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| **Student Teacher:** Sheryl Smith | | **Date:** 4/2/13 | |
| **Grade:** 7th | **Period**: 1,4,5,6,7 | | **Supervisor:** Mr. Giovanis |

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| **PRELIMINARY PLANNING** |

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| **PA Standards:**  R7.A.1.3.1: Make inferences and/or draw conclusions based on information from the text.  R7.A.1.4.1: Identify and/or explain stated or implied main ideas and relevant supporting details from text. |
| **Pre-assessment:**  Students have learned about Jordan Sonnenblick and have discussed the background of the book. |
| **Objectives:**  Students will demonstrate an understanding of the character's relationships by engaging in discussion about siblings.  Students will relate to the central character by answering the same journal prompt that he does in the story and comparing responses. |
| **Individual Modifications:**  \*Due to assembly, I will read the chapters for 6th and 7th periods which are shortened. |
| **Materials:**  Novel, Journals, Promethean Board |

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| **LEARNING SEQUENCE**  Time: 15 minutes |

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| **INTO**  **Introduction/Motivation/Focus Attention** |

1. Have students complete Bell Ringer

2. Go over activity and discuss each answer as a class.

3. Pass back hand-outs and vocabulary quizzes

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| Time: 30 minutes |

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| **THROUGH**  **Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)** |

1. Finish going over Cancer information and highlighting the important sentences as a class.

2. Introduce the idea of all the service projects: Cards and Book Drive. Tell students more specific details will come next week as we begin. Also, introduce the idea of a note/feelings box that I will check on througout the reading.

3. Generate a list of words on the board with students that describes how they feel about their siblings. Discuss the different ways that family can affect us versus friends by then creating a Venn Diagram.

4. Popcorn read the first chapter as a class, stopping to discuss symbolism of the name "Peasant" and make a prediction about what the last line of the chapter foreshadows.

5. Have students write the journal prompt that Stephen answers in the chapter, "What is the most annoying thing in the world?"

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| Time: 5 minutes |

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| **BEYOND**  **Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)** |

How do you feel about the novel so far?

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| **POST INSTRUCTIONAL PLANNING** |

What worked? What didn’t work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?