within you team after class and write a reflection on your self-made book or compose a preface for the book. Talk about your thoughts as well as your team members’ thoughts, feelings, etc.

LESSON 3 MATERIALS

Video clip “J.J. Watt’s remarkable friendship”; other relevant video clips; access to computers and the Internet

TIME	STUDENT ACTIONS	TEACHER ACTIONS
5 minutes	Pre-Reading Activity: What do you think J.J. Watt’s remarkable friendship with the unfortunate family? Is it for real or just the celebrity publicity? Do you know the other similar stories?	Walk around; answer questions; comment on students’ response; provide students with extra resources if they need support (background knowledge; relevant texts; video clips)
5 minutes	Pair-Share: Share the answer to the question with the shoulder partner; present the thoughts of small group to the rest of the class	Observe students engage in pair-share activity and the brief presentation with the rest of the class; comment on students’ response
35 minutes	Listen to the teacher explain the day’s activity; watch the other relevant video clips; ask questions; participate in the case competition; discuss with the team members; take notes; present to the class the plan for the case competition;	Divide students into different teams; explain to students the rules of case competition; walk around; answer questions; observe students’ team discussion; observe students’ case competition presentation; comment on students’ performance; provide students with extra resources if they need support (background knowledge; relevant texts; video clips)
15 minutes	Complete guided notes handout; listen to the teacher for the requirement of homework; turn in the guided notes handout when exit	Answer questions; explain what the Think-aloud Notes Handout is for; divide students into different groups to work on the students portfolio on the unit; explain to students how to make the students’ portfolio and make the presentation
Homework: <i>Students portfolio on the unit:</i> students will combine the contents of the three lessons and present to the whole class one by one and submit the electronic script to teachers		