

GROVE CITY COLLEGE DEPARTMENT OF EDUCATION

DAILY LESSON PLAN

(Miss. McFeely/6th Grade Language Arts/4-17-2023)

I. TOPIC

We will review Chapter 2 of *Roll of Thunder, Hear My Cry* (ROT) and begin reading Chapter 3 as a class.

II. OBJECTIVES/STANDARDS

- ✓ SWBAT review the events of Chapter 2 through answering questions about information on the bulletin board and responding to teacher questioning that scaffolds a retelling of the major events of Chapter 2 and Journal 2 questions. (CC.1.3.6.K, CC.1.5.6.A, CC.1.3.6.A, CC.1.3.6.B, CC.1.3.6.C, CC.1.3.6.E). Assessed by in class discussion.
- ✓ SWBAT use context clues to make sense of Vocabulary 2 words in the text and to explain figurative language (CC.1.3.6.K, CC.1.3.6.I, CC.1.3.6.F, CC.1.3.6.J). Assessed by Journal 3, in class discussions, and figurative language chart.
- ✓ SWBAT verbally analyze how main characters are characterized and how their personality influences how they respond to plot events by responding to teacher questioning about characters and citing evidence to back up their claims while reading Chapter 3 (CC.1.3.6.C, CC.1.3.6.B). Assessed by class discussions and Journal 3.
- ✓ SWBAT decide how the historical context of ROT influences the events of the text and the characters in the text, especially considering the Logan children's ignorance of Jeremy in Chapter 3 (CC.1.3.6.J, CC.1.3.6.C, CC.1.3.6.A). Assessed by in class discussions, figurative language chart, and Journal 3.
- ✓ SWBAT recognize and correct common grammatical errors through Everyday Edit: Baseball Season Then and Now (CC.1.4.5.F). Assessed by Everyday Edit: Baseball Season Then and Now.
- ✓ SWBAT evaluate which poem they like better and complete the Google Form response question on the Poetry Madness: Bracket 5 (slide 15) to interact with poetry for National Poetry Month (CC.1.3.6.K). Assessed by Poetry Madness Google Form.

III. TEACHING PROCEDURES

1. ***Introduction (Anticipatory Set), Everyday Edit, 23 minutes***
 - a. **Students pick up Everyday Edit: Baseball Season Then and Now on the way into the classroom and scrap paper for exit ticket.**
 - b. **Review** homework assignments and agenda for the week (3 minutes)
 - i. Monday, April 17th

1. Read ROT Chapter 3
2. Characterization Chart
3. Journal 2
4. Sentences for ROT Vocab 2
- ii. Tuesday, April 18th
 1. Read ROT Chapter 3
 2. Journal 3
 3. Figurative Language Chart
- iii. Wednesday, April 19th
 1. Journal 3
 2. Figurative Language Chart
 3. Character Interview
 4. TDA Prompt
- iv. Thursday, April 20th
 1. In-class TDA
 2. Character Interview
 3. Study for ROT Vocab 2 Quiz
- v. Friday, April 21st
 1. ROT Vocab 2 Quiz
 2. TDA Review
 3. Character Interview

c. Review objectives (1 minute)--Students will assess at end of class how they did.

- i. Recap the events of Chapter 2 and answers to Journal 2 questions.
- ii. Use context clues to make sense of ROT Vocab 2 words while reading and to explain figurative language.
- iii. Analyze how main characters are characterized and how their personality influences how they respond to plot events.
- iv. Decide how the historical context of ROT influences plot events and character actions in Chapter 3.
- v. Recognize and correct common grammatical errors.

d. Everyday Edit: Modern Olympic Games (5 minutes)

- i. **Review** the number of errors in each line.
- ii. **Read** the edit out loud, exaggerating the errors.
- iii. **Give** students 2 minutes to complete the edit, walking around and checking on their work.
- iv. **Call on** one student to correct the edit and explain the reasons why the errors were wrong.
 1. Assign Harry Potter house points to this student (10 points).
- v. **Turn in** Everyday Edits.

e. Poetry Madness: Bracket 5 Humor (slide 15)--Read Poem and Complete Google Form (5 minutes)

f. Recap Chapter 2 with Questioning and Bulletin Board, 10 minutes

- i. **Have students** get up and walk past the Independence Bulletin Board
 - 1. **Review Bulletin Board**
 - a. **Read** definitions
 - b. **Review** events—stop at Chapter 2
 - c. **Introduce** questions—think about as we continue to read
 - ii. **How does picking cotton show independence?**
 - 1. Logan family owns their own land instead of sharecropping. They are responsible for taking care of their land and sacrificing their personal time and effort to keep their independence. Higher quality of life because they own their own land and are not in debt.
 - iii. **Simile** of Cassie slipping like lightning down the pole to see Papa—fast because seeing Papa (pg. 33)
 - iv. **Who came home? Why did they come home?**
 - 1. Papa
 - a. To see family (pg. 35), got Mama’s letter (pg. 35), brought Mr. Morrison for protection and burnings (pg. 37-38)
 - 2. Mr. Morrison— favorite character; described as “human tree” and “formidable-looking”—Vocabulary word; big, muscular, taller than Papa (6’2) (pg. 34)
 - a. Lost his job because in fight with white men (pg. 37)
 - v. **Mr. Morrison welcomed into family (pg. 37), Mama glad he’s there**
 - vi. **At church revealed John Henry Berry died** from burning. **Why was he in trouble with white men?**
 - 1. Sally Ann, a white girl, accused John Henry of flirting with her—breaking Jim Crow Laws (pg. 39)
 - vii. **Why the Logans don’t shop at Wallace store**
 - 1. Example of independence—don’t want to support Wallaces who hurt others (pg. 41)
 - 2. Papa won’t let children go there or the children will get a spanking!
 - viii. **Chapters 1 and 2 are the narrative hook/exposition. Why?**
 - 1. Introduced to characters (Cassie, Little Man, Mr. Morrison, etc., setting (Mississippi 1930’s), problem (racism, struggle to survive in racist society).

2. *Development*

a. *Development 1: Review* definitions on Slides presentation (1 minute).

- i. **Ask** what personification means?
 - 1. Personification: the act of giving human qualities to inanimate objects.
- ii. **Ask** what they think colloquial language means?

1. Colloquial language: using words or phrases that are mainly used in conversation in a particular region or part of a country.
2. Kin=vocabulary word!

iii. Remind students that they can access slides to remind them of definition.

b. Development 2: Read Chapter 3 as a class (pg. 42-56), 19 minutes

- i. Pg. 42 **Personification dust**. Bad walking conditions on way to school.
- ii. Pg. 43 **Vocabulary**: endure
- iii. Pg. 43 **Quiz**: “cruel eyes that gave no thought to our misery”=students on the Jefferson Davis bus.
- iv. Pg. 44 **Vocabulary**: dejected
- v. Pg. 45 **Colloquial language** of Big Ma talking to Little Man
- vi. Pg. 46 **Simile** of children like frightened puppies. Racism of bus driver.
- vii. Pg. 49 **Ask** why the Logan children treat Jeremy poorly? How are they influenced by cultural context? **Simile** of how Jeremy is described indicates community separated.
- viii. Pg. 49 **Vocabulary**: beckon
- ix. Pg. 50 Stacey excludes T.J. from plan. **Ask: what does this tell us about T.J.’s character?**
- x. Pg. 51 **Vocabulary**: oblivious
- xi. Independence of Stacey to come up with plan to get back at bus with his siblings. It is also community because they collaborate together to bring down the bus.
- xii. Pg. 54 **Simile and personification of bus**. Broken axle and water-logged engine.

3. Guided and Independent Practice/Assessment

- a. See corresponding indications above and below
- b. Guided Practice activities/assessments are highlighted in blue.
- c. Independent Practice activities/assessments are underlined.

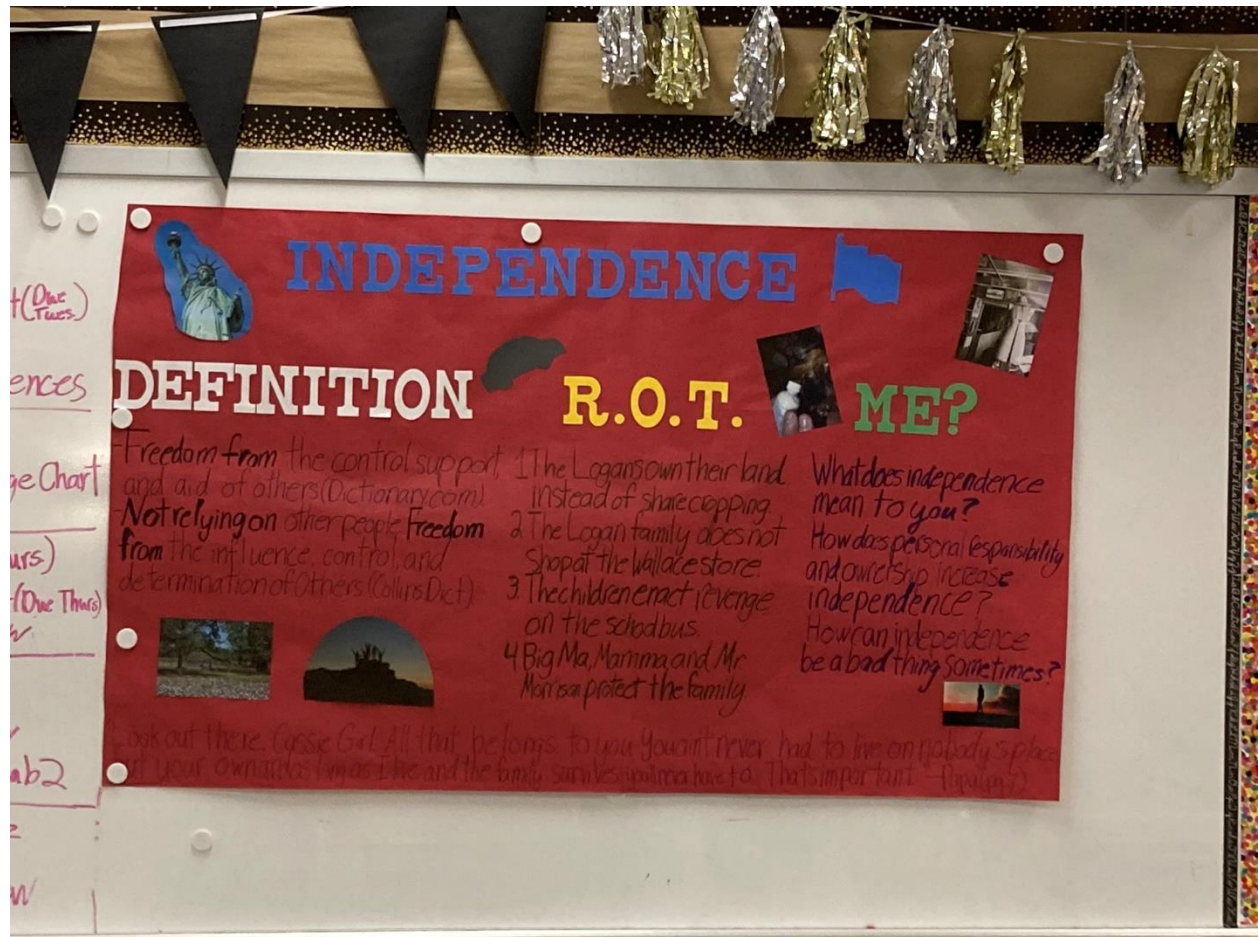
4. Closure, 2 minutes

- a. **Ask** students to write down on an exit ticket whether or not they think that we met each of the objectives during the class period.
- b. **Remind** students of homework.
 - i. Characterization Chart
 - ii. Journal 2
 - iii. Sentences for ROT Vocab 2

- c. Have students return their materials to the right place.

IV. MATERIALS

- a. Poetry Madness Slides ([redacted])
- b. Miss McFeely Roll of Thunder 1-3 Slides
- c. *Roll of Thunder, Hear My Cry* Copy of Novel
- d. Lesson Plan
- e. Computer
- f. Bulletin Board



- g. ROT Journal 2
- h. ROT Journal 2 Teacher Version
- i. Everyday Edit: Baseball Season Then and Now
- j. Scrap paper (20 pieces) for exit ticket.

V. ADAPTIONS/PLAN MODIFICATIONS

- a. Use of voice amplification microphone for [redacted]. Stand close to [redacted] if I do not have it.

- b. Prompt [REDACTED] to open book and be on task if needed. Ask [REDACTED] specific questions to engage her.
- c. Provide guided notes for students with IEPs or MLL for definitions of personification and colloquial language. These notes may include a translation of the words into their home language.
- d. Give student a ruler or allow them to use reading tools online such as Microsoft Edge PDF reader that help them focus in on the text and track with the text if they are having difficulty following us as we read as a class.
- e. Read book out loud to help students with MLL needs understand the text.
- f. Simplify the wording of questions and directions in Journal 3 and Figurative Language Chart for students with special needs and MLL.
- g. If students with IEPs have difficulties writing by hand have them complete the Journal 3, Figurative Language Chart, and objectives assessment through documents on a computer.
- h. If MLL need help recognizing words while reading, allow them to have a translate tool (wordreference.com) open on their computer to search words when we are reading. I can also scaffold by explaining more difficult words that appear in the text other than the vocabulary words.
- a. If there are students who are not physically mobile, provide them with a document of what the Bulletin Board says.
- i. Provide a simplified version of Bulletin Board text for students with IEPs and MLL.
- j. Provide handout of Bulletin Board text for students who have difficulties with seeing or reading from a distance.
- k. Read out loud and complete the journal entries together if students are having difficulties with understanding concepts and completing the entries and the charts.
- l. Give students a list of page numbers of where the vocabulary words are found in the novel to help students see and further analyze vocabulary in context if they struggling to understand the meaning of words.
- m. Shorten retelling of Chapter 2 if we are running low on time. Make sure to mention simile, Papa and Mr. Morrison, Berry Burning, and Wallace Store.

VI. EVALUATION

- 1) **Formative** – How will you assess the students throughout the lesson to check for understanding?
 - a. See highlighting above
 - b. Journal 3
 - c. Figurative Language Chart
- 2) Summative
 - a. Text Dependent Analysis Essay
 - b. Vocabulary Quiz
 - c. Character Interview Assignments

VII. REFLECTION

- a. Write an assessment of the students' performance and mastery in terms of each stated objective.
 - i. Did the students struggle particularly with one error in the Everyday Edit?
 - ii. Did students remember the events from Chapter 2?
 - iii. Did students make connections with the events and the characters to Big Ideas?
 - iv. Did students remember vocabulary words like narrative hook/exposition, personification, and colloquial language?
 - v. Could students recognize vocabulary words and figurative language in context?
 - vi. Did students know how to assess themselves to see if they met the objectives?
 - vii. Were students excited about reading and engaged in answering questions about characterization and historical context while reading?
- b. Write a general self-evaluation including explanation for success or lack of it. Discuss what changes might have produced better results and could be used in subsequent lessons.
 - i. Did I spend enough time on the closure?
 - ii. How much of Chapter 3 did I read? Do I need to cut out intro activities to read more?
 - iii. Was I excited and passionate while reading?
 - iv. Did I have a good pace of going over objectives and the homework?
 - v. Did I remember to remind students that they can refer back to the Slides presentation for any definitions that they need for the journal entries and that we went over that day?