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| **Student Teacher:** Sheryl Smith | | **Date:** 4/3/13 | |
| **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.1.6.2: Explain, describe, and/or analyze examples of text that support the author’s intended purpose. |
| **Pre-assessment:**  Students have begun to read and discuss Drums, Girls, and Dangerous Pies |
| **Objectives:**  Students will demonstrate an understanding of tone by engaging in exercises where they must speak in different ways and then finding examples of similar shifts within the texts. |
| **Individual Modifications:**  N/A |
| **Materials:**  Worksheet, Novel, Promethean Board |

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| **LEARNING SEQUENCE**  Time: 20 minutes |

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

1. Have students complete the Bell Ringer for the day.

2. Discuss each answer and go over as a class.

3. Go over the vocabulary exercises

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| Time: 25 minutes |

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

1.Teacher will read Chapter 2 out loud.

2. Have students ask for a pen and refuse to give it to them. Then discuss how and why we use different tones for different situations and with different people.

3. In groups, have students go back through the chapter and fill out the worksheet marking when Stephen changes tone and what causes him to do so.

4. Have students read certain passages out loud, especially pages 18-19 with the different tone shifts in mind.

5. If extra time, discuss with students the idea of verbal versus non-verbal communication. What do we communicate with facial expression versus words? How does an author compensate for that in a story?

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| Time: 5 minutes |

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

Get ready to read Chapter 3 tomorrow!

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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?