

## **Junior Great Books Directed Notes Lesson Plan: A Game of Catch**

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### **Objectives:**

Students will discuss a focus question through shared inquiry to closely analyze a text using evidence to support their claims.

Students will write a response to a focus question using text evidence to support their claim.

Students will 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.

SL.5.1- 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.

SL.5.3- 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 with 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; reading notebook; 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 is
- 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 or succeed at something

- Misery: feeling of suffering and unhappiness

**Connection:** Two days ago, 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. Yesterday we re-read the text and took directed notes noting times the characters felt comfortable and uncomfortable.

### **Lesson: Shared Inquiry Discussion**

- Teacher will read focus question aloud: According to the text, Why does Scho fall from the tree?
- Students will then write an initial response to this question using text evidence to support their claim in their notebook.
- The students will then participate in shared inquiry discussion on the focus questions. Students will be sure to use text evidence to support their claim as they engage in the discussion.
- Teacher will lead the discussion by asking follow up questions and ensuring that students use text evidence. Some follow up questions:
  - Why does Scho hesitate when Glennie says, “Stop being a dope and come down and we’ll catch for a few minutes?”
  - Does Scho fall from the tree on purpose?
  - At the end of the story, why does Scho say, “I want you to do whatever you are going to do for the whole rest of your life?”
  - How does he fall from the tree?
  - Why does Scho continue making comments after he has fallen from the tree?
  - Why does Scho croak the last line of the story in “triumph and misery?”
  - Do the boys treat Scho fairly?
  - Why did he sit on a “dangerous” chair made of branches?
- Students are encouraged and have been taught to respond directly to each other throughout the discussion. Students are expected to listen to each other’s responses.

**Closure:** Students will review their initial response to the focus question. Students will be given time to revise their initial response or create a completely new response after having engaged in 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.

**Differentiation:** Students that need scaffolding will have prompts added in their notebook to ensure that they have the support needed before embarking on the discussion. The text has been read 3 times before participating in shared inquiry. Students that needed more scaffolding were pulled in small groups before shared inquiry.