**Junior Great Books Directed Notes Lesson Plan: A Game of Catch May 7, 2014**Written By: Christopher Guidarelli

**Objectives**:

Students will closely read a text with a directed purpose and clarifying the meaning- explicit and inferential through text-based discussion.

Students assert opinions to add to the discussion using text evidence to support their assertion.

**Common Core State Standards:**

RL.5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

W.5.1- Write opinion pieces on topics or texts, supporting a point of view with reasoning and information.

SL5.1- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts building on others’ ideas and expressing their own clearly.

SL5.3- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Danielson Framework for Teaching Components:**

3b: Using questioning and discussion techniques indicators- Questions with multiple correct answers or multiple approaches; discussion, with the teacher stepping out of the central, mediating role; focus on the reasoning exhibited by students in discussion, both in give-and-take with the teachers and wit their classmates; high level of student participation in discussion; students invite comments from their classmates during a discussion and challenge one another’s thinking.

**Materials**: Student texts of “A Game of Catch” by Richard Wilbur; bookmark with directed notes; self-evaluation sheet.

**Key Vocabulary (Order in text):**

* Brake: an area overgrown with dense trees and bushes
* Indolently: in a lazy way, without trying very hard
* Exaggerated: seemed bigger, better, greater, or more than it really it
* Gladiolus: a kind of garden plant with sword-shaped leaves and a long spike of brightly colored flowers
* Abstractedly: lost in thought
* Triumph: a feeling of joy when you win of succeed at something
* Misery: feeling of suffering and unhappiness

**Connection**: Yesterday we read “The Game of Catch” for the first time. We shared our questions about the text to help us dig deeper into the meaning. Today we will re-read the text for a closer reading; we will think deeper about this story for a better understanding.

**Lesson: Directed Notes Discussion**

* Teacher will read aloud “The Game of Catch” while students read along at their desks.
* Teacher will explain that students should indicate in the text a mark of C when they feel a character is comfortable and a U when a character is uncomfortable.
* After reading the text, students will complete the following prompt :
  + On page# . I marked: “ .”
  + I marked it with a .
  + I marked it that way because
* Students will then move their chairs in circle.
* Students will discuss the markings of their text by using evidence to support their ideas. Students will respond to each other using academic language. Teacher will lead discussion by asking follow-up questions such as:
  + What makes you think that?
  + Where is your text evidence?
  + Do you agree or disagree with him/her?

**Closure**: Students will move their chairs back to their desk and write further about one of their text markings. Students are encouraged to write about a marking that they changed based on the discussion. Students will also complete a self-assessment.

**Assessment**: Students will be assessed based on participation during the discussion- based on their presentation of ideas, evidence, and scholarly interactions. Students’ writing will be assessed for including assertions and text evidence.