*English Instructional Plan –* Multi-day Lesson with Paired Passages “How do Social Pressures Impact our Decisions?”

## Primary Strand: 8.5/8.6, 9.5/9.6 - Reading

## Integrated Strand/s: Writing/ Communication and Multimodal Literacies

## Essential Understanding:

Fiction:

* understand that an author’s voice and tone stem from word choice and the stylized use of literary devices
* understand that the author uses images to craft a message and create characters
* understand that analysis of a text should be based on textual references, not on personal opinion

Nonfiction:

* understand that text features are created purposefully and are an aid to comprehension
* understand that there are strategies including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary
* understand that skilled readers of nonfiction texts apply different reading strategies

## Essential Knowledge, Skills, and Processes:

Fiction:

* identify and analyze narrative elements, including
	+ setting
	+ character(s), either:
		- static
		- dynamic
* identify protagonist and antagonist
* explain characterization as the way an author presents a character and reveals character traits by
	+ what a character says
	+ what a character thinks
	+ what a character does
	+ how other characters respond to the character
* identify conflicts
	+ external conflicts
	+ internal conflict (individual vs. self)
* identify the elements of a plot
	+ initiating event
	+ rising action
	+ climax
	+ falling action
	+ resolution
* recognize theme(s)
* analyze the interactions between individuals, events, and ideas in a text
* compare and contrast two or more texts on the same topic or with similar themes
* use evidence from the text(s) for support when drawing conclusions, making inferences, or making predictions
* analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes and organizational strategies)
* demonstrate comprehension and apply strategies to write about what is read

Nonfiction:

* read several texts on a similar topic and synthesize what is read
* use strategies for summarizing
* use text features to enhance comprehension
	+ boldface and/or italics type
	+ type set in color
	+ underlining
	+ indentation
	+ sidebars
	+ illustrations, graphics, and photographs
	+ headings and subheadings
	+ footnotes and annotations
* demonstrate comprehension and apply strategies to write about what is read

**Primary SOL:**

* Fiction—8.5a Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.
* Nonfiction—8.6h Identify the main idea. i)Summarize the text, identifying supporting details.

## **Reinforced (Related Standard) SOL**:

Fiction:

8.5a Identify cause-and-effect relationships and their impact on plot.

8.5e Make inferences and draw conclusions based on explicit and implied information using references to the text for support.

8.5g Compare/contrast details in literary and informational nonfiction texts.

Nonfiction:

8.6b Apply knowledge of text features and organizational patterns to analyze selections.

8.6c Skim materials to develop an overview or locate information.

8.6d Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.

8.6k Evaluate, organize, and synthesize information for use in written and other formats.

8.6i Analyze ideas within and between selections, providing textual evidence.

## Academic Background/Language:

* The teacher will have previously taught text annotations.
* Prior to this lesson, students should be able to identify text features (title, headings, bold words, picture, caption), conflict, characterization, and theme.

## Materials

* YouTube Video: [The Joneses](https://www.youtube.com/watch?time_continue=3&v=vGiSaSHBAeM&feature=emb_title)
* [*Keeping Up with the* *Joneses* passage with guided questions from CommonLit.org](https://www.commonlit.org/en/texts/keeping-up-with-the-joneses) (below)
* [*Keeping Up with the* *Joneses* assessment questions (main idea, details, summary, make inferences) from CommonLit.org](https://www.commonlit.org/en/texts/keeping-up-with-the-joneses)
* YouTube Video: [Character Types](https://www.youtube.com/watch?v=8gTHxHbiPfY)
* Character Types/*Button, Button* handout (below)
* [*Button, Button* passage with guided questions from CommonLit.org (below)](https://www.commonlit.org/en/texts/button-button)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

*Keeping Up with the Joneses*

* The teacher will introduce the lesson by asking students to observe the interaction between the two characters in the YouTube video, the Joneses. The teacher will elicit responses about the conflict between the neighbors and the reason behind the conflict.
* Next, the teacher will allow students to preview the vocabulary from the passage by passing out sentence strips with sentences pulled from the text that include the word in context, while students work in pairs to create a student-friendly definition.
* The teacher will display the definitions in the classroom. (Note: The teacher will need to pre-read *Keeping Up with the Joneses* to select potential unfamiliar vocabulary.)
* The teacher will then provide students a copy of the passage containing guided questions.
* The teacher will ask students to preview the text by writing down their predictions in the margin based on the title, headings, photo, caption, and bold words. Students will skim the text features and write down their predictions. The teacher will ask for students to share their predictions orally.
* The teacher will strategically group students to partner-read the text. Students will work in pairs or small groups to read and answer the guided questions. The teacher will encourage students to make text annotations while reading.
* After reading, students will complete the assessment questions on their own from CommonLit.org.
* As an exit pass, the teacher will ask students to Think-Write-Pair Share about a time when they (or someone else) felt the need to “Keep Up with the Joneses.”

*Button, Button*

* The teacher will introduce the lesson by reminding students that characterization is the way an author presents a character and reveals its character traits.
* The teacher will create an anchor chart on butcher paper with the terms protagonist, antagonist, static, dynamic, flat, and round.
* The teacher will play the video [Character Types](https://www.youtube.com/watch?v=8gTHxHbiPfY), making stops at various points to copy the definitions and examples on the anchor chart, while students take notes on the Character Types/*Button, Button* handout.
* After the video ends, the teacher will ask students to connect to prior learning by thinking of characters in other movies or previously read texts that fit the definition of the terms.
* As a transition to the new reading passage, the teacher will remind students of the previous reading passage and pose the questions to the class, “Could you be persuaded to betray the trust of a friend or loved one for a large sum of money? Why or why not? Would you ever hurt someone you don’t know if you could have all of your life’s wishes granted? Why or why not?” The teacher will ask students to think-pair-share with a partner and then survey the class for responses.
* The teacher will then give a brief summary about *Button, Button* by stating that the characters in the story will have to make a similar decision.
* Next, the teacher will allow students to preview the vocabulary from the passage by passing out sentence strips with sentences pulled from the text that include the word in context, while students work in pairs to create a student-friendly definition.
* The teacher will display the definitions in the classroom. (Note: The teacher will need to pre-read *Button, Button* to select potential unfamiliar vocabulary.)
* The teacher will then pass out the *Button, Button* passage with guided questions embedded.
* The teacher will read the text aloud (or allow students to read with a partner), making stops at each question.
* The teacher will ask each question aloud and allow time for students to revisit the text and answer the questions on the handout.
* The teacher will review the Character Types/*Button, Button* graphic organizer, including the terms and examples from the video.
* Have the students reflect on the narrative elements of *Button, Button.* Students will revisit the passage to help determine the character types of Norma, Arthur, and Mr. Steward and provide text evidence with a quote or example to support their answers.
* Provide the students with the following two writing prompts:
	+ Using textual evidence, explain what impact *Keeping up with the Joneses* may have had on the characters in *Button, Button*?
	+ How do the main ideas from *Keeping Up with the Joneses* and *Button, Button* relate to American consumerism and our obsession with material wealth?
* Have the students choose and respond to one of the prompts in a well-written expository paragraph or a five-paragraph essay.
* The students will then add examples of fictional characters (in literature, TV, or movies) that exhibit qualities from *Keeping Up with the Joneses* and *Button, Button* on a teacher-created [Padlet](http://www.padlet.com/).
* To close the lesson, the students will reflect on the Padlet responses in small groups or with a partner.

## Assessment (Diagnostic, Formative, Summative)

* Summative assessment on the two texts that incorporate skills such as theme, symbols, cause and effect, internal and external conflict, character types, etc.
* Completion of prompt response, text questions, and Character Types chart as formative assessments.

## Writing Connections:

* Provide students with alternate prompts to go through the process of attacking the prompt, brainstorming, and developing a thesis statement.
* After students write their first drafts, have them switch drafts with a partner for peer editing.

## Extensions and Connections (for all students)

* Students complete the CommonLit.org assessment and discussion questions.
* Students respond to questions using Flipgrid.com about *Button, Button* (i.e. How do you feel about the end of the story? What do you think Mr. Steward meant by “Do you really think you knew your husband? Was losing Arthur worth the money? What do you think Mr. Steward does for a living; what’s his connection to the button?”)
* Students choose from a writing assignment, research, or art project that provides modern day examples of *Keeping up with the Joneses*.
* Students create a scene from of *Button, Button* using [Storyboardthat.com](https://www.storyboardthat.com/)
* Students write an alternate ending to or a continuation of *Button, Button.*
* Students create a play or video of a scene from *Button, Button.*

## Strategies for Differentiation

* Students with accommodations use available technology to allow them to access audio recordings of the stories.
* Students with accommodations have the option to choose shorter stories with a lower Lexile level.
* Chunk the text by section or paragraph for struggling students.
* Scaffold the activity by completing a portion of the graphic organizer.
* After reading *Button, Button,* show the video on YouTube.com to solidify comprehension.
* Model language expectations orally and written.
* Provide ELs with sentence frames/starters to help get the conversation started when they are in their small groups. For example, “At first I thought \_\_\_\_ but now I think\_\_\_\_ because \_\_\_\_. I like how this article uses \_\_\_\_ to show \_\_\_\_. This word/phrase stands out to me because \_\_\_\_.”
* Utilize strategic grouping and frequent checks for understanding.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

## Character Types/Button Button

Watch the video and take notes in the chart below. After reading *Button, Button,* reflect on what each character says, thinks, does, and what actions drive their behavior. Decide which term in the chart fits each character best. Include evidence from the passage. You may use each character more than once.

