Lesson Plan

Teachers: Mr. Gyekye	**Content Area:** English Language Arts	**Grade:** 7	**Unit Number:** 1

Lesson Number and Topic	Lesson: One Topic: Gist and Annotating
Common Core Standards	**RI.7.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly**.**
Materials	Cornell Notes, PowerPoint, Photo Collage, Copy of "A Long Walk to Water" by Linda Sue Park, Video, Graphic Organizer.
Vocabulary	
Instr./Asses. Techniques	Think-Pair- Share, Stop & Jot, Group discussion
Inquiry Question	- What is a gist? - What does it mean to annotate?
Mastery Objective	I can determine what a text says by analyzing the text for gist, making inferences and annotating.
WICOR	☐ Writing ☐ Inquiry ☐ Collaboration (Partner/Group Work) ☐ Organization ☐ Reading

Think and Answer

Description:

Students will respond to the question, "What can happen when you do not have food or water?" Write your answer in three sentences.

Students will respond through "JOT, TURN AND TALK".

Mini Lesson

Description/Content:	Student Expectations:
- Teacher leads a discussion on gist and annotating after reviewing students' responses of the "Do Now" with the class. - Teacher explains that a gist is the most essential detail in a text. - Teacher explains that to annotate means adding notes to (a text or diagram) in order to get an explanation or provide a comment about a text.	- Students write in five sentences about what can happen when you do not have food or water. - Students discuss their answers with their elbow partners. - Students take notes on what gist and annotating means to them in their own words.

Independent Practice

Investigation #1:	Student Expectations:
Teacher models what it means to provide a gist and annotate using a text. And what it means to see, think and question.	- Students quietly tracks the teacher as he models what gist and annotating entail. And also what it

Investigation #2: - Students go on a gallery walk. - Students use their graphic organizers to jot down what they see, what they think and what they wonder. - Students discuss their noticing in their groups. **Investigation # 3:** Students watch a video and engage in discussions around the following guided questions. - What connections can be made between the video and the images? - How do these images relate to topics you have read about or been told or a movie you have seen? - Why do you think the issues revealed by these images are important	means to see, think, and question and take notes in their Cornell Notes. - Students walks quietly around the room to view the images and write what they see, what they think and what they wonder on their graphic organizers. - Students work collaboratively to discuss their answers. - Students watch a video and write the essential details they pick from the video in their notes. - Students take notes and write their comments about the video in their Cornell Notes. - Students after watching the video and taking notes, discuss the guiding questions in their groups.

Share-Out/Assessment

Students will be expected to demonstrate understanding: - Students will jot down what gist and annotate means to them and discuss their thoughts in their groups. - Students will answer guiding questions during their group discussions. - Students will complete the I See, I Think, I Wonder worksheets.	**Instructor will be expected to enhance understanding:** - Teacher will validate what students say and fine tune students' definitions of close reading. - Teacher will circulate during group discussions and address misconceptions and misunderstandings as well as questions that arise from their discussions.

Exit Ticket: Students will do a fist to five check for understanding

Homework

Students will be assigned to read the first chapter of the novel, ALWTW and complete the questions on Chapter 1.