LESSON PLAN by Emily Katona

Lesson: Intro to Science Fiction/Mood Emoticons Length 50 min Age or Grade Intended
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Academic Standard(s):

7.3.7   Explain the effects of common literary devices, such as symbolism, imagery, or
                 metaphor, in a variety of fictional texts.

Performance Objectives:

In groups, students will practice finding the mood of a passage with 85% accuracy.

Assessment:
The students will be working in groups in class and finding the mood of the passages. In order to make sure they are staying on task, I will be circulating the room and listening to discussion. They will be discussing their finds in class, and when they are doing this, I will be making sure they hit each task.

Advanced Preparation by Teacher:
Post-it notes, printed copies of the passages, and markers.

Procedure:
        Introduction/Motivation: I will play the theme song to "The X-Files." After about thirty seconds or a minute, I will ask the students how they felt and what they thought during the song. I will then explain that we are going to be starting our Science Fiction Unit.
        Step-by-Step Plan:
        1. Give some background information on Science Fiction and Ray Bradbury.
        2. Discuss what kind of mood Bradbury is trying to achieve, and how he does it.
                a.   Use of words, sentence structure, etc.
        3. Transition to "mood emoticon" activity.
                a.   Have students get into groups. Explain that each group will be getting a passage. They must read the passage together and draw a facial expression/emoticon to describe what the passage's mood is.
                b.   I will have the students show their post-it face and discuss why they chose that mood for the passage.
        4. Transition to Ray Bradbury story.
                a.   Talk about how we are going to begin reading the story in class and they need to be thinking about the mood of the story.
        Closure: I will give them their homework, which is to read pages 449-453 and to find one word that describes the mood of the story and bring that to class as well.

Adaptations/Enrichment:
If students are struggling readers, I will focus the lesson by going over the passages together in class. We would read them together and each student would have to make a facial expression for each passage.

Self-Reflection:
Do my students have a better understanding of mood?
Was the lesson engaging?
What could be improved of this lesson?

Passages:

It was a dark and stormy night. Sarah lay in her bed, fearful of the booming thunder and crashing lightning. Sarah always hated storms ever since she could remember. She tried to stay calm and fall asleep, but every time she closed her eye she thought she heard strange noises coming from her closet. Suddenly, she heard the turn of the doorknob and the slow creak of the door. Terrified, Sarah sat up in bed, staring in terror as her closet door moved slowly open…

The puppy played happily with his owner. The puppy loved when his owner played fetch with him. He would run back and forth, panting and smiling the whole way back. He especially liked when his owner tickled his belly. He would wiggle and squirm with joy, loving all the attention.

It was a cold, rainy morning. Jimmy did not want to go to school. He instead wanted to crawl back into his bed and sleep for another four hours. He walked slowly on the sidewalk, with his head down. Sighing heavily, he looks up to see the dreaded school in front of him. Slowly, he makes his way up to the building, and with a final sigh, walks into the door to start his day.