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Literature Elements
(Thematic Lesson on Farm Workers)

Content Area: Language Arts

Grade: 9th

Introduction:

This lesson will introduce students to the literature elements, such as character, point of view, setting, plot, and universal theme. Students will be exposed to different characters, settings, and universal themes and be able to identify them in any given literature work.

Behavioral Objective:

The main objective of the lesson is for students to identify the literature elements. Students will also be able to demonstrate use of listening and speaking skills by reading “Breaking Through” by Francisco Jimenez. Then later, students will be able to apply their knowledge by doing a literary analysis. The students will also have the opportunity to relate to the life of a farm worker. The objective will be met when the teacher can evaluate the student’s mastery of interpreting literature elements.

Arizona Standards: Language Arts Standards

Standard 3 – Listening and Speaking
Standard 4 – Viewing and Presenting

AIMS

- R-P1 Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information.
- R-P2 Recognize, analyze and evaluate an author’s use of literary elements.
- W-P3 Write an analysis of an author’s use of literary elements such as character, setting, theme, plot, figurative language and point of view.

Anticipatory Set:

1. The teacher will start this lesson by identifying the literature elements and give the students a definition of each and how each is identified in literature works.
2. Begin discussion on what is the purpose of knowing the literature elements.
3. Ask students for important details when reading a book.
4. After having the students review and discuss the teacher may then proceed by saying how common these elements are in regards to literature.
5. By using the students’ discussions and responses the teacher can create a web on the board with all students’ responses.

Teacher Input:

Teacher will begin lesson by setting the stage on the importance of literature elements. For example, Why is it important to know about the story? Where is the story taking place? When is everything in the story happening? (setting) Who is in the story? (characters) How is the story been told? (point of view) This is called the 5 Ws and will allow the students to view the literature elements from a different perspective. Then the teacher will begin this lesson by writing on the board the word “Breaking Through” and students will give a definition of what it means. Then students will read one chapter of the book “Breaking Through.” Reading will be done in the form of calling students. For example, a teacher might want to read as a class if she/he has Special Ed. or EL learners. After reading is done the teacher will organize students into groups of 4-5 members. Each group will receive an index card. The index cards will be label as character, setting, point of view, plot, and universal theme. Teacher will ask students to examine each literature element and identify it in the chapter that they just read. Allow time for students to converse with their group before class discussion starts.

Modeling the Behavior:

Teacher will call on the groups after they have had time to converse with each of their group members to come up with the index card and the information they have gathered. Each group will have a chance to tell the class the literature element they have noted on their index card and explain to the class how this element is identified in the chapter that they just read. The teacher will allow classroom discussion. Each group should be able to tell the class why they identified the element and what keywords they were able to use in order to find the literature element. The teacher will give the answer after each group has demonstrated a level of understanding. The teacher will repeat the process for all five-literature elements and will tell the students why these literature elements are significant. After the teacher has review with the students all the literature elements, the teacher will ask the students to complete a Literary Analysis worksheet (see attached). Conclude this activity by using a transparency on the Literary Analysis worksheet and have one student from each group to come up and write the information for each literature element. A discussion should follow to allow students to clarify why the literature elements are important on any literature work. Give students time to ask questions or any concern that they might have. To emphasize this point with students, teacher will repeat the process of identification of the literature elements and give definitions and more examples. This could be open for more class discussion. Then the teacher will have each student respond or give an example of any literature element to demonstrate his/her understanding. Before class is over the student should have participated in class discussion to receive credit and for the teacher to access the students learning.

Check for comprehension:

The teacher will check for understanding by observing the students’ behavior. During the lesson the teacher will be asking the students questions and the students

must be demonstrating their understanding of the lesson. Also, the students are responsible for verbally responding and discussing in their groups. They will be assessed through a writing submission of the Literary Analysis worksheet and the oral presentation of their particular labeled index card. Teacher will help Special Ed. and EL learner students by one-on-one assistance. Teacher will also assess student learning through discussion in class. Before the students leave the classroom each one of them will be responsible to tell the class one thing that they learned from today's lesson. For example, a definition of one literature element or one thing about the chapter they just read.

Guided Practice:

The teacher will guide the student into this unit by first reviewing a previous lesson on definitions of literature elements and asking questions. The teacher will allow the students time to converse in class. The class will read aloud a chapter from "Breaking Through". The teacher will put students into groups of 4-5 and will provide the students with 5 labeled index cards with literature elements in which the students as a group will identify the appropriate literature element in the index card after the reading assignment. Students will demonstrate their previous knowledge of literature elements by coming up with the answers to the index cards. An oral presentation will follow as each group will go to the front of the classroom and give their answer to their index card. Discussion will follow to come up with the right answers. Students will also demonstrate their knowledge by their written worksheet provided by the teacher in which the students will plot the information of the literature elements. The students will be responsible for class discussion following the written information. The students will have a reading assignment followed by questions for discussion in class.

Closure:

Students will be able to demonstrate their previous knowledge and what they learned by using writing, class discussion and oral presentation. They will be able to relate the information received to any given reading assignment and make it relevant to their education learning. They will demonstrate their understanding by answering oral questions in class before they are able to leave the classroom. Students must tell the teacher at least one thing that they learned from this lesson. Teacher can use the written information and discussion to assess students' learning.

Independent Practice:

Students will independently work on the labeled index card and literary analysis worksheet in order for them to identify the literature elements. They will also have a reading assignment from the book "Breaking Through". Following the independent and class reading the students will do a literary analysis worksheet independently, group or as class discussion. In this lesson I will allow the students to respond orally.

Assessment:

Teacher will check understanding by using written information about the labeled index cards, oral presentation, and literary analysis, and most importantly the teacher will make sure that all students are participating in the class discussion. The teacher may want to ask questions to each of the students in order for them to participate. Students will have a chance to demonstrate their understanding by telling the teacher before they leave the classroom what they learned from this lesson. For Special Ed. and EL learner students the teacher can assess through one-on-one assistance and by observing the students' behavior. The objective will be met when the teacher can assess their mastery of AIMS and Language Arts Standards listed above.

Materials:

These materials have been arranged to fit the objective of this lesson plan.

- A copy of "Breaking Through" by Francisco Jimenez
- Labeled Index Cards (character, point of view, setting, plot, and universal theme)
- Literary Analysis Worksheet
- Paper, pencil or pen
- Transparency
- Overhead projector
- Markers
- Whiteboard

Modifications for students with disabilities:

The modifications for students with Special Ed needs and EL learner students include: the visual transparency and worksheet of a Literary Analysis, labeled index cards, and the physical interaction between students of different learning levels within their groups. The cooperative learning during the Literature Elements Lesson in which the students will have the chance to work with students of different learning styles in order to come up with the literature element identification. The teacher will provide guided practice as well as one-on-one assistance. The teacher will allow out loud reading using different styles of reading such as choral reading, paragraph summary with questions and answers from students.

Technology:

Teacher can make a power point presentation and scan all the information in. For this lesson I will only use the overhead projector.

Extension:

The teacher may allow the students to create a collage or poster boards in which they identify their literature element labeled in the index card and present it to the

class as a group and have it displayed as examples to follow. Also the reading portion can be done as a jigsaw activity.