

Lesson Plan

Grade: 6th

Subject: ELA ICT/ENL (Class 603)

Unit of Study:	HMH Unit 3: Through an Animal's Eyes
Next Generation Learning Standards: (1e: Designing coherent instruction)	<p>6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</p> <p>6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. (RL)</p>
Essential Questions: (1a: Demonstrating Knowledge of Content and Pedagogy)	What can you learn by seeing the world through an animals' eyes?
Learning Objective: (1c: Setting instructional outcomes)	Today we will synthesize our annotations of "Pax" by Sara Pennypacker by combining and connecting our findings so that we can better understand perspective and point of view. Today is our third read in the Three Reads Protocol .
Language Objective: (1c: Setting instructional outcomes)	<p>We</p> <p><u>During the Lesson, which of the 4 language modalities were utilized?</u></p> <p>Listening (to teacher directions and one another) Speaking (to one other and to teachers) Reading (the text, directions, and their own writing) Writing (answers in complete sentences using academic vocabulary)</p>
Academic Vocabulary: (1a: Demonstrating Knowledge of Content and Pedagogy) (1b: Knowledge of students)	point of view, sensory language, imagery, perspective
Possible Student Misconceptions: (1a: Demonstrating Knowledge of Content and Pedagogy)	Pax is told from the point of view of the fox (named Pax) and also from the point of view of the boy. Both of these characters are identified using the pronoun 'he', which may cause confusion. Point of view and identifying pronouns in context was introduced in class on Wednesday and then reviewed on Thursday. Thursday's class period added a focus on word choice. One example of the word choices that the author uses to discern the POVs are "he stretched up on his hind legs" and "he put his face in his hands". Both of these sentences use the same pronoun 'he', which may be confusing, however, identifying the verb choices and sensory language aids learners in identifying the point of view. Students may confuse perspective and point of view by thinking they are synonymous.

Assessment: (1f: Designing assessments of learning) (3d: Using Assessment in Instruction)	<ul style="list-style-type: none">• Interactions between teachers and students in small groups will be used as a check for understanding and informal assessment.• Notes will be taken in each group by each teacher on an anecdotal note-catcher• The graphic organizer will be collected as a formal assessment.• There will be an exit ticket (below) as an additional formal assessment which sets students up for success with the third read of the protocol• Exit Ticket																																																																																																								
Strategic Groupings: (1b: Knowledge of Students) (1e: Designing Coherent Instruction) (3c: Engaging Students in Learning)	<p>Strategic Groups are created based on most recent MAP data as well as ELL proficiency levels, IEP goals, and current areas of growth in literacy. Breaking up into smaller groups leverages all adults in the room and allows students to receive more individualized attention and support. This also facilitates data gathering and allows us to determine how students are progressing in writing and reading comprehension.</p> <p>Ms. Chateau and Ms. Liuzzo's groups consist of students who have demonstrated a need for support with reading and analyzing the text. Ms. Chateau will also prioritize students with IEPs.</p> <p>Chateau: Eliana David A. Justin D. Mario Josue Brandon</p> <p>Ms. Duran's Group Focused on ELLs The independent groups consist of students who have demonstrated that they will be appropriately challenged by analyzing the text independently.</p> <p><u>The class consists of 30 students:</u> Current ELLs: 22 Former ELLs: 4 SWDs: 12</p> <p><u>ELL Proficiency Levels:</u></p> <table><tr><td>FABRIZIO</td><td>ARCE</td><td>603</td><td>TRANSITIONING</td></tr><tr><td>DAVID</td><td>AYALA</td><td>603</td><td>EXPANDING</td></tr><tr><td>ASTRID (NICOLEE)</td><td>CAMACHO CUERRA</td><td>603</td><td>EMERGING</td></tr><tr><td>JOVAN</td><td>CARCHI</td><td>603</td><td>EXPANDING</td></tr><tr><td>DYLAN</td><td>DE LA CRUZ</td><td>603</td><td>TRANSITIONING</td></tr><tr><td>SAMANTHA SHERLY</td><td>GARCIA</td><td>603</td><td>EXPANDING</td></tr><tr><td>JOSUE</td><td>GARCIA SANDOVAL</td><td>603</td><td>EXPANDING</td></tr><tr><td>ALEXIS</td><td>GUAMAN VIMOS</td><td>603</td><td>EXPANDING</td></tr><tr><td>MARIO</td><td>HERNANDEZ</td><td>603</td><td>EXPANDING</td></tr><tr><td>SANTIAGO</td><td>HERNANDEZ ROJAS</td><td>603</td><td>EXPANDING</td></tr><tr><td>ELIANA</td><td>IXQUIACTAP-COJ</td><td>603</td><td>EXPANDING</td></tr><tr><td>DAVID</td><td>MORALES</td><td>603</td><td>TRANSITIONING</td></tr><tr><td>THIAGO</td><td>MUNOZ</td><td>603</td><td>EXPANDING</td></tr><tr><td>EMILIA</td><td>CHAVEZ RAMOS</td><td>603</td><td>ENTERING</td></tr><tr><td>IRANY</td><td>RIVERA</td><td>603</td><td>TRANSITIONING</td></tr><tr><td>DYLAN</td><td>ROMERO RAMIREZ</td><td>603</td><td>EXPANDING</td></tr><tr><td>CRISTOPHER</td><td>SALDANA</td><td>603</td><td>TRANSITIONING</td></tr><tr><td>SONIA</td><td>TACURI QUITO</td><td>603</td><td>TRANSITIONING</td></tr><tr><td>SAYROM</td><td>TAVAREZ CASTILLO</td><td>603</td><td>TRANSITIONING</td></tr><tr><td>KAYLA</td><td>TRUJILLO</td><td>603</td><td>EXPANDING</td></tr><tr><td>YURI</td><td>VIZNAY</td><td>603</td><td>EXPANDING</td></tr><tr><td>JOSTIN</td><td>YANTALEMA</td><td>603</td><td>EMERGING</td></tr><tr><td>JONATHAN</td><td>AGUILAR MENDEZ</td><td>603</td><td>COMMANDING</td></tr><tr><td>PAOLA</td><td>BENITEZ-VILLANUEVA</td><td>603</td><td>COMMANDING</td></tr><tr><td>MIGUEL</td><td>DIAZ</td><td>603</td><td>COMMANDING</td></tr><tr><td>JADE</td><td>FLORES</td><td>603</td><td>COMMANDING</td></tr></table>	FABRIZIO	ARCE	603	TRANSITIONING	DAVID	AYALA	603	EXPANDING	ASTRID (NICOLEE)	CAMACHO CUERRA	603	EMERGING	JOVAN	CARCHI	603	EXPANDING	DYLAN	DE LA CRUZ	603	TRANSITIONING	SAMANTHA SHERLY	GARCIA	603	EXPANDING	JOSUE	GARCIA SANDOVAL	603	EXPANDING	ALEXIS	GUAMAN VIMOS	603	EXPANDING	MARIO	HERNANDEZ	603	EXPANDING	SANTIAGO	HERNANDEZ ROJAS	603	EXPANDING	ELIANA	IXQUIACTAP-COJ	603	EXPANDING	DAVID	MORALES	603	TRANSITIONING	THIAGO	MUNOZ	603	EXPANDING	EMILIA	CHAVEZ RAMOS	603	ENTERING	IRANY	RIVERA	603	TRANSITIONING	DYLAN	ROMERO RAMIREZ	603	EXPANDING	CRISTOPHER	SALDANA	603	TRANSITIONING	SONIA	TACURI QUITO	603	TRANSITIONING	SAYROM	TAVAREZ CASTILLO	603	TRANSITIONING	KAYLA	TRUJILLO	603	EXPANDING	YURI	VIZNAY	603	EXPANDING	JOSTIN	YANTALEMA	603	EMERGING	JONATHAN	AGUILAR MENDEZ	603	COMMANDING	PAOLA	BENITEZ-VILLANUEVA	603	COMMANDING	MIGUEL	DIAZ	603	COMMANDING	JADE	FLORES	603	COMMANDING
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Differentiation/ Accommodations/ Personalized Learning: (1b: Knowledge of students) (3c: Engaging Students in Learning)	<p>Multiple versions of the graphic organizer scaffold student's writing. Students in Ms. Chateau's group and Ms. Liuzzo's group have version 2 of the graphic organizer and Ms. Duran's group has version 3. English Language Learners who need support in formulating sentences in English with academic language are given further scaffolding in the form of sentence frames.</p> <p>Students placed in groups with a teacher have demonstrated a need for additional support in identifying sensory language as well as teacher support when reading and annotating grade-level text. The three versions of the graphic organizer are differentiated as such.</p> <p>The questions are also differentiated between versions 1, 2, and 3, amplifying the material for particular groups of students while still requiring all students in the class to analyze the same grade-level HMH text.</p>
CR-SE & SEL: (1e: Designing coherent instruction; 1b: Knowledge of Students; (1e: Designing Coherent Instruction; 3c: Engaging Students in Learning)	<p>Differentiated materials and resources are given so that all students can access the text and experience success. Small groups are strategic, interactive and flexible. We encourage learners to persist through challenging tasks, especially in the independent groups. Students engage in collaborative group work in the target language.</p> <p>All teachers in this class have built a positive rapport with their students.</p>
If Applicable: Co-Teaching Model Strategy: 1e: Designing coherent instruction; 1b: Knowledge of Students; (1e: Designing Coherent Instruction; 3c: Engaging Students in Learning)	<p>parallel teaching, teaming (in small groups)</p>
Materials Needed: (1e: Designing coherent instruction)	<p>Digital Materials:</p> <ul style="list-style-type: none"> • Slides • Differentiated Three Reads Protocol Graphic Organizer <p>Other Materials:</p> <ul style="list-style-type: none"> • HMH anchor charts • Pencils • Highlighters • Discussion stems • Exit tickets & accompanying chart paper
Do Now/Warm-up: (1f: Designing Student Assessments) (3d: Using Assessment in Instruction)	<p>Friday, we engaged in the second read of the Three Reads Protocol. Today, we will conduct our third read of the poem.</p> <p>Do Now: Should people be allowed to own a fox for a pet? Justify your answer (why or why not..)</p> <p>~3 mins</p>
Direct Instruction: (1e: Designing Coherent Instruction) (3d: Using Assessment in Instruction)	<p>Students share out their thoughts. Teacher reminds students of what was completed in class Thursday and Friday during the first read of the Three Reads Protocol. Ms. Chateau will explain the second read of the protocol, which will be "analysis" (read 1 was for comprehension and read 2 was analysis). Read 3 focuses on synthesizing information from all three reads. Teacher will model one for the whole class.</p> <p>~5 mins</p>
Guided Practice: (1e: Designing Coherent Instruction) (3b: Using Questioning and Discussion Techniques) (3d: Using Assessment in Instruction)	<p>Teacher will model identifying pronouns to support in determining the point of view. Teacher will model synthesizing information about point of view, sensory language, and imagery to determine the fox and the boy's perspective. Identifying both the perspective and point of view supports students' comprehension of text; specifically with a text such as Pax, where the point of view differs from sentence to sentence and the author leaves the readers to make inferences.</p> <p>~2 mins</p>

<p><u>Independent Practice/ Collaborative Work:</u> (1e: Designing Coherent Instruction) (1d: Demonstrating Knowledge of resources) (2b: Establishing a culture for Learning) (3b: Using Questioning and Discussion Techniques) (3d: Using Assessment in Instruction)</p>	<p>Students work independently/with a teacher in a strategic group to analyze the grade-level text during the majority of the period. Students in the independent groups have version 1 of the graphic organizer. They will utilize annotations appropriately in order to answer the questions for 'Read Three' of the three-reads protocol. These groups will be asked to work quietly and independently first, then use the discussion stems at their tables to discuss their answers.</p> <p>While students are all engaging in the same grade-level text, the questions are differentiated for certain groups to reflect skills and current areas of growth. SWDs and ELLs in this class have demonstrated a need for support in structuring their writing. A timer will be set to help keep students on track and pace themselves.</p>	<p>~30 mins</p>
<p><u>Conclusion/ Summary:</u> (3a: Communicating with students)</p>	<p>When the timer goes off, we will come back together as a whole class to discuss the exit ticket.</p> <p>Exit Ticket: How would you compare Pax's and Peter's perspectives? Were they similar or different? Justify your answer.</p> <p>Pax and Peter's perspectives are different because</p> <hr/> <hr/> <hr/> <p>Pax and Peter's perspectives are similar because</p> <hr/> <hr/> <hr/>	<p>5 min</p>

Scaffolds used in this lesson and previous lessons:

Analyze the Effects of Point of View

First-Person Point of View

A character in the story gives a detailed perspective by

- helping you understand the character's thoughts and feelings
- letting you in on the character's secrets



Third-Person Point of View

Someone outside of the story gives a broader perspective by

- telling you things about the background and setting the characters might not know
- telling you things about characters that the other characters might not know



Third-Person Limited Point of View

- shows characters and events through one character's eyes
- tells the thoughts and feelings of one character

Third-Person Omniscient Point of View

- shows characters and events through different characters' eyes
- tells the thoughts and feelings of different characters



UNDERSTANDING THE DIFFERENCE BETWEEN **POINT OF VIEW** AND **PERSPECTIVE**

POINT OF VIEW	<ul style="list-style-type: none">• The vantage point of the narrator (where the narrator stand as he or she views the events of the story).• What the lens sees.• The focus is on WHO is telling the story
PERSPECTIVE	<ul style="list-style-type: none">• How a character views something based on his or her experiences, beliefs, background, knowledge, preferences, feelings, thoughts, opinions, etc.• What shapes the lens.• The focus is on HOW the story is told.

Sensory Details

Sight The socks were on the floor.
The muddy socks were piled on the rug.

Sound The plane flew over.
The buzzing sound filled the air.

Touch The mud was gross.
The mud felt cold and slimy between my toes.

Taste The pizza was yucky.
The pizza tasted like cardboard.

Smell Her perfume smelled good.
Her perfume smelled like flowers and vanilla.

Sensory Language

Sensory Language - descriptive words that appeal to the 5 senses and help readers visualize.

Sight	Sound	Touch
brilliant	blare	bumpy
dim	crackle	cool
faded	creak	fuzzy
glistening	grumble	goosey
gloomy	hoor	icy
radiant	shrill	prickly
	sizzle	slimy
		velvety

Taste	Smell
bitter	aroma
ripe	moldy
rotten	rank
salty	sweet
spicy	
sweet	

from Pax

Novel by Sara Pennypacker

CHARACTERS

Pax

Peter, his boy

the father

POINT OF VIEW Point of view is all about who's telling the story, the narrator. The narrator controls what we get to know.

In this story the narrator...

- lets us know what Pax thinks, feels, understands
- helps us see everything that happens through Pax's eyes

The story begins with Pax, his boy, and the father driving into the woods.

What does Pax know?
How does he know it?

How does the boy feel?
How do we know?

de Pax

Novela de Sara Pennypacker

PERSONAJES

Pax

Peter, su amo

el padre

PUNTO DE VISTA El punto de vista tiene que ver con quién cuenta la historia; es decir, el narrador. El narrador controla lo que se nos cuenta.

En esta historia el narrador...

- nos hace saber lo que Pax piensa, siente, entiende
- nos ayuda a ver todo lo que pasa a través de los ojos de Pax

La historia comienza con Pax, su amo y el padre conduciendo hacia el bosque.

¿Qué sabe Pax?
¿Cómo lo sabe?

¿Cómo se siente el niño?
¿Cómo lo sabemos?

Analyze the Effects of Point of View

First-Person Point of View

A character in the story gives a detailed perspective by

- helping you understand the character's thoughts and feelings
- letting you in on the character's secrets

Uses pronouns I, me, mine, we, us, and our



Third-Person Point of View

Someone outside of the story gives a broader perspective by

- telling you things about the background and setting the characters might not know
- telling you things about characters that the other characters might not know

Uses pronouns he, she, him, her, and their



Third-Person Limited Point of View

- shows characters and events through one character's eyes
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Third-Person Omniscient Point of View

- shows characters and events through different characters' eyes
- tells the thoughts and feelings of different characters

Analizar los efectos del punto de vista

Punto de vista en primera persona

Un personaje de la historia presenta una perspectiva detallada

- ayudando al lector a comprender los pensamientos y sentimientos del personaje
- contándole al lector los secretos del personaje

Utiliza los pronombres I, me, mine, we, us y our



Punto de vista en tercera persona

Alguien, hablando desde fuera de la historia, presenta una perspectiva más amplia

- contándole al lector detalles del contexto o del escenario que los personajes tal vez no sepan
- contándole al lector detalles acerca de algunos personajes que los otros personajes tal vez no sepan

Utiliza los pronombres he, she, him, her y their



Punto de vista en tercera persona limitada

- muestra a personajes y eventos a través de los ojos de un solo personaje
- cuenta los pensamientos y sentimientos de un solo personaje

Punto de vista en tercera persona omnisciente

- muestra a personajes y eventos a través de los ojos de varios personajes
- cuenta los pensamientos y sentimientos de varios personajes

UNIT 4

Selection Summaries

English, Spanish, Haitian Creole and Brazilian Portuguese

Pax English

A father, son, and pet fox named Pax are driving in a car to unfamiliar woods. The boy is upset and crying; Pax is worried. When the car stops, the father takes Pax out of the car and the boy throws the fox's favorite toy into the woods, as if to play fetch. Pax runs after the toy. Instead of the boy coming to find him as usual, Pax hears the car screeching away, and the boy crying out for him.

Pax Spanish

Un padre, un hijo y su zorro mascota llamado Pax viajan en carro hacia un bosque desconocido. El niño está triste y llora; Pax está preocupado. Cuando el carro se detiene, el padre saca a Pax y el niño lanza el juguete favorito del zorro hacia el bosque, como si estuvieran jugando. Pax corre tras el juguete. En lugar de que el niño vaya hacia el zorro como de costumbre, Pax oye que el carro se aleja y el niño grita, llamándolo.

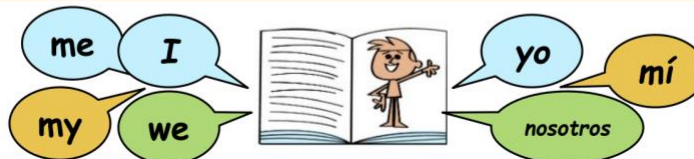
Point of View

Punto de Vista

Who is speaking? Who is telling the story?
¿Quién está hablando? ¿Quién cuenta la historia?

Narrator: the person who tells a story
Narrador: la persona que cuenta una historia

First-Person Primera Persona



Point of View

Punto de Vista

Who is speaking? Who is telling the story?
¿Quién está hablando? ¿Quién cuenta la historia?

Narrator: the person who tells a story
Narrador: la persona que cuenta una historia

Third-Person
Tercera Persona

