

English Language Arts Lesson Plan

read something, write something, speak to each other, move their bodies

Teacher(s) Names	Sarah Donovan
Class name, e.g., English IV, 3rd period	English IV, juniors
Co-teaching model: Which model of coteaching will you use in your lesson?	One teach-one assist with spider mapping of conversation or Parallel instruction – 2 small groups doing the same read aloud
Materials (if applicable, e.g., chapter title, paper, whiteboard, resource, speaking templates)	<i>We Are Water Protectors</i>
Learning goal Oklahoma ELA Standard , NCTE Standards (no more than 2 or 3 for one day)“For this lesson, students will (<i>identify, define, show, list, relate, explain, analyze, categorize, compare, contrast, critique, examine, adapt, arrange, propose</i>) by creating _____, which should be _____ (how long, how many, what criteria).	For this lesson, students will respond to a partner about a text during an interactive read aloud <i>We Are Water Protectors</i> , discussing a series of questions related to the ways the author's stylistic choices communicate the theme. They will answer 3 questions at the end of the read aloud in a digital exit slip: 1) identify a stylistic choice and explain how it relates to the author; 2) identify a choice the girl made and how this relates to the author's culture; 3) how does the style and theme in this book relate to other indigenous stories stories you've read. This is the NCTE Standard 1: <i>Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</i> This is also the OKELA standard <i>11.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.</i>
Technology use (SAMR): <i>How will students use technology to engage with the learning goals- substitution(Kahoot quiz, digital worksheet); augmentation (oral presentation w/slides; self-guided hyperdoc); modification (students make podcast, video response, Gallery walk museum), redefinition (online publication, recording presentation w/reflection; making movies) Other tech: virtual field trip, record practice, collaborate on Google, listen to podcast, exit tickets, collage, word sort with jamboard</i>	For this lesson, students will use Google survey technology to demonstrate their ability to IDENTIFY the author's stylistic choices and EXPLAIN understanding of perspective in an exit survey: What is one stylistic choice the author used and how is this related to the author's cultural perspective? This use of technology is substitution from the SAMR model to use a digital exit slip.
Learning goal content focus (<i>literary period, genre, writing mode</i>) and how this fits with what content came the day/grade level before or is coming next came	The content focus of this lesson is the author's perspective and stylistic choices in Native American literature. For this lesson students to highlight their understanding of our broader unit (essential questions) <i>How does society influence our identity and the choices we make? What choices do people make in the face of injustice? What are civil rights and who decides?</i> by participating in the interactive read aloud and responding to the exit survey, which will also demonstrate the Oklahoma standard of 11.3.R.1. and NCTE Standard 1 about how the author's perspective impacts stylistic choices and thus the themes in their writing (e.g., the image of Black snake in indigenous literature is nature, historical invasion, contemporary pipeline on lands).
Previous learning that will support the learning in this lesson	Talking to my department, I know students read about Oklahoma history and have also been involved in literary analysis in previous years. They have also studied symbolism in poetry; however, I noticed in a quickwrite that they cannot explain why the symbol or metaphor may be culturally or historically inspired and take on multiple meanings.I will draw in this by pointing out the snake in the story and asking why this symbol is relevant to the culture of the author and characters, which is because the snake symbolizing historical colonization of Indian Removal and contemporary colonization of natural resources such as the Dakota Access Pipeline to which this

	author is responding in literary form.
Instructional Strategy Family: experiential learning (field trips, simulations, games, model building); direct instruction (lecture, drill-practice, didactic questions, demonstrations, advanced organizers); indirect inquiry-based instruction (problem-solving, case studies, inquiry, concept mapping, reflective discussion); interactive instruction/cooperative learning (debates, brainstorming, discussion, think-pair-share, role-playing, jigsaw); independent study (computer-based, journals, reports, research project); learning stations (multi strategy approach)	For this lesson, the instructional strategy I will use is direct instruction as guided reading of <i>We Are Water Protectors</i> (510L) to address the goals of noticing author's stylistic choices as they relate to perspective because together we will practice this analysis before moving onto Momaday's memoir <i>The Way to Rainy Mountain</i> (890L), which has similar culturally-inspired stylistic choices but at a higher reading level.
Learning Theory (driven by the strategy)	For this lesson, I used a cognitive learning theory where students think aloud. For this lesson, Cognitive learning theory impacts students because their understanding of their thought process can help them learn. Teachers can give students opportunities to ask questions, to fail, and think out loud. These strategies can help students understand how their thought process works, and utilize this knowledge to construct future learning opportunities of noticing stylistic choices and considering the cultural relevance.
Learning Activity (Structure/Title) <i>List the activity title from "Interactive Learning Structures" or "Pocket Instructor" or other activities like fishbowl, gallery walk, conferring, peer review</i>	For this lesson, the activity of interactive read aloud will address the standard goal by drawing students' attention to stylistic choices like symbolism, repetition, character interaction and the content goal of reading themes in literature such as how people respond in the face of injustice and how identity impacts this response. This is demonstrated in <i>We Are Water Protectors</i> because the characters notice their water is contaminated by oil and work together to protest to protect the Earth, which their culture sees essential to coexisting with nature and wildlife.
Key terms/vocabulary you want to elicit or hear during the lesson; <i>what words will you front load/pre teach and which will be in-context or as it comes up</i>	Symbolism, perspective, repetition, injustice, activism, Indigenous
Learning environment: What are the groupings? How are the desks set up? Assign groups/partners/stations strategically prior to activity to nurture community among all students	We will relocate our class to the library to allow students to sit on carpet or sofas for a more casual reading experience.
Differentiation: What misconceptions do you anticipate? What accommodations might be needed for students 1 and 2? FS1: focus student 1 FS2: focus student 2	FS1: Misconceptions may be that <i>We Are Water Protectors</i> is easy and does not have a sophisticated style and theme. I will ask follow-up questions to probe reasoning and ask for connections to other texts; this student may also need to do some sharing as they like to participate in whole class discussions to be engaged. FS2: Misconception is that they need not be engaged and can day dream, which they like to do a lot. So the partner's turn and talk will be helpful in staying engaged. For all students, I know asking students to engage in interactive reading aloud can be challenging because the teacher is controlling the pace, and it may feel juvenile. Students with IEPs related to focus or sitting still might struggle with keeping hands to themselves in the circled, intimate space, so I will encourage students to distance as needed but also that the story is short and that they can stretch in about 7 minutes. English language learners may find this to be a relief from reading independently if they are dominant in informal conversation and English listening domains, so I will use this opportunity to give them more talk time to shine for the class discussion.
BEFORE READING: Established Routine/Beginning of Class: Begin with a write-in or pair-share to tap prior knowledge & experiences for today's topic <i>Journal: What do you already know/believe about...? or "What were your experiences with?" Here's a word or picture, tell your elbow partner what you know..</i>	
[2 min] Hello, students. Today, we will be doing an interactive read aloud, which is why we are meeting in the library (or round tables). I want to be sure I can move around to show you the pictures in this book. This is a picturebook, which means the images and the text are interdependent, that the pictures are as essential to the meaning as the words. This is an art form, that has a place in the high school curriculum for several reasons, which we will uncover today. Turn to your neighbor and say the	

name of a picturebook you remember reading. Great. Do you remember the author or if the author had a particular style to their writing – if you read other books by them?

BEFORE READING: Communicate Learning Goals, 15 seconds: Describe and explain the concept and skill goals. "We are going to share ideas by doing a learning activity called..., Our thinking goal is...Our skill goal is...Today, we are going to uncover what's up with ..."

[2 min] Today, we are going to read *We Are Water Protectors* by Carole Lindstrom. She is Anishinabe/Métis and is a proud member of the Turtle Mountain Band of Ojibwe Indians. She was born and raised in Nebraska and currently makes her home in Maryland. She wrote this book for a specific reason, which we will uncover. Our goal is to think about how the author's perspective— their life experience, culture, and beliefs— is demonstrated in their stylistic choices. Turn to your neighbor, have you ever read a story written by an indigenous or Native American author?

DURING READING: Lesson or Activity: What will you say and do? What will students say and do? How will they move around? How will you prepare them to transition from beginning and through the lesson or activity. Include anticipated time for each. [Things you want to see them do: making sure the other person has a chance to talk, backing up perspectives with evidence/experience, asking follow-up questions, eye contact, expectation that everyone contributes]

[15 minutes] Interactive Read Aloud

Teacher: Let's begin...[reads]..Here I am noticing water in a couple different ways. In what ways does the narrator talk about water. Turn to your partner. ...What do you think?

Student: Water is like in the earth but water is also in the human body. The narrator mentions veins and there is a picture of the womb.

Teacher: Yes, so the author is using water to connect earth to humans. Let's read on.....[reads] ...Now we have seen this snake come up a couple times. A black snake. Why this color and why a snake? Talk to your partner.

Student: The snake is a symbol for the oil and the venom is a poison contaminating the water.

Teacher: What else might the snake symbolize here? Why did the elder say they knew this was coming? Talk to a neighbor? Remember to face your neighbor and also acknowledge their idea or compliment them if it is especially compelling.

Student: The snake represents more than the pipeline. It may represent past harms, like the Trail of Tears or Boarding Schools. Jodi said that part.

Teacher: Thank you, so the symbol in relation to the elder and the little girl shows historical connections. The author is drawing on history to show what is happening now, with the little girl. Let's read on...[reads]... Now, we see this image. What does this image of the little girl make you think of? Talk to a neighbor. Remember to follow up with why or what makes you think so,

Student: Like a superhero because of her fist, and the images of superheroes in movies like Superman taking off.

Teacher: And why might that be important? How does this contrast with the image on the adjacent page. What do you notice?

Student: A circle of people with the repetition of "we are still here" and then an individual, the girl on the other page.

Teacher; Yes, the "we" as a collective pronoun and the "I" as an individual. This is interesting. What can we do together, and that is inspired by the individual. I wonder why the author did this?....The repetition of this circle of people keeps coming up. So we have water, snakes, circle of people...we and I ...these are stylistic choices that show the author's perspective on the subject. What is the subject of this book so far? Tell a neighbor.

Student: Pipeline...activists... Native American history.

Teacher: And do you think this is fiction or nonfiction? Talk about that with your neighbor...Now let's finish the story [reads]. Why this ending? What do you notice in this final image and do you think this author's perspective is optimistic or pessimistic about her culture? What makes you say so?

[25 minutes] The Rest of Class

Move back to desks; do a stretch

Read another picture book, read about the author and notice stylistic choices

Research N. Scott Momaday, what similarities do you notice in the topics he writes about compared to Lindstrom independent reading, what stylistic choices does your author make— syntax, imagery, symbolism, pronouns

(During above) Reinforce their practice with immediate feedback or elicit from students what they are doing and why. What are some reinforcements you might give or follow-up phrases? [Name students' specific, positive actions and respectfully reteach misunderstandings, redirect behaviors, clarifying instructions]

Tell me more...
What makes you say so...
Encourage students to say..."building on X..." or "I hadn't noticed that, thanks Y"

Tracking Progress/[Assessment Method](#): As students work toward the

The co-teacher will do a spidermap.
I will do an exit slip at the end asking

<p>goals with practice, how will you track progress (checklist, spider map)?</p>	<ol style="list-style-type: none"> 1. <i>What is one stylistic choice the author used and how is this related to the author's cultural perspective?</i> 2. <i>How does society influence our identity and the choices the girl made? What choices did she make in the face of injustice?</i> 3. <i>Is there an issue that you are passionate about?</i> 4. <i>If time, does this story relate to anything you've seen on social media, streaming TV shows, movies, news?</i> <p>This will help me plan for the next lesson about Momaday's memoir.</p>
<p>Transition: How will students submit what they created as evidence toward the goal? How long will this take?</p>	<p>After the read-aloud, I will project a QR code and ask students to complete the exit slip. This should take 2 minutes.</p>
<p>Optimistic Closure to reflect on the essential question, learning goal(s) or allow forward thinking: How will you know all students made progress or created something? Transition to collect or submit artifacts/assignments. <i>{Now return to your journal and write... or share out what you might do if...}</i></p>	<p>Share with neighbors what they wrote in the exit slip and invite a few to share out whole class.</p>