Lesson Plan

Lesson: Vocabulary Lesson 11 and *The Bean Trees* Chapter 7 Class Discussion
Length: 50 minutes
Age or Grade Level Intended: 10th grade level (adapted for a student reading at a 7th grade level)

Academic Standard(s):
READING: Comprehension and Analysis of Literary Text
10.3.3 Analysis of Grade-Level-Appropriate Literary Text:
Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.

Performance Objective(s):
Given audio CD’s of *The Bean Trees*, the student will identify the main parts of each chapter with 80% accuracy.

Assessment:
During class discussion, the students will be asked random questions about the chapter. The teacher will record each time student 1 gets the answer right or wrong. At the end of the week the numbers will be tallied to see if he has reached 80% accuracy.

Advance Preparation by Teacher:
- Prepare student vocabulary test
- Questions for class discussion
- Supply student with audio CD’s

Procedure:
Introduction/Motivation:
1. As the students enter the classroom the teacher tells the students to read the question on the overhead and write a paragraph in their journal about it. (Gardner’s: Intrapersonal) Read the question out loud periodically.

   Topic: What is your favorite book and why?

2. Let the students write for five minutes. Encourage the students to write as much as they can. After the time is up allow the students to share if they wish.

Step-by-Step Plan:
1. Tell the students to get out their Lesson 11 Vocabulary list (See attachment)
2. The teacher will go through the list and pronounce each word (Gardner’s: Linguistic)
3. Go down the list and ask for volunteers to read one of the words along with its definition and example sentence. (Gardner’s: Interpersonal)
4. After the list is completed, hand out the vocabulary homework and tell them that it is due on Wednesday. (See attachment)
5. Ask the students to put away their vocabulary and take out their copy of *The Bean Trees*.
6. Ask the students questions about their reading assignment from the night before (Chapter 7) (See attachments)
   a. Ex. Who was it that went to the picnic at the beginning of the chapter? (Bloom’s: Knowledge)
   b. Mark on the discussion question chart if **Student 1** correctly or incorrectly answers the question. (See attachments)
7. Ask if there are any parts of the story that the students need clarification on.
8. Ask questions to connect with the story.
   a. What changes have occurred in Tuttle from the previous chapters till now? (Bloom’s: Comprehension)
   b. How have the other characters changed during the story?
   c. Why did Taylor’s feelings about her success as a mother change? (Bloom’s: Analysis)
   d. What do you think is going to happen next?
9. Assign Chapter 8 as homework
   a. Give **student 1** the audio CD of chapter 8.
   b. Tell him to follow along with the reading in the book.

**Closure:**
Tell the students that there will be a vocabulary test on Thursday. They will have to match the words with the definition. **Student 1** will receive assistance in reading the test. (See attachment) Remind them to keep up with their reading of *The Bean Trees* because it will be part of their final exam. Tell them to have a good day and that you will see them tomorrow. When the bell rings they are dismissed.

**Self-Reflection:**
Were the accommodations helpful?
What would I do differently next time?
Was there anything else I could have done?
Did I make this too easy for the student?
Chapter 7 Discussion Questions

1. At the beginning of the chapter who goes to the picture?

   Answer: Esperanza, Estevan Mattie, Lou Ann, Dwayne Ray, Taylor, and Turtle

2. What happens to make Turtle laugh for the first time?

   Answer: They suddenly stop the car so that a family of quail can pass.

3. While is the garden, what is Turtles first word?

   Answer: Bean

4. What does Lou Ann confess to Taylor?

   Answer: She tells Taylor about her fear that the horrible things she imagines will happen in real life.
   Ex. Really jumping over a cliff or yelling rude things in church

5. Who comes to Lou Ann’s house for dinner?

   Answer: Edna Poppy and Virgie Parson (two elderly neighbors)

6. Where does Estevan work and what does he bring to dinner?

   Answer: Chinese restaurant and chopsticks

7. How does Estevan’s story portray Heaven and hell?

   Answer: He says that in hell, people sit around a big table with plenty of food, starving to death because they must eat with long-handled spoons and cannot manage to get the spoons in their mouths. Heaven, he says, looks just the same: same table, same food, same spoons. But in heaven, the people use the long-handled spoons to feed one another.
# Discussion Question Chart

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
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<td>Friday</td>
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<td>Weekly Total</td>
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Name ___________________________ Date ____________

Vocabulary Lesson 11

_____ To join together to cause to be one
a. chaos

_____ Exceptionally wicked; horrible
b. mitigate

_____ A state of being dominated
c. imminent

_____ To work secretly with others in unlawful or evil activities
d. annihilation

_____ An agreement
e. hysteria

_____ A sudden disaster
f. turmoil

_____ To damage or cause to lose a limb; to maim
g. withdrawal

_____ Difficult; laborious; strenuous
h. atrocious

_____ Beginning to appear or occur
i. mutilate

_____ Absence of government
j. pact

_____ The act of pulling back
k. anarchy

_____ Wild or uncontrolled emotional excitement
l. heinous

_____ Total confusion, disorder, and disturbance
m. unify

_____ A principle that is taught
n. serenity

_____ Peacefulness
o. subjugation

_____ Extreme Confusion
p. incipient

_____ To make less severe
q. annihilation

_____ About to take place
r. arduous

_____ Cruel; exceptionally evil
s. conspire

_____ Total destruction
t. doctrine
War and Peace

All the words in this lesson may be associated with war and peace.

anarchy (AN ur kee) N. absence of government. (After the war there was anarchy in many of the heavily bombed cities.)

annihilation (uh NY uh LAY shuhn) N. total destruction. (The annihilation of London was the goal of German bombers during World War II.)

arduous (AHR joo uhl) ADJ. difficult; laborious; strenuous. (Carrying heavy weapons through swamps is an arduous task.)

atrocious (uh TROH shuhs) ADJ. cruel; exceptionally evil. (During time of war, atrocious acts may be committed against innocent civilians.)

catastrophe (kuh TAS truh fee) N. a sudden disaster. (The bombing of our city was a catastrophe.)

chaos (KAY uhss) N. extreme confusion. (Pearl Harbor was in chaos after the Japanese bombed it.)

conspire (kuhn SPYR) V. to work secretly with others in unlawful or evil activities. (During wartime some people are willing to conspire with the enemy.)

doctrine (DAHK trin) N. a principle that is taught. (The United States has always supported the doctrine of free speech.)

heinous (HAY nuhs) ADJ. exceptionally wicked; horrible. (Adolf Hitler was responsible for many heinous crimes.)

hysteria (hi STER ee uhl) N. wild or uncontrolled emotional excitement. (No one could calm the children's hysteria as bombs fell on the school.)
imminent (IM uh nuhnt) ADJ. about to take place. (The government feared war was imminent and began mobilizing its army.)

incipient (IN sip ee uhnnt) ADJ. beginning to appear or occur. (The incipient gunfire made us hurriedly retreat into the forest.)

mitigate (MIT i gare) V. to make less severe. (Doctors worked to mitigate the soldiers' suffering.)

mutilate (MYOOT uhl ayt) V. to damage or cause to lose a limb; to maim. (Stepping on a land mine can kill or mutilate a soldier.)
pact (pakt) N. an agreement. (The armies made a pact to cease fighting over the holiday.)

serenity (suh REN i tee) N. peacefulness. (The serenity of the quiet, restful countryside was broken by artillery fire.)

subjugation (SUB juh GAY shuhn) N. a state of being dominated. (The slaves could not stand their subjugation any longer.)
turmoil (TUR moyl) N. total confusion, disorder, and disturbance. (Police tried to control the turmoil in the streets before rioting began.)

unify (YOO nuh FEE) V. to join together; to cause to be one. (The allied nations must unify to win the war.)

withdrawal (WRITH DRAH uhl) N. the act of pulling back. (King George ordered the withdrawal of British troops.)
Exercise 1

Choose the letter of the word that best completes the sentence.

1. The general looked forward to the calm ---- of peacetime.
   A. anarchy  B. serenity  C. turmoil  D. annihilation

2. The government will fall, and we will have ---- if civil unrest continues.
   F. doctrine  G. subjugation  H. anarchy  J. serenity

3. The almost complete ---- of the city of Hiroshima horrified the Japanese.
   A. annihilation  B. subjugation  C. anarchy  D. catastrophe

4. Booby traps set by the enemy can horribly ---- their victims.
   F. unify  G. conspire  H. mitigate  J. mutilate

5. The two leaders signed an(a) ---- that would end the war.
   A. pact  B. anarchy  C. annihilation  D. turmoil

6. Japan sought to place all the nations of the Pacific under its ----.
   F. withdrawal  G. anarchy  H. subjugation  J. pact

7. The ---- formulated by the Geneva Convention defined what was humane treatment for prisoners of war.
   A. annihilation  B. turmoil  C. chaos  D. doctrine

8. The Nazis wanted to ---- all German people in Europe.
   F. mitigate  G. mutilate  H. conspire  J. unify

9. The ambassador tried to ---- some of the tension between the two nations.
   A. mitigate  B. mutilate  C. conspire  D. unify

10. Many people in the city were in ---- as the invading army approached.
    F. serenity  G. withdrawal  H. annihilation  J. hysteria

Exercise 2

Choose the letter of the word that most nearly has the same meaning as the word in capital letters.

11. ARDUOUS
    A. angry  B. hard

12. ATROCIOUS
    F. brutal  G. destructive

13. CATASTROPHE
    A. bombing  B. calamity

14. CHAOS
    F. crowd  G. quiet

15. CONSPIRE
    A. scheme  B. dominate

16. HEINOUS
    F. difficult  G. strict

17. IMMINENT
    A. near  B. fearful

18. INCIPENT
    F. wicked  G. peaceful

19. TURMOIL
    A. destruction  B. commotion

20. WITHDRAWAL
    F. retreat  G. occupation
Emily Gallmeyer
Modifications

I modified for a student who has learning disability in reading. He can read but he struggles in fluency which interferes with his comprehension. The modifications that I made will aid him in these areas. First off, the teacher will read the journal questions a few times out loud, at the beginning of class. Secondly, the teacher will ask for volunteers to read the word, definition, and example sentences instead of going up and down the rows. Thirdly, the student will be given audio CD’s of the book *The Bean Trees* to listen too. He will be expected to follow along in the book. His comprehension will be checked during class discussion by asking him questions and keeping track of his correct and incorrect answers throughout the week. Lastly, the student will have assistance in reading his vocabulary test at the end of the week.
Manchester College  
*Differentiated lesson plans - EDUC 315*

<table>
<thead>
<tr>
<th>Name: Emily</th>
<th>Teacher: Mrs. Gust</th>
<th>Title of Work:</th>
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</thead>
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<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MC Lesson Plan Format with explicitly stated Academic Standards.</strong></td>
<td>Lesson does not follow MC format or state academic standards.</td>
<td>Lesson does not follow MC format but does state academic standards.</td>
<td>Lesson plan follows most of the MC format and explicitly states academic standards.</td>
<td>Lesson plan follows MC format correctly and explicitly states academic standards.</td>
<td>4</td>
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<tr>
<td><strong>Lesson Plan Objectives</strong></td>
<td>Objectives are not included.</td>
<td>Objectives are included, but are not correctly written or do not relate to the stated academic standard(s).</td>
<td>Objectives are included, relate to stated academic standard(s), but are not written correctly.</td>
<td>Objectives are well written, and correlate well to stated academic standard(s).</td>
<td>4</td>
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<tr>
<td><strong>Procedures are thoroughly written, including Gardner’s MI and Bloom’s Taxonomy questions.</strong></td>
<td>Procedures are unclear and do not include Gardner or Bloom references.</td>
<td>Procedures are mostly clear and attempt to include Gardner and Bloom references.</td>
<td>Procedures are clear and references to Gardner and Bloom are attempted.</td>
<td>Procedures can be easily replicated by others including Bloom’s questions and the use of Gardner’s MI.</td>
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<tr>
<td><strong>Adaptations/Modifications</strong></td>
<td>Lesson does not include reasonable adaptations and/or modifications.</td>
<td>Lesson includes one or two reasonable adaptations and/or modifications.</td>
<td>Lesson includes more than two reasonable adaptations and/or modifications.</td>
<td>Lesson thoroughly details reasonable adaptations and/or modifications that are exemplary.</td>
<td>4</td>
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<tr>
<td><strong>Grammar and Spelling</strong></td>
<td>5 or more errors in grammar and/or spelling are present.</td>
<td>3-4 errors in grammar and/or spelling are present.</td>
<td>1-2 errors in grammar and/or spelling are present.</td>
<td>No errors in grammar and/or spelling are present.</td>
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Teacher Comments:  

Total: 19/20