

LESSON PLAN

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I. LESSON FOUNDATION

Lesson Title: Holes

Lesson Number w/in Unit: 1

Unit Title: Analyzing Characters

Grade Level(s): 9

Time Allotted: 45 Minutes

Subject Area(s)/Subject Content Explanation: Reading, Writing, Speaking, Responding, and Listening.

Standard(s)/Anchors: C.C.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with characters, and advance in plot or develop the theme.

C.C.1.3.9-10.E Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-19.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Essential Question(s):

1. Has anyone read the novel *Holes* before?
2. How would you describe chronological order?
3. Explain how much you feel a story can change throughout the beginning, middle, and end of the story? Can you give examples from prior books you have read?
4. How did the character Stanley Yelnatas change from the beginning, middle, and end of the story?
5. How did the character Zero change from the beginning, middle, and end of the story?
6. Do you feel it is important to have major characters grow throughout a story? Why or Why not?

Instructional Objective(s):

1. After reading the novel *Holes* (as a class) the student will be able to reproduce (write or sketch) the story line of at least one character from the text, with 100% accuracy.
2. After reading the novel *Holes* (as a class) students will write at least one paragraph describing why the character they chose was important to the plot, with 100% accuracy.

Commented [1]:

This objective aligns with the Student Aligned System (SAS) Writing Standard for Grade 12:

1.5.12.B: Develop content appropriate for the topic. Gather, organize, and determine validity and reliability of information. Employ the most effective format for purpose and audience. Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

Formative Assessment:

1. In order to determine whether or not the first objective is met, the teacher will start a brief discussion with the class describing the evolution of each major character throughout the novel. This discussion can be largely student centered. Students lead discussion about major details of each characters story. The teacher will observe student participation and willingness to share all questions. After the short discussion students will then create a timeline of any character they chose.

2. In order to determine whether or not the second objective is met, the teacher will check for understanding after students have completed their timelines and will allow them to then move on to describing that characters overall importance throughout the course of the story.

Summative Assessment: No summative assessment is required.

LESSON BODY

INTRODUCTION:

Give each student a copy of the *Anticipation Guide* (attached at the end of the lesson plan). This anticipation guide will be filled in on the *Statement* side by the teacher. These statements will read:

“Do you think Stanley is innocent?”

“Do you think he will ever leave Camp Green Lake?”

“Do you think Stanley’s bad luck will continue throughout the story?”

“Do you think Stanley’s father, Mr. Yelnats, will ever discover a way to recycle old sneakers?”

The students will respond (after reading the preface and the first two chapters of the novel) whether they strongly agree, agree, disagree, or strongly disagree. Also, they will write their own explanations, with facts they have learned from the first two chapters of the novel, as to why they feel that way.

Commented [2]:

Having students complete this paragraph regarding a character of their choice also aligns with the SAS standard for writing Grade 12:

1.4.12.C: Write persuasive pieces.

Use rhetorical strategies (e.g., exposition, narration, description, argumentation, or some combination thereof) to support the main argument or position. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.

TEACHING PROCEDURES:

Description of Method(s) Used to Present Subject Matter:

Explain to students that they will see how their original ideas or opinions about characters can change greatly throughout the course of a story.

Ask students to share some of their initial predictions with the class.

Guided Practice:

Students will read *Holes* together as a class. Ask students to participate to read first. After the first student reads call on another student, etc. If no other students wish to participate after the first ask that student to pick someone to read, etc. Throughout the reading, after important passages about major characters, the teacher will stop and check for understanding of the characters (their feelings, evolution, their importance). Ask students:

“Can you explain what is happening at Camp Green Lake in your own words?”

“How do you think Zero feels right now? Can you think of a time when you felt like this?”

“What if Stanley’s character had not changed from the beginning of the novel... If so do you think he would be acting like this right now? Why or Why not?”

“What is the role of Madame Zeroni?”

To show the progress of characters as the reading goes on ask students to reflect on questions like:

“Can you see any major changes in the characters so far?”

“Who do you feel has undergone the most change in this chapter?”

“Which character do you feel has changed the least so far in the novel?”

Independent Practice:

After finishing the novel, students will then begin their independent practice of working on their timelines and paragraphs about their character.

*See differentiated instruction for further information.

CLOSURE:

After students finish reading the novel *Holes*, as well as completed their timelines and paragraph about the character they have chosen, students will then revisit the *Anticipation Guide* that they completed after reading the first two chapters of the novel. Ask students if there were any changes to their original thoughts and opinions:

“Was there anything that you originally agreed to that you now know not to be true?”

“Was there anything that you disagreed to that ended up being true?”

Commented [CAF3]: This section is one which I feel meets what the CWPA feels as appropriate in their article “Outcomes for First-Year Composition”. In that text the CWPA says that students should use writing and reading for “inquiry, learning, thinking, and communicating.” All of these skills are present in this lesson. Through this assignment students will find information on their character, learn about their character, think about why they feel that character is important, and communicate their findings to the class.

“What were some statements that you were correct about?”

“How can those correct explanations be revised in order to be clearer, now that you know how the book ends?”

Finally, have students Think-Pair-Share with the person sitting next to them and have them discuss how the main character of the novel, Stanley Yelnats, evolved throughout the course of the novel. Start off their discussion by telling them to talk about:

“How might you have foreseen Stantley’s story end differently?”

“How did Stanley grow as a character?”

“How did Stanley interact with other characters throughout the beginning, middle, and end of the story?”

“How did Stanley advance the major plot?”

After students Think-Pair-Share, have each group say what they talked about. After each group has participated open up the classroom to a class discussion. Ask students:

“Whose ideas did you find interesting?”

“Was there anything that another group said that you did not think of before?”

“Other than Stanley, who is another character that you felt advanced the plot greatly?”

Commented [CAF4]: Having students work collaboratively in groups is a classroom activity which I feel Krista Kennedy and Rebecca Moore Howard, the writers of “Collaborative Writing, Print to Digital”, would agree with. In their essay they state that “to learn is to work collaboratively to establish and maintain knowledge among a community of knowledgeable peers.” This is exactly what is happening in this lesson because at this point, as well as multiple parts of the lesson, students are building off of each other’s ideas and learning more in the process.

III. LESSON ESSENTIALS

DIFFERENTIATED LEARNING ACTIVITIES:

Tier 1: Student who do not feel comfortable/would rather not simply write out their timeline on regular lined notebook paper may be able to create a timeline by other means once approved by the teacher. Other means can include using plain white paper to create a timeline by drawing a cartoon or pictures of the timeline of that character with captions explaining the events, using power point to create a slideshow timeline using words and pictures.

Tier 2: Some students may not wish to write their timeline. For these students they may have the option to digitally record their description of the characters timeline (either by a standard recorder on the computer or using <http://www.voki.com>), they may also do a reenactment of the timeline of the character for the class.

Tier 3: All students must develop a paragraph explaining how their character they chose was important to the overall plot of the story. However, this paragraph can be written, typed, recorded, presented to the class, or presented through <http://www.voki.com>.

Commented [CAF5]: Giving students this option of using this online, interactive, recording device meets the suggestions that the NCTE put forth in their “Position Statement on Multimodal Literacies”. In this position statement that NCTE shows their support for the integration of multiple modes of communication and expression in the classroom. I feel that this lesson plan does that well, however the use of technology should not just be present in a differentiated learning activity, it should be a stronger part of the lesson.

Commented [6]: This differentiated learning activity aligns with the SAS writing standard for Grade 12: 1.5.12.F: Use grade appropriate conventions of language when writing and editing. Spell all words correctly. Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation.

INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:

1. 25 copies of the novel *Holes*
2. Pencils
3. Colored markers/Colored pencils
4. Plain white paper
5. Notebook paper
6. 25 copies of the *Anticipation Guide*
7. Audio recorder
8. Computer access
9. Internet access for <http://www.voki.com>

IV. POST-LESSON REFLECTION:

ANALYSIS OF STUDENT LEARNING:

1. Did the students efficiently and appropriately meet the objective?
2. Were the formal reflection(s) and essential question(s) effective in measuring student learning outcomes?

ANALYSIS OF TEACHING:

1. What are some things that the teacher could have done differently?
2. Was there anything that did not go as planned?