LESSON PLAN day three

PLANNING

Date: Day THREE of unit
Class and Grade Level: English 12

Title/Subject of Lesson: How to Read Austen

Objective(s):
- Students will be able to effectively activate prior knowledge about characters and relate to the themes within the novel.
- Students will be able to apply their knowledge about what is the most important information to take from a text.
- Students will be able to use metacognition as they vocalize their thinking while they read.

State (or District) Core Curriculum Standard(s):
- Standard 1: Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents). A: Identify an author’s implicit and stated assumptions about a subject based on the evidence in the text.
- Standard 1: Objective 3 (Comprehension of Literary Text): Comprehend and compare culturally and historically significant literary forms. A: Evaluate the author’s use of common literary elements (e.g., plot, characterization, point of view, theme, setting). C: Analyze themes in literature and how they represent or comment on humanity or life in general.

Concept(s) to Be Taught:
- Definition construction
- Critical thinking skills
- How to be conscious about themes

Materials Needed:
- Copies of Sense and Sensibility with different characters’/narrator’s parts highlighted
- Dry erase board and markers

Strategies to Be Used:
- Making predictions
- Activating prior knowledge
- Discussing
- Annotating
- Listing
- Reading aloud
- Metacognition
- Goal making
- Monitoring
- Summarizing

PERFORMING

Announcements: None

Continuation from Previous Lesson: Yesterday we talked about Marianne and Elinor and today we will continue our discussion in order to create a better understanding of themes within the novel.

Lesson Presentation:

A) Getting Started: Have students come to the white board to list characteristics under the headings of “Marianne,” “Margaret,” and “Elinor.”

B) Directing the Learning:
a. Directions
Do you ever talk to yourself in your head? I hope so! What are you thinking right now for example… that this is weird? No, it’s not really that weird. It is really common to be having a constant conversation with yourself whether or not you are conscious of it.

Today we are going to read a passage from Sense and Sensibility together. I’ll have just those paragraphs up on the overhead, but I want you all to turn to the page in your book and follow along. I am going to show you what goes on in my head as I read so that you can get a feel for how to make those thoughts that you already have do a little work for you so you do have to do it later. I’m going to show you how to really interact with the text in order to comprehend it better (and enjoy it better for that matter!). Like I said, doing this makes life easier later because you don’t have to recreate your thoughts out of nothing, you already have them recorded. This activity is called a think-aloud.

I selected this excerpt because it continues to develop Marianne and Margaret’s characters (especially important at the beginning of a text), it is rich in interesting vocabulary that is consistent with the time period we learned about, and it foreshadows some events to come. I want you to pay close attention to the strategies I choose to use while I read so afterward you can explain to me why, when, what, and how I use them. Turn to page 41 on the bottom half.

b. Modeling/Examples
I selected this excerpt because it continues to develop Marianne and Margaret’s characters (especially important at the beginning of a text), it is rich in interesting vocabulary that is consistent with the time period we learned about, and it foreshadows some events to come. I want you to pay close attention to the strategies I choose to use while I read so afterward you can explain to me why, when, what, and how I use them. Turn to page 41 on the bottom half.

(Place the guide to the annotations on the board so students know what I am talking about. Explain it.)

1. "Is there a... in the world," said Marianne, "superior to this? Margaret, we will walk here at least two hours!"

2. "Margaret agreed... the winds united over their heads, and a falling rain... fall in their face. staggered and surprised, they were obliged, though unwillingly, to turn back, for no shelter was nearer than their own house. One consolation however remained for them, to which the exigence of the moment gave more than usual interest."

3. "They set off. Marianne had at first the advantage, but a false step... the ground."

4. "...tripped. False means wrong so down she goes."

5. "Marianne fell down."

6. "...false step... it’ll probably involve a man!"

7. "...be here…) I bet this fall will cause some other fall or significance in the future? (E: It must or it wouldn’t have been necessary.)"

8. "...Mine is young, al... is young."

9. "AA: I kind of want to go run with them too… the beautiful countryside is beckoning!"

10. "Comment [AG2]: MC: I already know Marianne is young, almost 17, romantic, passionate, and she seems to be a little silly and girlish. I’ll keep this in mind as I read.

11. PGS: What more can I learn about Marianne from this passage that will enrich my view and understanding of her?

12. "Comment [AG3]: MC: Typical Margaret. Following in Marianne’s shoes, a little passionate romantic.

13. AA: I kind of want to go run with them too… the beautiful countryside is beckoning!"

14. "Comment [AG4]: M: Yup, here’s Marianne!

15. "Comment [AG5]: RR: The sky was threatening, but Marianne was her typical youthful self and acted true to the romantic sensibility of the era we discussed.


17. "Comment [AG7]: VT: B... for about twenty minutes longer, when suddenly..."


20. "Comment [AG10]: TPK: This must mean she tripped. False means wrong so down she goes.

21. "Comment [AG11]: MP: Could this have some significance in the future? (E: It must or it wouldn’t be here… I bet this fall will cause some other fall or reaction/chain of events—TPK: Austen loves love—it’ll probably involve a man!"

22. "Comment [AG12]: S: So the two set off to have some fun though it looked like rain. They acted true to their personalities. Rain soaked them and while running home Marianne fell down.

1. "If you talk to yourself in your head, you’re using... the text for..."

2. "...and understand a text. Since you are always (I hope) talking to yourself in your head when you read, just be more conscious of what your brain is saying. Be aware of your thoughts and make them more substantial and useful. Do this in your own personal reading, with school reading (very important in all subjects!), anything! Practice makes perfect!"

b. Independent Practice

Now we are going to practice doing this metacognition as we read together in a readers’ theater. For whoever wants to read: the books have the parts for the different characters highlighted. Everyone should follow along and add sticky notes with your own useful commentary.

C) Bringing the Lesson to a Conclusion:

Finish the readers’ theater at a good stopping point. Ask the students to continue reading in their minds the same
way we’ve been reading in class—it makes the story come alive. Add voices and make vivid mental images.

**Assignment:** Read chapters 12-15 for tomorrow. Remember to continue tracking characters and their traits and actions with sticky notes throughout your reading.