| Lesson Topic: Understanding the Main Idea and Analyzing Stylistic Choices |
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| ***Standards addressed in this lesson:*** CCSS.ELA-LITERACY.RI.9-10.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.CCSS.ELA-LITERACY.RI.9-10.6Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.CCSS.ELA-LITERACY.W.9-10.1Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| ***What students will KNOW:*** Students will know:-key details about the tap water versus bottle water issue-annotation strategies to understand the main idea and author’s purpose -how to support their claim with evidence from the text.  | ***What students will BE ABLE TO DO:*** Students will be able to:-determine the main idea of the story-annotate the text and identify evidence to support the author’s purpose -write a paragraph including evidence, analysis and reasoning about the author’s purpose |
| ***Embedded Transition Skills:*** -Collaborating with peers-Communicating information (orally and written)-Understanding environmental responsibilities-Supporting ideas with evidence and reasoning-Taking a stance on an issue and making a decision to vote-Identify main points of what someone is saying-Understand others’ points of view-Compare and contrast results from data -Self-reflection and self-awareness  | ***How students will be ASSESSED:*** -formative assessment active monitoring the students during annotation activity to see how students are able to summarize, ask questions, and find textual evidence. -summative assessment: PEAR Paragraph (rubric to grade and provide feedback) |

| Lesson Activity | Materials, Supports Needed |
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| ***Introduction:***Upon entering class, students should be given a paper ballot with the questions from activity 6 (tap water fountain, bottled water cooler, individual bottles of water). Teacher should collect the ballots and quickly tally the results while students write down the objective for the dayPoll the class on who prefers tap water versus bottled water. Compare the results as a class between the individual anonymous ballots and the whole class visual vote.  | Printed ballots with the questions from activity 6, can also be projected on the board. (Students need writing utensil)After sharing the results, have students talk with a partner about why the results were similar or different. Then have some groups share out with class.  |
| As a class, watch the YouTube Version and answer in 1 sentence the 5ws (who, what, where, when and why) of the story.  | Computer, projector, speaker. Students need writing utensil and paper.  |
| With a group, annotate the text using \* for telling stories (what is this section about), ? for questions, and ! for quotes about the main point of assigned.  | Copies of the text, anchor chart to remind students how to annotate with the \*, ? and !. Teacher needs to determine how to break the text into 3 sections and to create student collaborative reading groups with an assigned section and one of the 4 main points (affordability, health, taste, and environmental responsibility). Students need writing utensil.  |
| Write a PEAR paragraph including a summary of your assigned point, evidence from the text to support it, analysis of the quote, and reasoning for how this quote connects to the main point of the story. | Copies of the text, writing utensil, paper or computer to write (or recording device for those who need to record their answers), copy of the scoring rubric so students know how they are assessed. Sentence stems available on table for students who need it:The script states, “….” This quote means that …. This quote proves the author’s point about \_\_\_ because …  |
| ***Closure:*** Instruct students to orally summarize their assigned main point to 2 people from other groups. Ask students to reflect on whether their vote from the beginning of class regarding tap water or bottle water has changed after watching the video and reading through the text so that they are ready to further discuss in tomorrow’s seminar discussion.  | TimerTeacher should remind students of the expectations for student talk and teacher needs to call out when next person should share out.  |

| UDL: EngagementDescribe how you incorporate multiple means of engagement into the lesson | UDL: RepresentationDescribe how you incorporate multiple means of representation into the lesson. | UDL: Action and ExpressionDescribe how you incorporate multiple means of action and expression into the lesson.  |
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| * The Introduction with the vote on tap water vs bottle water (both anonymously and whole class) recruits interest about the text by optimizing the relevance, value, and authenticity of the topic of the text (7.2).
* Annotating a section of the text, including locating evidence on one of the main points with a group fosters community and collaboration (8.3).
* The closure of the lesson asks students to reflect on whether their view point has changed (9.3).
* The introduction of the lesson where the teacher shares the results of the ballot and whole class has a component where students talk with a partner to reflect on how the results are similar and different. (8.3, 9.3).
 | * By watching the video before reading the text, options and alternatives are given to students who learn visually or auditory (1.2, 1.3, 2.5).
* The vote at the beginning of class activates or supplies background knowledge about the topic (3.1)
* Annotating a section of the text allows students to highlight big ideas and key features (3.2).
 | * Students are provided sentence stems for writing along with the option to handwrite, type, or record their responses for the paragraph (5.2)
* Students can show mastery through writing or verbalizing with a partner (in the closing section). (5.1)
* Annotating with a group helps students to organize the information needed for the writing with a system that is also on an anchor chart for students to reference (6.3).
* A rubric will be available for students to know how they will be assessed and to help guide reflection on how they are doing. (6.4)
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| Learning Barrier(s)Include any specific barriers/challenges for your student(s).  | Modification/Accommodation(s)List any modifications or accommodations needed or specific students.  |
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| * Students may have trouble understanding the vocabulary used in the text.
* Students may have trouble composing a paragraph.
* Students may have trouble locating evidence in the text.
* Students may have trouble understanding the text.
 | * Before this lesson, pre-teach the vocabulary that will be used in the text.
* Prompt students to use the sentence starters provided for the paragraph and provide a table copy for reference.
* Grouping students during the annotation stage allows all students to have access to at least one piece of evidence for their writing.
* Watching the video prior to reading should allow students to understand the text better.
* Myisha will need prompting from teacher to sustain attention during the annotation activity, so she does not have to catch up with the reading later in the lesson. Myisha should also be placed in a mixed level group to help her learn from others if she cannot understand the main point of the text on her own.
* Brad should be allowed to stand or move while working with his group. A teacher should check in with Brad on how to use the sentence starters to organize his writing. He should be encouraged to either record his response using text to speech or typing his response.
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