

Lesson plan by: Carrie Strahammer

Lesson: Aaron's Gift; reading from a basal text **Length:** 40 min.

Grade: 6th grade Reading

Academic Standards:

5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

Performance Objectives:

Students will draw logical conclusions about written works eight out of ten times.
Students will identify the main problem in written works nine out of ten times.

Advanced Preparation by Teacher:

The teacher will pre-read "Aaron's Gift" by Myron Levoy, which is found in the text Literature and Language from McDougal and Littell, and will determine which words will be used in the vocabulary list and what questions will be presented to the students to write about in their journals.

Procedure:

Introduction/Motivation: The teacher will ask the class to close their eyes and think about what is the best gift they have ever received. The teacher will ask the students to examine why this was such a good gift, giving prompting questions like; was it something you always wanted, or something from a person you care about?

Step-by-step lesson:

- ~Ask students to get out their language journals and write the gift that they were remembering and why it was such a special gift. (Linguistic, visual, and intrapersonal intelligence)
- ~As a class; go through the bold vocabulary words and write them on the board; discussing their meanings. Have students copy them into their journals, with definitions from the book.
- ~Break class in reassigned reading groups and read page 74 of the story "Aaron's Gift" and stop on page 75 and ask this predict question, What will Aaron do with the pigeon? (Analysis)
- ~Have students' answer the prediction question on the top of page 75 in their journals.
- ~ Ask these additional questions:
 - What was Aaron doing when he found the pigeon? (Knowledge)
 - Who is Noreen Callahan? What did she want to do when she was grown up? (Knowledge)
 - What time period do you think this story is set in? (Synthesis)

~After children have finished journaling, divide students into pairs and have them finish reading the story together for the next twenty minutes. Instruct students that they need to switch readers every paragraph and if they are not reading they need to follow along. The teacher will need to monitor the class for students demonstrating off task behavior.

~Once the story is read, students will talk to their partners and discuss whether their predications were correct. And what information they used to make their predications.

Closure: Students will have the opportunity to share with the class orally whether their predictions about what Aaron would do with the bird were correct or not. As a class we will also explain the main problem of the story, and how it was eventually solved. (Analysis)

Adaptations/Enrichment: Students with significant problems reading may need to read with a teacher's aide or have their reading partner do all of the reading. Also, directions and problems on the work sheet may need to be read to the student. If an appropriate person is not able to read the work sheet, then the teacher may need to read it aloud to the whole class. For an enrichment activity, students will write the story from the bird's point of view and tell where it went after Aaron set it free.

Self-Reflection: The teacher will know this lesson is effective by the discussion during the closure. If student are sharing ideas of how they made inferences with their classmates and we are discussing together the main point of the story then the teacher is getting immediate feedback for whether they understood the story and the lesson.