Introduction
Unit Title: S.I.F.T.Ting through Literature

Grade Level: 10

Target Group: Mainstream class with integrated ELL students

Source of Written Reading Materials:


Source of Lessons:

-Lessons created by Rochelle Cobb and Diana Dima, Wilbur Cross High School, 2011.

-One handout taken from Grade 10 Curriculum, New Haven Public Schools. “S.I.F.T.Ting through Literature.”
1st lesson

Content and Language Objectives

Lesson 1

Part I

Content Objective:

- Students will be able to use active reading strategies in order to understand a text.

Language Objective:

- Students will be able to read the poem to one another. (Reading, Listening)
- Students will be able to orally explain why they chose to read the poem in a certain way. (Speaking)
Name: Rochelle Cobb  Unit/Lesson: Lesson #1: (Part I)

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<td>Use</td>
<td>Reading strategies</td>
<td>1-We chose to read the poem this way because… 2-Reading it this way helps us understand… 3-We repeated/eliminated/skipped/removed because 4-We eliminated _____ because _______.</td>
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<td>cool</td>
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Performance Indicators

Lesson One: Alliteration and Rhyme in “We Real Cool” (Part I)

Content Objective:
- Students will be able to use active reading strategies in order to understand a text.

Language Objective:
- Students will be able to read the poem to one another. (Reading, Listening)
- Students will be able to orally explain why they chose to read the poem in a certain way. (Speaking)

<table>
<thead>
<tr>
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<tr>
<td>Students at this level will read the entire poem (8 lines) with their group and participate in the reading of the poem to the entire class. They will, fluently and in an articulate way, talk about the choices that were made if chosen from the group to do so.</td>
<td>Students at this level will read parts of the poem with their group (at least 5 lines) and participate in the reading of the poem to the entire class. They will use a sentence starter to explain the choices that were made if chosen from the group.</td>
<td>Students at this level will read parts of the poem with their group (at least 3 lines) and participate in the reading of the poem to the entire class. With a partner, they will rehearse the explanation of the choices that were made using a partially completed language.</td>
<td>Students at this level will read at least (1 line) from the poem with their group and participate in any way they can with the reading of the poem to the entire class. From a number of choices, these students will select one that explains why they chose to read the way they chose to do so.</td>
<td>Students at this level will be given key words from the poem to read before class. During their group discussion, they will read those words with their group and participate in the reading to the class if they want to. They are not expected to take part in the verbal explanation.</td>
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<td>of the choices the group made.</td>
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Lesson One (Part I) Modified

- Review content and language objectives (2 mins.)

- Warm-Up: (Activating Prior Knowledge) 1st thoughts on the word cool. The word cool is placed on the board and students have 5 mins. to write down everything that comes to their minds when they see the word. What does it mean to be cool? To you? Students in your school? What are some things or people you consider cool? (5 mins.)

Modification for Level 4's:

Students at this level will be given a web with the word cool in it and will write everything that comes to mind in a web format.

Modification for Level 3's: (They will use one or more of the following sentence starters if necessary)

When I think of the word cool...

To be cool means...

Some people I consider cool are ..... because.....

Students in this school think that being cool is....

I think I'm cool because....
Modification for Level 2's:

Students at this level will be given a web with the word cool in it with some pre-recorded ideas, and will then fill in a few ideas of their own.

Modification for Level 1's:

Students at this level will be given a handout with the definition of cool at the top and pictures of different scenarios. (There will also be some explanation from the teacher on this word one on one with the student.) He/she will have to circle the pictures of things they think are "cool" and put an X through things that are not.

OR

Students can be given a worksheet with two columns. The left side will read "cool" and the right "not cool." They can be given pictures of scenarios from the poem: kids leaving school, hanging out late, etc. and will have to tape the picture on the side they feel it belongs on.

- Volunteers will share some or all of what they wrote about the word "cool"

(5 mins.)

- Listen to Gwendolyn Brooks read "We Real Cool" a few times (modification: Taped text) (3 mins.)

- Teacher will ask the class: What are some of the different ways you read? (Provide example if they don't understand what the question is asking) Ex: "sometimes I read the end 1st (backwards) Students will volunteer responses/explain them-If a student says "I skip over parts," the teacher will ask them to explain what that might look like as they are reading. (Teacher record student responses on the Elmo) (5 minutes)

- Review key vocabulary with pictures of images related to each word on Elmo: Forwards, Backwards, Stanza, Eliminate/Skip/Remove, Repeat (5 mins.)
• Teacher will model an alternative way to read the poem. Volunteers will be needed to act out things written on note cards as Gwendolyn Brooks reads that line. Ex: A student may be given a note card that says: pretend you and your friends are skipping school. Act out after line: we real cool/ we left school (5 mins.)

• Class will be split up into groups created by the teacher so that ELL students are spread evenly throughout the class.

• In groups, the students will figure out another way to read the poem to the rest of the class. (based on discussion from beginning of different ways to read.) Students will be encouraged to choose to read it in ways that we have not discussed. (it is their choice) (15 mins.)

• Students will read the poem in their chosen way and one or more students from the group will provide the rest of the class with an explanation. ELL students will be given support to help with explanation if they are chosen by the group or want to volunteer. (They can also practice with a partner before sharing with the entire class to build confidence.) (10 mins.)

**To help Level 4's with explanation** (if necessary)

1- We chose to read the poem this way because...
2-Reading it this way helps us understand...
3-We repeated/eliminated/skipped/removed ____________ because ____________
4-We eliminated ____ stanza because ____________.

**To help Level 3's with explanation**

Our group chose to perform the poem because....

Our group repeated parts in the poem because...

Our group removed a word because...

Our group skipped a stanza because...
To help Level 2's with explanation (Students will choose one from list)

Our group repeated a word because it is important.

Our group removed a word because the poem still makes sense without it.

Our group chose to act out parts of the poem to show what we thought was happening.

Our group skipped a stanza because we thought it was least important.

- Cool down/closure: Exit Slip-What have you learned from the multiple readings of the poem today? Which group's interpretation did you like best? Why? What did their reading of the poem show you? (5-7 mins.)

Modification for Level 4's: (They will use one or more of the following sentence starters if necessary)

I think...

I learned...

I liked...
Modification for Level 3’s:

I learned that Gwendolyn Brooks wants us to see that it isn’t cool to...

I learned that Gwendolyn Brooks wants us to see that it is cool to...

I liked group ___ because ____________.

After hearing the poem so many times, I realized that....

Modification for Level 2’s: (They will circle one or more of the following)

I learned that Gwendolyn Brooks wants us to see that it isn’t cool to skip school.

I learned that Gwendolyn Brooks wants us to see that it isn’t cool to stay out late.

I learned that Gwendolyn Brooks wants us to see that it isn’t cool to listen to bad songs.

I learned that Gwendolyn Brooks wants us to see that it is cool to be different.

I learned that Gwendolyn Brooks wants us to see that it is cool to stay in school.

Modification for Level 1’s:

Level 1 students will take out their assignment from the warm up and revisit it. After hearing the poem read multiple times, they will re-arrange the pictures based on what they heard in the poem.
Lesson 1 Materials
(Level 2)

**Circle one or more of the following:**

I learned that Gwendolyn Brooks wants us to see that it isn’t cool to skip school.

I learned that Gwendolyn Brooks wants us to see that it isn’t cool to stay out late.

I learned that Gwendolyn Brooks wants us to see that it isn’t cool to listen to bad songs.

I learned that Gwendolyn Brooks wants us to see that it is cool to be different.

I learned that Gwendolyn Brooks wants us to see that it is cool to stay in school.
(Level 3)

**Complete one or more of the following statements:**

I learned that Gwendolyn Brooks wants us to see that it isn’t cool to...

I learned that Gwendolyn Brooks wants us to see that it is cool to...

I liked group _____ because ________________.

After hearing the poem so many times, I realized that.....
Complete one or more of the following phrases:

I think...

I learned...

I liked...
(Level 1)

Cool       Not cool

[Was unable to find images I was looking for.]
Warm-Up: (Level 3)

Complete exercise below:

When I think of cool...

To be cool means...

Some people I consider cool are .... because....

Students in this school think that being cool is....

I think I'm cool because....
Vocabulary

Frontwards

The baby is doing a flip on his head.
Backwards

Bike a riding is man the.

Remove/Eliminate
Sentence: I wish it was summer

Remove/eliminate: "I wish"

Read: It was summer.

Repeat
I listen to "1 +1" by Beyonce on repeat.

"If I aint' got nothing, I got you"
"If I aint' got nothing, I got you"
"If I aint' got nothing, I got you"

Stanza

Stanza= Like a paragraph.

Breaks in poetry.
Handouts for reading of poem explanation

(Level 4)

**Use one or more of the following:**

1- We chose to read the poem this way because...
2- Reading it this way helps us understand...
3- We repeated/eliminated/skipped/removed □□□□□□□□ because □□□□□□□□
4- We eliminated □□□□ stanza because □□□□□□□□.
(Level 3)

Use one or more of the following:

Our group chose to perform the poem because....
Our group repeated parts in the poem because...
Our group removed a word because...
Our group skipped a stanza because...
(Level 2)

Choose one from the following list:

Our group repeated a word because it is important.

Our group removed a word because the poem still makes sense without it.

Our group chose to act out parts of the poem to show what we thought was happening.

Our group skipped a stanza because we thought it was least important.
Scenarios for modeling of alternative way to read poem

When this line is read...

"We real cool
We left school"

Pretend...

That you and a group of friends are leaving school without permission.
When this line is read...

“We lurk late
We strike straight”

Pretend...

That you and a group of friends are at a pool hall shooting pool.
When this line is read...

“We thing gin
We sing sin”
Pretend...

You and a group of friends are drinking and singing sinful songs.
When this line is read...

"We Jazz June"

Pretend...

You and your group of friends are partying and dancing. (having fun-when you should be in school.)
When this line is read...

"We die soon"

Pretend...

You all die. (Fall on the floor, desks, or show that you are being killed somehow.)
We Real Cool
By Gwendolyn Brooks

The Pool Players.
Seven at the Golden Shovel.

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

Sing sin. We
Thin gin. We

Jazz June. We
Die soon.
Lesson 2 Materials

(Cut into strips of paper for opening)

We
Cool
We real cool
Real
We
Left
School
We left school
We lurk late
We
Lurk
Late
We strike
straight
We
Strike
Straight
We thin gin
We
Thin
Gin
We Jazz June
We
Jazz
June
We sing sin
We
Sing
Sin
We die soon
We
Die
Soon
Die
School
Left
Sin
Gin
Strike
We real cool
We die soon
Sing Sin
Lurk Late
Strike Straight
Jazz June
Cool
School
Late
Straight
June
Soon
Sin
Gin
Rhyme
Alliteration
Broom
Room
Steal
Deal
Kill
Fill
Pray
Gray
Day
Stay
May
Trying
Dying
Cat
Bat
Alice’s aunt ate apples and acorns around August.

Becky’s beagle barked and bayed, becoming bothersome for Billy.

Carries cat clawed her couch, creating chaos.

Dan’s dog dove deep in the dam, drinking dirty water as he dove.

Eric’s eagle eats eggs, enjoying each episode of eating.

Fred’s friends fried Fritos for Friday’s food.
Garry's giraffe gobbled gooseberry's greedily, getting good at grabbing goodies.

Hannah's home has heat hopefully.

Isaacs ice cream is interesting and Isaac is imbibing it.

Jesse's jaguar is jumping and jiggling jauntily.

Kim's kid's kept kiting.

Larry's lizard likes leaping leopards.
Mike’s microphone made much music.

Nick’s nephew needed new notebooks now not never.
(Level 3)

Use one or more of the following sentence starters:

The author is telling me...

What the author thinks about life is...I know because...

I see this in the text...

I think the author’s message is...because...

I noticed...

I wonder...

The author repeats/uses rhythm/alliteration because...
(Level 2)'

**Fill in one or more of the following:**

The author is telling me that...

What the author thinks about life is that school is important. I know this because...

I think the author's message is it is not cool to follow the crowd. I know this because...

I noticed that the kids die at the end of the poem. I think the author does this because...

I wonder why people think it is cool to skip school. I think...

The author makes certain words rhyme because...

The author uses alliteration because...

The author repeats the word we because...
(Level 4)

Complete one or more of the following sentence starters:

Now I see...

Now I understand...

I still don’t understand...

I am thinking that,...

Gwendolyn Brooks...
(Level 3)

**Complete one or more of the following statements:**

My final thoughts about the poem are...

I am beginning to understand that choices...

I am still confused about...
(Level 2)

Complete one or more of the following:

The poem shows me to think about the choices I make because…

When I read the poem the 1st time, I thought…. Now, I think…. because…

The poem is making me question the choices people in my school are making because…
(Level 1)

**Explain your reasoning for moving your pictures or keeping them in the same place.**

I left the pictures in the same place because our discussion made me see that cool is (leaving or skipping school, drinking, hanging out late, partying instead of doing school work) **CIRCLE ONE**

**OR**

I left the pictures in the same place because our discussion made me see that cool is not...(leaving or skipping school, drinking, hanging out late, partying instead of doing school work) **CIRCLE ONE**

**OR**

I moved one (or some) of the pictures because our discussion made me see that...
Hard to find images for warm up and closure activity!!!

You could take pictures of students acting out what the situation you wanted to have in the will & e.
Exit Slip: Reflection on today’s discussion—"We Real Cool" by Gwendolyn Brooks

1. Check all the following that apply to how you contributed to today’s conversation:

   ___ I asked questions that furthered the conversation
   ___ I added comments to someone else’s ideas
   ___ I raised my hand and waited patiently for people to finish speaking before adding in my own opinions
   ___ I refrained from having side conversations
   ___ I acknowledged what the person before me has said before adding in my own ideas
   ___ I called on other people mentioning their names
   ___ I listened with the pen (I will check for proof of this!)

   ___ I attempted to find out what the “quieter members” of our community thinks

2. Briefly reflect on today’s discussion. What are you thinking/wondering now about “We Real Cool” and how it relates to our marking period essential question about choices and decisions?

If you’re stuck, you may use one or more of the following sentence starters...

- ______ made me think about ______.
- ______ idea was interesting to me because...
Adjectives to help with choosing a word

**Good times**


**Bad Times**

Closure

(Level 1)

In the space provided, draw a picture that represents the statement you liked best.

Example: “My life at the time was like a Christmas tree with no presents.”
(Level 2)

**Directions:** Listen to the statements. Circle one from the first section if you liked the 1st set of statements. If you liked the 2nd set of statements, circle one from the second section.

I like the 1st set of statements because…

(Circle One)

They sound better

I can picture/imagine them

OR

I like the 2nd set of statements because….

(Circle One)

They sound better

I can picture/imagine them
I liked the first statement better because... _______ (use one of the following choices if necessary)

It sounds better
It is more descriptive
It is more original
It is more creative

I liked the second statement better because... _______ (use one of the following choices if necessary)

It sounds better
It is more descriptive
It is more original
It is more creative

I think it sounds better because.... (explain your choice)

The statements that stood out to me were... because...
(Level 4)

Use the following sentence starters to help you if necessary:

I liked the first statement better because...
I liked the second statement better because...
The statement that best showed what my life was like is... because...
I noticed...
The statements that stood out to me were... because...
Choose one of the following objects if you are having trouble choosing your own:

Image for modeling

My life at the time was a roller coaster ride
(Level 4)

**Complete the following statements:**

A struggle I have faced was...

During this time...

I received advice from...

I overcame this struggle...
(Level 3)

**Complete the following sentences:**

I went through a difficult time in my life when I was... (include age)

The difficult time was... (include what the obstacle was. Ex: when my dad died)

I got through this difficult time because...
(Level 2)

**Complete the following sentences:**

When I was _____ years old I struggled with ________.

This was a struggle for me because _________.

At the time, I felt _________. (bad, horrible, sad, depressed)—or see adjective list

The struggle ended when _________.

Lesson 2
2\textsuperscript{nd} lesson

Content and Language Objectives

Lesson One

\textit{Part II}

Content Objective:

- Students will be able to analyze a text in order to uncover the writer's truths.

Language Objectives:

- Students will be able to orally express where the author speaks truth. (Speaking, Reading)
- Students will be able to explain in writing how they figured out where the author reflects truth. (Writing, Reading)
### Functional Notional Chart

Name: Rochelle Cobb  Unit/Lesson: Lesson #1: (Part II)

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<th>Grammar Clauses</th>
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<tbody>
<tr>
<td>Analyze</td>
<td>Poem for theme</td>
<td>1) The author is telling me....</td>
<td>Theme</td>
<td>Present tense</td>
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<td></td>
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<td>2) What the author thinks about life is.... I know this because...</td>
<td>Message</td>
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<td>3) I see this in the text....</td>
<td>Peer pressure</td>
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<td>4) I think the author’s message is... because...</td>
<td>Death</td>
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<td>5) I noticed...</td>
<td>Cool</td>
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<td>6) I wonder...</td>
<td>Alliteration</td>
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<td>7) The author repeats/uses rhythm/alliteration because....</td>
<td>Rhyme</td>
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<td>Repetition</td>
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Performance Indicators

Lesson One: Alliteration and Rhyme in "We Real Cool" (Part II)

Content Objective:

- Students will be able to analyze a text in order to uncover the writer’s truths.

Language Objectives:

- Students will be able to orally express where the author speaks truths. (Speaking, Reading)
- Students will be able to explain in writing how they figured out where the author reflects truth. (Writing, Reading)

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<tbody>
<tr>
<td>Students at this level will write a ½ page response.</td>
<td>Students at this level will write a ½ page response using a sentence phrase bank.</td>
<td>Students at this level will write a ¼ page response using sentence starters.</td>
<td>Students at this level will write a 1-2 sentence response using partially completed sentence starters.</td>
<td>Students at this level will be given words and images that reflect ideas from the poem. They will match words with the images that represent those ideas.</td>
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</table>
Lesson One (Part II) Modified

- Review content and language objectives (2 mins.)

- Warm-Up: Popcorn reading (students read lines that stand out) with poem we the previous class period—"We Real Cool" by Gwendolyn Brooks

Modification: I will have lines or words from the poem written on strips of paper. These will be given to the students. For lower level ELL students, I will be sure to give them one of the sentence strips that maybe have one or two words.

- Vocabulary: teach alliteration and rhyme.
  Create a PowerPoint with images related to the examples of alliteration. For example: Sing Sin (The beginning letters will be underlined to show them that the repetition of the sounds is alliteration.) And there would be a picture of a kid singing a bad song in church or something. (The same thing would go for Jazz June/ Lurk Late/ Strike Straight.) After looking at all of the examples, volunteers would explain what alliteration is in their own words.

- To teach rhyme, I will have all the words that rhyme on paper. ELL students who are very low, will be chosen to wear the words on them. (like a sign.) They will have to form a line in the front of the room. All of the other students will stand up and find a way to match the words. (They will pick 2 people (words) that they think belong together and will have to explain why.) Even if students don’t put rhyming words together, the teacher will allow them to explain how they categorized them and then reorganize the students so that the words rhyme. I will point to each student and have the other students read the words off of them. After hearing the rhyming words back to back, they will discuss what they noticed. I will ask students to provide the word for the sound. (If they do not know it, I will explain that it is rhythm/rhyme one of the devices Gwendolyn Brooks uses in the poem.)

- Students will briefly practice to see if they really understood the definitions. In pairs, they will be given words/phrases that are not from the poem and match them under the correct category on the board. (They will discuss it with their partner 1st to come to an agreement.) One side will say “rhyme.” The other side will say “alliteration.”
• We will read the words/phrases that were placed under each category and discuss whether or not some of them should be moved.

• WTT (Write-to-think) writing prompt- (1 pg. or more) Which lines stand out to you? Why? What patterns do you notice? Why are they important? (Why do you think the author chose to use them? How do they add to the overall meaning of the poem?) What did you discover about the poem after the multiple readings? How does the word cool in the poem relate to or differ from the first thoughts you wrote before we read the poem?

**Modification for Level 5's:**

While the other students are expected to write a page, students at this level will write a ¾ of a page or more if they can.

**Modification for Level 4's:**

Students at this level will level will write a ½ page response using a sentence phrase bank.

**Phrases to use:**

A line that stands out is...

This line shows...

I noticed...

The author uses...

The word cool relates to the poem because...

After hearing the poem read in various ways...
Modification for Level 3's:

Students at this level will write a ¼ page response using sentence starters.

Sentence starters to use:

1) The author is telling me....
2) What the author thinks about life is.... I know this because...
3) I see this in the text...
4) I think the author’s message is... because...
5) I noticed...
6) I wonder...
7) The author repeats/uses rhythm/alliteration because....

Modification for Level 2's:

Students at this level will write a 1-2 sentence response using partially completed sentence starters.

1) The author is telling me that
2) What the author thinks about life is school is important. I know this because...
3) I think the author’s message is it is not cool to follow the crowd. I know this because...
4) I noticed that the kids die at the end of the poem. I think the author does this because...
5) I wonder why people think it is cool to skip school. I think...
6) The author makes certain words rhyme because...
7) The author uses alliteration because...
8) The author repeats the word we because...
Modification for Level 1’s:

Students at this level will be given words and images that reflect ideas from the poem. They will match words with the images that represent those ideas.

- **Modification**: In the original lesson plan, the discussion was supposed to be whole group. I decided to change that because I want the ELL students to participate.

- Before a group discussion, students will take part in a conversation on paper through completion of a dialogical journal. They will switch responses with a partner, read their partner’s response, and then write back to him/her. (Instruct the students to create 3 columns on a sheet of paper. In the 1st column, they write a quote from the text. In the middle, they write their response to the quote. This might take some modeling. Then they switch with a partner and their partner writes a response.)

- After the switch, they will talk to their partner for a few minutes about the short conversation they had on paper. Talk about how they agreed, disagreed, etc. (During this I will pair stronger students with weaker students.) After their 5 minute discussion, someone from each pair will tell the class something they discussed that was interesting.

- After the share out, the students will take part in a fishbowl discussion. During a fishbowl discussion there are 2 circles: inner and outer. The students on the outside of the circle are listeners. They take notes on the conversation. The students on the inside have a discussion about the questions they wrote in response to at the beginning of the class.

- For this fishbowl discussion, students will be broken up into groups created by the teacher. (Students on all different levels will be in a group together.)

- During the discussion (LWP) LWP means listen-with-a-pen (students take notes on discussions)

**Modification**: The students in my class are usually responsible for following the discussion and taking notes on their own. For ELL students in the classrooms, I would take notes on the board or the Elmo (or have another student do this) so that they could follow the discussion as well and copy notes.
- Cool Down/Closure: Exit Slip (I think that the 1st part of the exit slip can still be done by ELL students because they simply have to check off what they did during the discussion-partner or group.) Although there are some sentence starters there for everyone, Part II may need a bit more.

(Part II of closure exit slip modified)

**Modification for Level 4's:**

Now I see...

Now I understand...

I still don't understand...

I am thinking that...

Gwendolyn Brooks...

**Modification for Level 3's:**

My final thoughts about the poem are...

I am beginning to understand that choices...

I am still confused about...

**Modification for Level 2's:**

The poem shows me to think about the choices I make because...
When I read the poem the 1st time, I thought... Now I think... because...

The poem is making me question the choices people in my school are making because...

**Modification for Level 1's**

Students will take out the images and words they matched up at the start of class. (with ideas from the poem.) They will look at this and rearrange them after having heard more ideas about the poem. They will explain the choices they made. (1 or two words.)

I left the pictures in the same place because our discussion made me see that cool is (leaving or skipping school, drinking, hanging out late, partying instead of doing school work) **CIRCLE ONE**

OR

I left the pictures in the same place because our discussion made me see that cool is not...(leaving or skipping school, drinking, hanging out late, partying instead of doing school work) **CIRCLE ONE**

OR

I moved one (or some) of the pictures because our discussion made me see that...
Lesson 3
3rd lesson

Content and Language Objectives

Lesson Two

Part I

Content Objective:

- Students will be able to recognize how the use of metaphor enhances literature.

Language Objectives:

- Students will be able to discuss how using a metaphor makes writing better after listening to their classmates' metaphors. (Speaking, Listening)
- Students will be able to write a metaphor for a struggle they faced in their lives. (Writing)
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| recognize | metaphor enhances writing | 1) A struggle I have faced in life is…. This was a struggle for me because…  
2) A time I overcame an obstacle in life was…. This was difficult for me because…  
3) When I was …. I had a hard time with….  
4) When I faced an obstacle in life ____ helped me get through it because he/she…..  
5) My life at the time was  
6) My life at the time was ____ because | Obstacle  
Struggle  
Difficulty  
Creative  
Descriptive  
Original  
Metaphor  
Adversity | Adjectives  
Concrete Objects |
Performance Indicators

Lesson Two: SIFTTing through “Mother to Son” by Langston Hughes (Part 1)
[SIFTT= Symbolism, Imagery, Figures of Speech, Theme, and Tone.]

Content Objective:

- Students will be able to recognize how the use of metaphor enhances literature.

Language Objectives:

- Students will be able to discuss how using a metaphor makes writing better after listening to their classmates' metaphors. (Speaking, Listening)
- Students will be able to write a metaphor for a struggle they faced in their lives. (Writing)

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at this level will write a one-page or more response if they can and share their written work with the class.</td>
<td>Students at this level will write ¼ of a page using sentence starters and share some of what they wrote with the class.</td>
<td>Students at this level will write ½ of a page using sentence starters and share a few sentences with the class.</td>
<td>Students at this level will write ¾ of a page using a sentence starter and share at least one sentence with the class.</td>
<td>Students at this level will write a few words to a sentence based on ability, or they will draw a picture representing a struggle they’ve faced in life and share this with the class.</td>
</tr>
</tbody>
</table>
Lesson Modified:

(This lesson is a pre-reading activity for: “Mother to Son” by Langston Hughes)

- Review content and language objectives
- WTT- Describe a time you have faced a struggle or obstacle in life. Did you receive any advice? Did it help? Why? Why not? How did you overcome this obstacle? (1 page or more)
- Vocabulary: Ask students to explain what the words struggle and obstacle mean.

Modification for Level 5's:
Students at this level should be able to write one page.

Modification for Level 4's:
Students at this level will write ¾ page using sentence starters.

A struggle I have faced was...
During this time...
I received advice from...
I overcame this struggle...

Modification for Level 3's:
Students at this level will write ½ page using sentence starters.

I went through a difficult time in my life when I was... (include age)
The difficult time was... (include what the obstacle was. Ex: when my dad died)
I got through this difficult time because...
Modification for Level 2's:
Students at this level will write ¼ page using partially completed sentence starters.

When I was _______ years old I struggled with _________.
This was a struggle for me because _________.
At the time, I felt _________. (bad, horrible, sad, depressed)
The struggle ended when _________.

Modification for Level 1's:
Students at this level will write a few words to a sentence based on ability, or they will draw a picture representing a struggle they’ve faced in life.

- Students Share (LWP) [LWP means listen with a pen]
  Modification: I will have an advanced student recording the notes on the board or Elmo.
- My life at the time was _______ (fill in with one word. Adjective to describe what it was like)
  Modification: Give a handout with adjectives to describe good and bad times. This can be given to the entire class in case anyone needs it, but students will be encouraged to choose their own word that is not on the list if they can think of one to better describe their experience.
- All students share in a whip-a-round
  Modification: Before we share, I will walk around and make sure everyone knows how to pronounce the word they chose. Instead of doing the sharing in a circle, we can do it on a volunteer basis. Everyone will share, but on their own time. This way, the ELL students can hear the sentence being said a few times before and have a chance to practice.
  - Students will then add another layer onto their writing about the struggle they faced. My life at the time was _______ (fill in blank with a concrete object) ________ because _________. (explain why their life was like this object.)
  Modification: The teacher will model an example on the board and pass around the object she is comparing her life to. (Hopefully there are mini replicas of roller coasters around.)[Or show picture or short video to show this.]
  My life is a roller coaster ride (Before sharing the because part of her statement, the teacher will ask the kids “what is it like to be on a rollercoaster?” Volunteers will share their responses and the teacher will add the second part of the statement. “My life is like that because there are ups and downs of teaching. Sometimes it’s exciting, scary, annoying, the feelings change like being on a rollercoaster ride. After discussing the example, students will create their own. Again, there will be a handout of objects given for
everyone, but students will be encouraged to choose their own object that is not on the list if they can think of one to better describe their experience.

- Students share in a whip-a-round

**Modification:** While students are writing, the teacher will assist the lower level ELL students who may need help. The assignment already contains a sentence starter; therefore I do not see it being hard to do. But, if they need help deciding what object to choose, we will talk about their experience and choose it together. This time the sharing will not be required for everyone. If they only want to share the first part of the sentence they can. Again, an advanced student will record notes on the board or Elmo.

- WTT- (Process writing) / closure: Reflect on the two statements you came up with. Which one do you think is better? Shows more of what your life was like? Why? What did you notice about other students’ statements? Which ones stood out? Why?

**Modification for Level 5’s:**
Students at this level will respond to the closure questions the way they are written. They will be given sentence starters only if needed.

**Modification for Level 4’s:**
Students at this level will using sentence starters if needed.
I liked the first statement better because...
I liked the second statement better because...
The statement that best showed what my life was like is...because...
I noticed...
The statements that stood out to me were... because...
(The notes will be on the board for them to be able to write about other students’ statements.)

**Modification for Level 3’s:**
Students at this level will respond to the closure questions using sentence starters with choices for their explanations.

I liked the first statement better because... ___________ (use one of the following choices if necessary)
It sounds better
It is more descriptive
It is more original
It is more creative.

I liked the second statement better because... (use one of the following choices if necessary)
It sounds better
It is more descriptive
It is more original
It is more creative

I think it sounds better because... (explain your choice)

The statements that stood out to me were... because...
(The notes will be on the board for them to be able to write about other students statements.)

Modification for Level 2's:
The teacher will read some of the statements that were recorded on the board aloud to students at this level. They will circle those that apply.

I like the 1st set of statements because...

They sound better
I can picture/imagine them

OR

I like the 2nd set of statements because....

They sound better
I can picture/imagine them
Modification for Level 1's:
Students at this level will draw a picture of one of the statements they liked best. For example, if a student shares “My life at the time was a Christmas tree with no presents.” A student at this level can draw an empty tree to show that they liked this statement.

- Volunteers share closure responses
- Revisit objectives

Note: I am not directly teaching metaphor in this lesson because they do not need to know exactly what it is to identify which statements are better, and often other students who know what metaphor is will mention in their closure responses. It will lead in to actually teaching it in the next lesson.
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I. D. Model (Instructions, Processes)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I. E. Create Opps. To Negotiate Meaning/Check Understanding</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>II.B. Modify Written Text</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
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<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>III.B. Use of Listening Guides</td>
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<tr>
<td>III.C. Use of Word Walls</td>
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<tr>
<td>III.D. Frame Main Ideas</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>III.E. Check for Understanding</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
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<tr>
<td>VI.A. Challenge students to produce extended talk</td>
<td>✓</td>
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<td></td>
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<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>VI.C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
Narrative Explanation:

This lesson is filled with modifications. If you take a look at my 1st lesson, you will see that it was much shorter than the modified version. In the original version, I assumed many things. I assumed that all students would know some of the key vocabulary. I assumed that students would understand different ways to read a poem. I realized that I needed to model this rather than giving a brief verbal explanation, and I also wanted them to think creatively. This is why my model was a performance of the lines in the poem.

In the original plan, I was going to read the poem aloud or have another student do it before they went into their groups, however as I read the books for class, I came across a section that talked abut how ELL students benefit from hearing taped text. There are recordings of poets reading their work easily accessible online; therefore I decided to include the poet actually reading the poem. I think it will be helpful for the students to hear the author read the poem. They could hear parts she wanted to stress and think about how her reading influences their thinking about the poem.

Throughout the lesson I added sentence starters and other means for ELL’s to show me their thinking on paper. Pictures of key vocabulary were also an addition that will be especially helpful for beginning ELL students. As I was going through making the
modifications, I realized that this lesson did not have any closure at all so I added that along with some modifications for ELL students.

The final step I took was adding in the timing. Now that I have added all of the necessary modifications, this lesson will most likely take longer than a 45 minute class period. The biggest modification for me would be a simple one for others. I almost never review the objective at the beginning of a lesson. It is always on the board, however I do not always go over it and then have students judge whether or not the objectives were met at the end. I've learned that this is critical for ELL students, and it is a change that I need to make for all of my students.
Narrative Reflection:

Modifying the second lesson was easier than the 1st in some ways but harder in others. I already had an idea of some of the things I could do this time, and had gained confidence because of how much my peers said I helped them. I knew that the 1st thing to add was reviewing content and language objectives. I knew that I had to teach key vocabulary, but the question was how? I have been modifying this lesson for about three weeks now. Until today, there was a big question mark on how to teach alliteration and rhyme. Finally, I thought back on the Professor's sample Sheltered Content Vocabulary lesson and the example of the kindergarten teacher we watched last week. I knew images would help, and I wanted the kids to be able to move around somehow. Finally a light bulb went off in my head and I came up with my idea. I immediately thought of having the lower level ELL students be the volunteers to have the words on them. I wish I had more time in the lesson to somehow have it switch, like the teacher in the video did, so that they could get some practice as well. But, I'm already thinking that my vocabulary mini-lesson is kind of long, but we'll see. I noticed that anytime I add the necessary modifications, my lessons tend to get longer and longer. I don't really care as long as I am helping my students. The one concern I can think of is the administrators rush to always get through the curriculum, but I care about my students being successful first. I

In the IDS 471 class I took years ago, I remembered something called Instructional Conversations. I wanted to include something like that. I wanted the ELL students to have an opportunity to talk with a partner 1st before having to participate in a longer
discussion. This was the hardest part of modifying this lesson. The 1st part of the lesson didn't really have much discussion, so it was easier. Luckily, one of my lesson planning members reminded me of the fishbowl discussion. This way the ELL students are taking part even if they are just listening and taking notes. And, before going into that discussion, they were able to talk with a partner. Hopefully that will give some of them enough confidence to join in on the group discussion. I also wanted someone from the pair to share. If an ELL student had something good to say, the stronger student could share it with the class for them until they build more confidence.
Modifying the lessons takes a lot of time, but I feel as though I continue to get better at it with each lesson I modify. This time I didn’t really get much of my ideas from any of the readings we did, but more so just remembering the kinds of modifications I’ve made in the previous lessons and the feedback I have been receiving. Reviewing content and language objectives is the 1st change I make when modifying a lesson now because it is something I rarely do. This class has taught me how important it is for ELL students, but I’m beginning to see that it can be important for other students as well.

In my classes the students take notes on our class discussions and I call this listening with a pen. (Wherever you see LWP in the plans this is what I am referring to.) In this lesson the students are required to take notes, so I knew I would have to modify this because ELL students new to the language would not be able to follow a conversation and take notes. The change I made was to have a student who is good at taking notes record them on the board or the Elmo.

I also know that ELL students may lack vocabulary to participate in different activities in class. In lesson 3 there is a writing assignment in which all of the students are given a phrase that they have to fill in with a word. I added a word list as a modification for any student who is having a hard time thinking of a word. They can just look at their list and choose one of those words. This may benefit other students as well.

In the original lesson, I did model the example of the metaphor that students had to write, however a modification I made was adding realia. The example that I would give students is “My life at the time was a rollercoaster ride.” Then I would show them a toy version of a roller coaster ride to touch, and we would talk about what it’s like to be
on a roller coaster ride. This makes the learning real for them, and I think they would get
a better understanding of the example.

This is a good example for your ECS.
Original Lessons
Rochelle Cobb
Professor Lopez-Velasquez
FLA 418
6 February 2012

**Unit Title:** S.I.F.T.: Ting through Literature

**Grade Level:** 10

**Target Group:** Mainstream class with integrated ELI students

**Source of Written Reading Materials:**


**Source of Lessons:**

-Lessons created by Rochelle Cobb and Diana Dima, Wilbur Cross High School, 2011.

-One handout taken from Grade 10 Curriculum, New Haven Public Schools. “S.I.F.T.: Ting through Literature.”
Learning Goals:

I want my students to know...

1- How to identify literary devices in the literature they read.

2- Why authors use literary devices in their writing.

3- How to use close reading strategies in order to understand text.

4- How their decisions affect themselves and people around them.
Lesson Plans

WTT means Write-to-think

Lesson 1: Alliteration and Rhyme in “We Real Cool” by Gwendolyn Brooks

Objective: Students will use active reading strategies in order to understand a text.

Day One (Lesson 1)

- WTT 1st thoughts on the word cool (5 mins.)
- Volunteers share
- Read “We Real Cool” aloud
- In groups, students will figure out a different way to read the poem (backwards, repeating certain lines, etc.)
- Students read and explain why they chose to read the poem that way

Day Two (Lesson 1)

Objective: Students will analyze a text in order to uncover the writer’s truths.

- Popcorn reading with poem we read on Friday- “We Real Cool” by Gwendolyn Brooks
- WTT- (1 pg. or more) Which lines stand out to you? Why? What patterns do you notice? Why are they important? (Why do you think the author chose to use them? How do they add to the overall meaning of the poem?) What did you discover about the poem after the multiple readings? How does the word cool in the poem relate to or differ from the first thoughts you wrote before we read the poem?
- Discussion (LWP) LWP means listen-with-a-pen (students take notes on discussions)
- Closure: Exit Slip
We Real Cool

By Gwendolyn Brooks

The Pool Players.
Seven at the Golden Shovel.

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

Sing sin. We
Thin gin. We

Jazz June. We
Die soon.
Exit Slip: Reflection on today's discussion—"We Real Cool" by Gwendolyn Brooks

1. Check all the following that apply to how you contributed to today's conversation:

   ___ I asked questions that furthered the conversation
   ___ I added comments to someone else's ideas
   ___ I raised my hand and waited patiently for people to finish speaking before adding in my own opinions
   ___ I refrained from having side conversations
   ___ I acknowledged what the person before me has said before adding in my own ideas
   ___ I called on other people mentioning their names
   ___ I listened with the pen (I will check for proof of this!)
   ___ I attempted to find out what the "quieter members" of our community thinks

2. Briefly reflect on today's discussion. What are you thinking/wondering now about "We Real Cool" and how it relates to our marking period essential question about choices and decisions?

If you're stuck, you may use one or more of the following sentence starters...

- ___________ made me think about ________________.
- ___________ idea was interesting to me because.....
Lesson 2: SIFTTing through “Mother to Son” by Langston Hughes

Day One (Lesson 2)

Objective- Students will recognize how the use of metaphor enhances literature.

(Pre-reading activity for: “Mother to Son” by Langston Hughes)

- WTT- Describe a time you have faced a struggle or obstacle in life. Did you receive any advice? Did it help? Why? Why not? How did you overcome this obstacle?
- Volunteers Share (LWP)
- My life at the time was _____ (fill in with one word. Adjective to describe what it was like)
- All students share in a whip-a-round
- My life at the time was ________________ because ________________
- All students share in a whip-a-round
- WTT- (Process writing) / closure: Reflect on the two statements you came up with. Which one do you think is better? Shows more of what your life was like? Why? What did you notice about other students’ statements? Which ones stood out? Why?
- Students share in a whip-a-round

Day Two (Lesson 2)

Objective- Students will identify literary elements in a text and explain how they help display the bigger ideas.

- Debrief: Metaphor activity
- Read “Mother to Son” (choral reading)
- In groups student complete SIFTT chart for poem (or individually if students can’t work together)
Mother to Son

By Langston Hughes

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.
English 2-Mother to Son by Langston Hughes

Name____________________

**Question:** Who is the speaker in the poem and how does she feel about the situation (remember to show where your thinking is coming from)

<table>
<thead>
<tr>
<th>Symbols</th>
<th>What they might represent in the poem and real life?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Imagery</th>
<th><em>(The five senses images)</em> How do they help you understand the poem better?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Figures of Style (similes, metaphors)</th>
<th>List the lines where you see them.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tone (the speaker’s attitude)</th>
<th>What is the speaker’s attitude and what words/phrases show it?</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Theme</th>
<th>What is the theme/central idea of the poem? How do you know?</th>
</tr>
</thead>
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</table>
Lesson 3: Growing a rose from concrete through metaphor and personification.

Objective- Students will recognize how the use of metaphor and personification in a poem help to reveal the theme.

- WTT/1st thoughts- What is concrete? (Describe it. What is it made out of? What is its purpose? Can concrete be changed?) If so, how? What is a rose? (Describe it. What is like? What is it for? What does it smell like? Look like?) (Students can draw pictures to describe what the two are like instead of writing.) (10 mins.)

- Volunteers share. Teacher record on board in web format. (One web for rose and another for concrete.) (5 mins)

- Quick response: do you think the two are related? If so, how?

- Refresh definition of metaphor from previous lesson. Teacher provide examples. Volunteers to create examples.

- Refresh definition of personification. Write definition on board. Teacher provide examples of personification. Volunteers to create examples. (10 mins.)

- Read poem aloud once.

- Distribute handout. Students annotate/complete WTT. (20 mins.)

- Share annotations on Elmo/discuss (10 mins.)

- Exit Slip (5-7 mins.)

- Volunteers share from exit slips (3-4 mins.)
The Rose that grew from Concrete

Did I hear about the rose that grew from a crack in the concrete.
Proving nature’s laws wrong it learned to walk without having feet.
Funny it seems but by keeping its dreams it learned to breathe fresh air.
Long live the rose that grew from concrete when no one else even cared!

WTT: Spend 15-20 minutes re-reading, annotating, and breaking down this short poem line by line. Think about the web we created at the beginning of class. We discovered that a rose and concrete are 2 unlike objects. So, what is he using them for? Most roses/flowers grow from grass. What is important about a rose that grows from concrete? What human characteristic(s) does he give the rose? Why? What does “Proving nature’s laws wrong” mean? Why is it funny that the rose kept its dream? Why does it matter that the rose lived when no one else cared? Finally, explain how this poem can be seen as a metaphor for rapper Tupac Shakur’s life.
Exit Slip: How is “The Rose that Grew from Concrete” applicable to the real world? Why? (Choose 1-2 lines and explain your theory) Who do you think would benefit from reading it? Why?
Lesson 4: The Powerlessness in "Race" politics

Objective: Students will analyze a text in order to uncover the writer's truths about life.

Day One (Lesson 4)

- WTT: Describe a time when you've felt powerless.
- Volunteers Share (LWP)
- Distribute poem
- Read aloud few times (in various ways)
- Instruct students to read again individually. Underline or circle any unknown words.
- Teacher: Explain meaning of any unknown words or have students look them up.
- Write quick WTT/initial reaction=Thoughts and questions about poem. What you think is happening. (7-8 mins.)

Day Two (Lesson 4)

- Group activity: students share written responses, choose lines related to reasons why characters do what they do. Complete worksheet. One student= recorder
- Whole class discussion: Discuss what came up and the following questions: what does it mean to be a man? How does the two boys thinking that they are men affect what happens to them in poem? And, what effect does being powerless have on the two boys? Discuss importance of structure? Title partially in italics? (LWP)

Closure- Exit Slip

Homework- Turn the journal response you wrote about being powerless into a poem. Teacher will read her own example before the end of class.
Exit Slip: “Race” Politics by Luis J. Rodriguez

**Directions:** Before you leave class today, please complete the following assignment. Don’t forget to fill in your name, the date, and each member of the group who participated today.

Your Name: __________________________ Date: __________________________

Group Members: ____________________

One theme (*author’s message about life, people, or human nature*) I noticed in the poem is...

The poem is making me start to question...

One contribution I made in my group today was...

One thing I am still thinking about is...
Innocent Bystander

By Rochelle Cobb

The sun was at its peak on the sixth day of the seventh month,

she and I on our way to the D-stop on Grand and Poplar.

Our feet were hitting the warm pavement: left, right, left, right,

until we were stopped by those two boys we knew;

one a stocky childhood friend with cornrows and a black hoodie,

the other, tall, with a nappy head, slightly yellow teeth, and very dark skin.

We talked about going to see the “Nutty Professor” sequel later that night

and the new red and black Jordans that were coming out the next week.

Then a beat up black-turned-gray Cutlass Ciera drove slowly down the adjacent street,

and Stretch got out; his slow but hard walk

and the look he had on his face like somebody had just
called his mother a bitch, told it all.

We ran like we used to run in track on Saturday and Sunday afternoons with mom
cheering us on; even jumped a fence like hurdlers.

But she fell.

I chuckled a bit as I hid on the side of the boarded up blue house on the corner

and watched the gold sparks fly and listened attentively to the popping like fireworks

on the Fourth but way louder.

I told her to get up and that’s when she told me.

My heart left my body and the sky was suddenly as dark as Route 69 at midnight.

I could see nothing, hearing sirens, only.
Symbolism—the use of an object or a person to stand for or represent something else. Often the symbol/object represents an abstraction or an idea. Symbols give an object another level of meaning. Example: a picture of a dove carrying a leaf in its mouth is a symbol for peace.

Imagery—the use of descriptive language that stimulates the reader’s mind or imagination to see, hear, smell, taste, or touch what is being written about. Example: the rustling of her satin skirt echoed softly as she tiptoed down the empty hallway. (sound, sight)

Figures of Speech—There are many figures of speech. A few common ones often found in literature are metaphor, simile, personification, and irony.

A simile is a comparison of two unlike things using the word like or as. Example: “I feel like cotton candy: sugar and air. Squeeze me and I’d turn into a small sickly damp wad of weeping pinky-red.” The Handmaid’s Tale by Margaret Atwood (117)

A metaphor is an implied comparison of two unlike things that at first might not make sense but upon closer examination, and with a little creative thinking, the reader can draw new meaning from the comparison. Example: “All the world’s a stage…” Shakespeare’s As You Like It 2/7.

Personification is the giving of human-like qualities to a non-human subject.
Example: The chair was lonely in the middle of the room, surrounded by desks.

Anthropomorphism is a kind of personification that gives human attributes to something not human, such as parts of nature, abstract ideas, or deities.
Example: The animals in The Lion King can talk and sing; they have a form of government, etc.

Tone—the author’s feelings or opinions towards the subject as depicted through the language used to describe it. Sometimes, the tone is apparent and the reader can easily tell what the author thinks and feels about his/her subject. At other times, the author’s feelings might be more subtle. Tone can be identified by looking at diction, the vocabulary the writer uses to express herself/himself. Examples: The tone of a literary work might be sympathetic, sarcastic, happy, melancholy.

Theme—the larger message that the author wants to convey. Message about life, people, or human nature.

S.I.F.T.T—Examining the five S.I.F.T.T elements helps the reader understand the richness and complexities of literature—whether it is a poem, a play, a work of fiction or nonfiction. When S.I.F.T.T.Ting through a text, you become a literary detective trying to discover and unravel the beauty and meaning, and sometimes even the mystery, of a text.
*Taken from Grade 10 Curriculum, New Haven Public Schools
Rochelle Cobb
FLA 518
Professor Lopez-Velasquez
26 March 2012

Mid-term modifications for 1st lesson

Content and Language Objectives

Lesson 1

Part I

Content Objective:
- Students will be able to use active reading strategies in order to understand a text.

Language Objective:
- Students will be able to read the poem to one another. (Reading, Listening)
- Students will be able to orally explain why they chose to read the poem in a certain way. (Speaking)
Name: Rochelle Cobb  Unit/Lesson: Lesson #1: (Part I)

<table>
<thead>
<tr>
<th>Function</th>
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<th>Expressions</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Use</td>
<td>Reading strategies</td>
<td>1-We chose to read the poem this way because…</td>
<td>Forwards Backwards</td>
<td>Past/present tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-Reading it this way helps us understand…</td>
<td>Stanza Eliminate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-We repeated/eliminated/skipped/removed because _________</td>
<td>Skip Remove</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4-We eliminated _____ because _________.</td>
<td>Repeat cool</td>
<td></td>
</tr>
</tbody>
</table>


Performance Indicators

Content Objective:

- Students will be able to use active reading strategies in order to understand a text.

Language Objective:

- Students will be able to read the poem to one another. (Reading, Listening)
- Students will be able to orally explain why they chose to read the poem in a certain way. (Speaking)

<table>
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</table>
| Students at this level will read the entire poem (8 lines) with their group and participate in the reading of the poem to the entire class. They will, fluently and in an articulate way, talk about the choices that were made if chosen from the group to do so. | Students at this level will read parts of the poem with their group (at least 5 lines) and participate in the reading of the poem to the entire class. They will use a sentence starter to explain the choices that were made if chosen from the group. | Students at this level will read parts of the poem with their group (at least 3 lines) and participate in the reading of the poem to the entire class. With a partner, they will rehearse the explanation of the choices that were made using a partially completed language model. | Students at this level will read at least (1 line) from the poem with their group and participate in any way they can with the reading of the poem to the entire class. From a number of choices, these students will select one that explains why they chose to read the way they chose to do so. | Students at this level will be given key words from the poem to read before class. During their group discussion, they will read those words with their group and participate in the reading to the class if they want to. They are not expected to take part in the verbal explanation of the choices the group
Lesson One (Part I) Modified

- Review content and language objectives (2 mins.)

- Warm-Up: (Activating Prior Knowledge) 1st thoughts on the word cool. The word cool is placed on the board and students have 5 mins. to write down everything that comes to their minds when they see the word. What does it mean to be cool? To you? Students in your school? What are some things or people you consider cool? (5 mins.)

Modification for Level 4's: (They will use one or more of the following sentence starters if necessary).

When I think of the word cool...

To be cool means...

Some people I consider cool are ..... because.....

Students in this school think that being cool is....

I think I'm cool because....

Modification for Level 3's:

Students at this level will be given a web with the word cool in it and will write everything that comes to mind in a web format.

Modification for Level 2's:

Students at this level will be given a web with the word cool in it with some pre-recorded ideas, and will then fill in a few ideas of their own.
Modification for Level 1's:

Students at this level will be given a handout with the definition of cool at the top and pictures of different scenarios. (There will also be some explanation from the teacher on this word one on one with the student.) He/she will have to circle the pictures of things that they think are "cool" and put an X through things that are not.

OR

Students can be given a worksheet with two columns. The left side will read "cool" and the right "not cool." They can be given pictures of scenarios from the poem: kids leaving school, hanging out late, etc. and will have to tape the picture on the side they feel it belongs on.

- Volunteers will share some or all of what they wrote about the word "cool"
  (5 mins.)
- Listen to Gwendolyn Brooks read "We Real Cool" a few times (modification: Taped text) (3 mins.)
- Teacher will ask the class: What are some of the different ways you read? (Provide example if they don't understand what the question is asking) Ex: "sometimes I read the end first (backwards)" Students will volunteer responses/explain them-If a student says "I skip over parts," the teacher will ask them to explain what that might look like as they are reading. (Teacher record student responses on the Elmo) (5 minutes)
- Review key vocabulary with pictures of images related to each word on Elmo: Forwards, Backwards, Stanza, Eliminate/Skip/Remove, Repeat (5 mins.)
- Teacher will model an alternative way to read the poem. Volunteers will be needed to act out things written on note cards as Gwendolyn Brooks reads that line. Ex: A student may be given a note card that says: pretend you and your friends are skipping school. Act out after line: we real cool/ we left school (5 mins.)

- Class will be split up into groups created by the teacher so that ELL students are spread evenly throughout the class.

- In groups, the students will figure out another way to read the poem to the rest of the class. Students will be encouraged to choose to read it in ways that we have not discussed. (it is their choice) (15 mins.)

- Students will read the poem in their chosen way and one or more students from the group will provide the rest of the class with an explanation. ELL students will be given support to help with explanation if they are chosen by the group or want to volunteer. (They can also practice with a partner before sharing with the entire class to build confidence.) (10 mins.)

**To help Level 4’s with explanation** (if necessary)

1- We chose to read the poem this way because…
2-Reading it this way helps us understand…
3-We repeated/eliminated/skipped/removed ____________ because ____________
4-We eliminated _____ stanza because ____________.

**To help Level 3’s with explanation**

Our group chose to perform the poem because…

Our group repeated parts in the poem because…

Our group removed a word because…

Our group skipped a stanza because…
To help Level 2's with explanation (Students will choose one from list)

Our group repeated a word because it is important.

Our group removed a word because the poem still makes sense without it.

Our group chose to act out parts of the poem to show what we thought was happening.

Our group skipped a stanza because we thought it was least important.

- Cool down/closure: Exit Slip-What have you learned from the multiple readings of the poem today? Which group’s interpretation did you like best? Why? What did their reading of the poem show you? (5-7 mins.)

Modification for Level 4's: (They will use one or more of the following sentence starters if necessary)

I think...

I learned...

I liked...
Modification for Level 3's:

I learned that Gwendolyn Brooks wants us to see that it isn't cool to...

I learned that Gwendolyn Brooks wants us to see that it is cool to...

I liked group _____ because _______________.

After hearing the poem so many times, I realized that....

Modification for Level 2's: (They will circle one or more of the following)

I learned that Gwendolyn Brooks wants us to see that it isn't cool to skip school.

I learned that Gwendolyn Brooks wants us to see that it isn't cool to stay out late.

I learned that Gwendolyn Brooks wants us to see that it isn't cool to listen to bad songs.

I learned that Gwendolyn Brooks wants us to see that it is cool to be different.

I learned that Gwendolyn Brooks wants us to see that it is cool to stay in school.

Modification for Level 1's:

Level 1 students will take out their assignment from the warm up and revisit it. After hearing the poem read multiple times, they will re-arrange the pictures based on what they heard in the poem.
Rochelle: This is a great lesson! I'm so proud of you! Please see my comments. I want you to clarify some procedures and support your work.

Content and Language Objectives:

1. Students will be able to analyze a text in order to uncover the writer's truths.

Objectives:

1. Students will be able to orally express where the author speaks truths. (Speaking, Reading)
2. Students will be able to explain in writing how they figured out where the author reflects truth. (Writing, Reading)
## Functional Notional Chart

**Name:** Rochelle Cobb  **Unit/Lesson:** Lesson #1: (Part II)

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Analyze  | Poem for theme | 1) The author is telling me....  
2) What the author thinks about life is.... I know this because...  
3) I see this in the text...  
4) I think the author’s message is... because...  
5) I noticed...  
6) I wonder...  
7) The author repeats/uses rhythm/alliteration because.... | Theme  
Message  
Peer pressure  
Death  
Cool  
Alliteration  
Rhyme  
Repetition | Clauses  
Present tense |
Performance Indicators

Lesson One: Alliteration and Rhyme in "We Real Cool" (Part II)

Content Objective:
- Students will be able to analyze a text in order to uncover the writer's truths.

Language Objectives:
- Students will be able to orally express where the author speaks truths. (Speaking, Reading)
- Students will be able to explain in writing how they figured out where the author reflects truth. (Writing, Reading)

<table>
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<tr>
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<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at this level will write a ¾ page response.</td>
<td>Students at this level will write a ⅝ page response.</td>
<td>Students at this level will write a ¼ page response using sentence starters.</td>
<td>Students at this level will write a 1-2 sentence response using partially completed sentence starters.</td>
<td>Students at this level will be given words and images that reflect ideas from the poem. They will match words with the images that represent those ideas.</td>
</tr>
</tbody>
</table>
Lesson One (Part II) Modified

- Review content and language objectives (2 mins.)
- Warm-Up: Popcorn reading (students read lines that stand out) with poem we the previous class period- "We Real Cool" by Gwendolyn Brooks

Modification: I will have lines or words from the poem written on strips of paper. These will be given to the students. For lower level ELL students, I will be sure to give them one of the sentence strips that maybe have one or two words.

- Vocabulary: teach alliteration and rhyme.
  Create a PowerPoint with images related to the examples of alliteration. For example: Sing Sin (The beginning letters will be underlined to show them that the repetition of the sounds is alliteration.) And there would be a picture of a kid singing a bad song in church or something. (The same thing would go for Jazz June/ Lur: Late/ Strike Straight.) After looking at all of the examples, volunteers would explain what alliteration is in their own words.

- To teach rhyme, I will have all the words that rhyme on paper. ELL students who are very low, will be chosen to wear the words on them. (like a sign.) They will have to form a line in the front of the room. All of the other students will stand up and find a way to match the words. (They will pick 2 people (words) that they think belong together and will have to explain why.) Even if students don't put rhyming words together, the teacher will allow them to explain how they categorized them and then reorganize the students so that the words rhyme. I will point to each student and have the other students read the words off of them. After hearing the rhyming words back to back, they will discuss what they noticed. I will ask students to provide the word for the sound. (If they do not know it, I will explain that it is rhythm/rhyme one of the devices Gwendolyn Brooks uses in the poem.)

- Students will briefly practice to see if they really understood the definitions. In pairs, they will be given words/phrases that are not from the poem and match them under the correct category on the board. (They will discuss it with their partner 1st to come to an agreement.) One side will say "rhyme." The other side will say "alliteration."
• We will read the words/phrases that were placed under each category and discuss whether or not some of them should be moved.

• WTT- (1 pg. or more) Which lines stand out to you? Why? What patterns do you notice? Why are they important? (Why do you think the author chose to use them? How do they add to the overall meaning of the poem?) What did you discover about the poem after the multiple readings? How does the word cool in the poem relate to or differ from the first thoughts you wrote before we read the poem?

Modification for Level 5's:
While the other students are expected to write a page, students at this level will write a ¾ of a page or more if they can.

Modification for Level 4's:
Students at this level will write a ½ page response.

Modification for Level 3’s:
Students at this level will write a ¼ page response using sentence starters.

Sentence starters to use:

1) The author is telling me....
2) What the author thinks about life is.... I know this because...
3) I see this in the text...
4) I think the author’s message is... because...
5) I noticed...
6) I wonder...
7) The author repeats/uses rhythm/alliteration because....
Modification for Level 2's:

Students at this level will write a 1-2 sentence response using partially completed sentence starters.

1) The author is telling me that
2) What the author thinks about life is school is important. I know this because...
3) I think the author's message is it is not cool to follow the crowd. I know this because...
4) I noticed that the kids die at the end of the poem. I think the author does this because...
5) I wonder why people think it is cool to skip school. I think...
6) The author makes certain words rhyme because...
7) The author uses alliteration because...
8) The author repeats the word we because...

Modification for Level 1's:

Students at this level will be given words and images that reflect ideas from the poem. They will match words with the images that represent those ideas.

great! make sure you provide cards w/words and images

- **Modification**: In the original lesson plan, the discussion was supposed to be whole group. I decided to change that because I want the ELL students to participate.

- Before a group discussion, students will take part in a conversation on paper. Students will complete a dialogical journal. They will switch responses with a partner, read their partner's response, and then write back to him/her.

- After the switch, they will talk to their partner for a few minutes about the short conversation they had on paper. Talk about how they agreed, disagreed, etc. (During this I will pair stronger students with weaker students.) After their 5 minute discussion, someone from each pair will tell the class something they discussed that was interesting.
• After the share out, the students will take part in a fishbowl discussion. During a fishbowl discussion there are 2 circles: inner and outer. The students on the outside of the circle are listeners. They take notes on the conversation. The students on the inside have a discussion about the questions they wrote in response to at the beginning of the class.

• For this fishbowl discussion, students will be broken up into groups created by the teacher. (Students on all different levels will be in a group together.)

• During the discussion (LWP) LWP means listen-with-a-pen (students take notes on discussions)

Modification: The students in my class are usually responsible for following the discussion and taking notes on their own. For ELL students in the classrooms, I would take notes on the board or the Elmo (or have another student do this) so that they could follow the discussion as well and copy notes.

• Cool Down/ Closure: Exit Slip (I think that the 1st part of the exit slip can still be done by ELL students because they simply have to check off what they did during the discussion-partner or group.) Although there are some sentence starters there for everyone, Part II may need a bit more.

(Part II of closure exit slip modified)

Modification for Level 4's:
Now I see...
Now I understand...
I still don't understand...
I am thinking that...
Gwendolyn Brooks...
Modification for Level 3's:
My final thoughts about the poem are...
I am beginning to understand that choices...
I am still confused about...

Modification for Level 2's:
The poem shows me to think about the choices I make because...
When I read the poem the 1st time, I thought... Now I think... because...
The poem is making me question the choices people in my school are making because...

Modification for Level 1's:
Students will take out the images and words they matched up at the start of class. (with ideas from the poem.) They will look at this and rearrange them after having heard more ideas about the poem. They will explain the choices they made. (1 or two words.)
I left the pictures in the same place because our discussion made me see that cool is or is not.... (leaving or skipping school, drinking)
-Circle one
I moved one (or some) of the pictures because our discussion made me see that...

[Need help with this idea??? Should I leave out the explanation?]
Exit Slip: Reflection on today's discussion—"We Real Cool"

1. Check all the following that apply to how you contributed to today's conversation:
   __ I asked questions that furthered the conversation
   __ I added comments to someone else's ideas
   __ I raised my hand and waited patiently for people to finish speaking before adding in my own opinions
   __ I refrained from having side conversations
   __ I acknowledged what the person before me has said before adding in my own ideas
   __ I called on other people mentioning their names
   __ I listened with a pen or pencil (I will check for proof of this!)
   __ I attempted to get the "quieter members" of our community to speak

2. Briefly reflect on today's discussion. What are you thinking/wondering now about "We Real Cool" and its relevance to the marking period essential question about choices?

If you're stuck, you may use the following sentence starters...

- I'm beginning to understand or question...
We Real Cool

By Gwendolyn Brooks

The Pool Players.
Seven at the Golden Shovel.

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

Sing sin. We
Thin gin. We

Jazz June. We
Die soon.
Lesson Two

Part I

Content Objective:

- Students will be able to recognize how the use of metaphor enhances literature.

Language Objectives:

- Students will be able to discuss how using a metaphor makes writing better after listening to their classmates' metaphors. (Speaking, Listening)
- Students will be able to write a metaphor for a struggle they faced in their lives. (Writing)
### Functional Notional Chart

**Name:** Rochelle Cobb  **Unit/Lesson:** Lesson #2: (Part I)

<table>
<thead>
<tr>
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<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| recognize | metaphor enhances writing | 1) A struggle I have faced in life is.... This was a struggle for me because...  
2) A time I overcame an obstacle in life was.... This was difficult for me because...  
3) When I was .... I had a hard time with....  
4) When I faced an obstacle in life it helped me get through it because he/she....  
5) My life at the time was ________  
6) My life at the time was ________ because ______ | Obstacle  
Struggle  
Difficulty  
Creative  
Descriptive  
Original  
Metaphor | Adjectives  
Concrete Objects |
Performance Indicators

Lesson Two: SIFTTing through "Mother to Son" by Langston Hughes (Part I)

Content Objective:

- Students will be able to recognize how the use of metaphor enhances literature.

Language Objectives:

- Students will be able to discuss how using a metaphor makes writing better after listening to their classmates' metaphors. (Speaking, Listening)
- Students will be able to write a metaphor for a struggle they faced in their lives. (Writing)

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</tr>
</thead>
<tbody>
<tr>
<td>Students at this level will write a one page or more response if they can and share their written work with the class.</td>
<td>Students at this level will write $\frac{3}{4}$ of a page and share some of what they wrote with the class.</td>
<td>Students at this level will write $\frac{1}{2}$ of a page using sentence starters and share a few sentences with the class.</td>
<td>Students at this level will $\frac{1}{4}$ of a page and share at least one sentence with the class.</td>
<td>Students at this level will write a few words to a sentence based on ability, or they will draw a picture representing a struggle they've faced in life and share this with the class.</td>
</tr>
</tbody>
</table>
Lesson Modified:

(This lesson is a pre-reading activity for: "Mother to Son" by Langston Hughes)

- Review content and language objectives
- WTT- Describe a time you have faced a struggle or obstacle in life. Did you receive any advice? Did it help? Why? Why not? How did you overcome this obstacle? (1 page or more)
- Vocabulary: Ask students to explain what the words struggle and obstacle mean.

Modification for Level 5's:
Students at this level should be able to write one page.

Modification for Level 4's:
Students at this level will write ¼ page.

Modification for Level 3's:
Students at this level will write ½ page using sentence starters.

Modification for Level 2's:
Students at this level will write ¼ page

Modification for Level 1's:
Students at this level will write a few words to a sentence based on ability, or they will draw a picture representing a struggle they've faced in life.

- Students Share (L.WP) [LWP means listen with a pen]
Modification: I will have an advanced student recording the notes on the board or Elmo.
- My life at the time was ____ (fill in with one word. Adjective to describe what it was like)
Modification: Give a handout with adjectives to describe good and bad times. This can be given to the entire class in case anyone needs it, but students will be encouraged to choose their own word that is not on the list if they can think of one to better describe their experience.

- All students share in a whip-a-round

Modification: Before we share, I will walk around and make sure everyone knows how to pronounce the word they chose. Instead of doing the sharing in a circle, we can do it on a volunteer basis. Everyone will share, but on their own time. This way, the ELL students can hear the sentence being said a few times before and have a chance to practice.

- Students will then add another layer onto their writing about the struggle they faced. My life at the time was (fill in blank with a concrete object) ________________ because ________________ (explain why their life was like this object.)

Modification: The teacher will first write her example on the board and pass around the object she is comparing her life to. (Hopefully there are mini replicas of roller coasters around.) You can show a picture, or a short video to illustrate the down. My life is a roller coaster ride (Before sharing because part of her statement, the teacher will ask the kids “what is it like to be on a rollercoaster?” Volunteers will share their responses and the teacher will add the second part of the statement. “My life is like that because there are ups and downs of teaching. Sometimes it’s exciting, scary, annoying, the feelings change like being on a rollercoaster ride. After discussing the example, students will create their own. Again, there will be a handout of objects given for everyone, but students will be encouraged to choose their own object that is not on the list if they can think of one to better describe their experience.

- Students share in a whip-a-round

Modification: While students are writing, the teacher will assist the lower level ELL students who may need help. The assignment already contains a sentence starter; therefore I do not see it being hard to do. But, if they need help deciding what object to choose, we will talk about their experience and choose it together. This time the sharing will not be required for everyone. If they only want to share the first part of the sentence they can. Again, an advanced student will record notes on the board or Elmo.

- WTT- (Process writing) / closure: Reflect on the two statements you came up with. Which one do you think is better? Shows more of what your life was like? Why? What did you notice about other students’ statements? Which ones stood out? Why?

Modification for Level 5’s:
Students at this level will respond to the closure questions the way they are written. They will be given sentence starters only if needed.
Modification for Level 4's:
Students at this level will use sentence starters if needed.
I liked the first statement better because...
I liked the second statement better because...
The statement that best showed what my life was like is...because...
I noticed...
The statements that stood out to me were... because...
(The notes will be on the board for them to be able to write about other students' statements.)

Modification for Level 3's:
Students at this level will respond to the closure questions using sentence starters with choices for their explanations.

I liked the first statement better because... _________ (use one of the following choices if necessary)
It sounds better
It is more descriptive
It is more original
It is more creative

I liked the second statement better because... _________ (use one of the following choices if necessary)
It sounds better
It is more descriptive
It is more original
It is more creative

I think it sounds better because... (explain your choice)

The statements that stood out to me were... because...
(The notes will be on the board for them to be able to write about other students' statements.)
**Modification for Level 2's:**
The teacher will read some of the statements that were recorded on the board aloud to students at this level. They will circle those that apply.

I like the 1\textsuperscript{st} set of statements because…

They sound better
I can picture/imagine them

OR

I like the 2\textsuperscript{nd} set of statements because…

They sound better
I can picture/imagine them

**Modification for Level 1's:**
Students at this level will draw a picture of one of the statements they liked best. For example, if a student shares “My life at the time was a Christmas tree with no presents.” A student at this level can draw an empty tree to show that they liked this statement.

- Volunteers share closure responses

Note: I am not directly teaching metaphor in this lesson because they do not need to know exactly what it is to identify which statements are better, and often other students who know what metaphor is will mention in their closure responses. It will lead in to actually teaching it in the next lesson.