

10th Grade English

[Unit 1:](#)

Reading Strategies Lessons

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# of Days	One Day- 50 minutes		
LP Prior Knowledge	Rainbows, letter structure, the "Eternal Present", this poem was written about divorce/break-ups	Enrichment	
Lesson Objective	SWBAT to synthesize and evaluate fiction in order to develop questions, create mental images, make connections to prior knowledge and make predictions.	Accommodations	Allow ESL students to pair up and find vocabulary together, hand-out a copy of a fully annotated poem with a guide for students who struggle with understanding English lectures, allow students to write words that stood out to them during hook activity if English level isn't enough to understand the imagery or allow them to work in pairs. Hand out poem early to a few students so they have more time to process the lines.
Lesson Assessment	SW annotate new text (pages from their poetry anthology) as HW and hand it in the next day to show understanding of the lesson and poetry	Changes for Next Time	
Benchmarks or Standards	1.2, 2.1,2.3, 4.1	(Dates)	
Materials Needed	Multiple sheets of paper, pen, highlighter, copy of the poem (provided) Dear Miss Emily by James Glavin, color markers if you are feeling creative		http://www.poets.org/viewmedia.php/prmMID/16572

Time	Student Learning Task or Activity	METHOD	Teacher Activity
8 minutes	Read the short paragraph on the board. Draw a picture in your journals of the descriptive paragraph, when you are done with your picture feel free to share with a neighbor. "I knew the end would be gone before I got there. After all, all rainbows lie for a living.		

	And as you have insisted, repeatedly, The difference between death and the Eternal Present is about as far as one Eyelash from the next, not wished upon."	Hook	"Draw whatever you picture after reading these lines, this activity is about what you see in the text, you might be surprised what other students pick out" walk around and help/encourage students
4 minutes	Read the rest of the poem- read along with teacher and mark any words or phrases that are complicated by underlining the word or phrase in pen	Read-Aloud/annotation	Pass out rest of poem and read it aloud (off a projector or white board) Say: "We are going to do one read-through as a class and want you to just quickly underline any words or phrases that you don't understand" Mark up the projector copy while reading the poem to demonstrate how to annotate
6 minutes	Work in pairs, discussing the words that were confusing and try to develop a definition based on the context of the poem	Group Work	Walk around and help/encourage students- answer questions if there are any and tell students with "good words" (commonly misunderstood words) that they should be ready to share their definition
2 minutes	Go over as a class any words that weren't defined by the pair-work and talk about some of the definitions they came up with and what textual support they used	Class Discussion	Lead class discussion of definitions, call on students you observed working well/picked common words, and answer any questions
5 minutes	Read the poem a second time, this time to themselves, looking for anything that challenges their beliefs, mark an "X" next to the margin	Annotation	"We are going to read the poem a second time, this time to ourselves and I want everybody to just make a little X in the margins next to any statement that they don't agree with or is a new idea they have never considered" (model with board copy as speaking) Walk around and make sure all students understand directions and can complete the task-answer questions, again tell students they might be called on if they have an interesting idea "x"d
10 minutes	Go over as a class where the students marked their "X" and why	Critical Discussion	Call on students you noticed marked phrases that would spark discussion and allow students to respond to each other (encourage through questions, "Is that what everyone else thought?" "Does anybody have a different view of this same line?" "Did anybody else mark this line with an "x"?")
8 minutes	Go through the text with a partner, this time looking for clues to the theme and highlight one quote as a pair that they think summarizes the poem's intent	Group Work/annotation	"Great job, loved some of the ideas you guys are having. Now I want everybody to get with a neighbor and look through the poem together, talk it through, and try to find a line or a sentence that really summarizes what you and your partner feel this poem is about" Walk around and help students that seem to be struggling and tell students that are having a great discussion they might be called on
8 minutes	Some groups will share their quote and why they made this choice	Share	Call on students who seemed to be having a great discussion (and were warned) and allow/encourage discussion among students by saying: ("Who else thought the poem was about ____? Did you choose a different quote?" "Did anybody have different ideas than their partner about the theme?" "Who else chose this quote? Did you all come to the same conclusion as group ____?")

<p>3 minutes</p>	<p>Review the days lesson and get the HW for tomorrow. Ask questions if there is anything unclear and participate in review.</p>	<p>Wrap-up</p>	<p>Review the reading strategy that they learned in class: "Today we learned a new way of reading texts, marking vocab you are unsure about by underlining it, making an "X" in the margins for new ideas/conflicting beliefs and highlighting one sentences or phrase to try and summerize the core argument of the text. Tonight I would like you to apply these same three concepts to your hw pgs10-15. Does anybody have any questions before the bell rings?" (ask students what each mark is for instead of explaining)</p>
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