

## Format for Demonstration Lesson Plans

**Title of the Lesson:** A Mother and Daughter Read-Aloud

**Teacher:** Tanya Watson

**Grade Level:** 6, 7, 8

**Length of Lesson:** *One class meeting*

**Overview of the Lesson:** *The student will listen to an age-appropriate, grade appropriate text excerpt read aloud by the teacher and participate in scaffolded and independent comprehension and writing exercises.*

### **Essential Learning Outcomes:**

*Vocabulary - This student will manipulate read-aloud texts via hand-written annotations of personal text interests and unfamiliar vocabulary/phrases.*

*Prewriting - The student will practice four areas of researched reading strategies (e.g., prediction, question, comment, connect).*

*Listening - The student will listen to a teacher-read excerpt from a classical or multicultural young adult novel/short story.*

*Writing - The students will write a cohesive paragraph using a teacher-created prompt which retells the story and promotes the 5-WH strategy (who, what, where, when, why).*

### **NC Common Core Standards Being Addressed:**

6<sup>th</sup> Grade (Reading & Writing)

#### **Reading:**

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**Writing:** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Establish and maintain a formal style [i.e., 5WH strategy].

7<sup>th</sup> Grade (Reading & Writing)

### **Reading**

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

### **Writing**

W.7.1. Establish and maintain a formal style.

W.7.1. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## **8<sup>th</sup> Grade (Reading & Writing)**

### **Reading**

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### **Writing**

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Materials Needed:** Soto (1990) Baseball in April and Other Stories, “Mother and Daughter”; hardcopy excerpt of read-aloud story; colored highlighters; retelling sheet; cloze assessment; story display (front/center of room): two shirts—one black, the other white; pencil; Avon brand perfume; plastic tub for the dye demonstration; mirror; and one bobby pin for each student. Other materials from the story could be included OR technology could be used to display pictures of items on screen in front of the class. For students who need extra scaffolding, a cluster map/Venn diagram could be used to help them organize ideas.

**How the Lesson Will Flow:** Review 5WH strategy (who, what, when, where, why) and comprehension strategies (i.e., comment, question, predict and connection). Have students prewrite on the title of the story. Introduce the book and offer students micro background on book or author. Allow students to then use the read-aloud excerpt to highlight individual problematic words/phrases from the text to be read aloud. Reinforce the notion of “skimming” a

text versus “reading” a text. Discuss any individual reading concerns in a natural way (talking) and answer any pertinent questions about the text. A cluster map/Venn diagram could be used here to deepen the reading for struggling students. Demonstrate important actions in the text by using the materials from the text that the student may need to see (e.g., Use two pieces of material—one black, the other white and demonstrate to students what Yollie’s mother does as she dyes her daughter’s dress from white to black.). Direct students’ attention to read-aloud story excerpt. Read title and read text aloud using, expression and body language as well as expressing those words/phrases that emerged in the discussion. Remind students to read along silently as you read aloud. Read a teacher created prompt for the retelling (i.e., “Retell the story you just heard. Make sure you give the audience enough information about the story”). Direct students to write a retelling of the read-aloud story [Use sentence starter retelling sheet (attached) for struggling writers]. After collecting read-aloud, give students the cloze quiz. Once retelling and quiz are completed, review with students for immediate feedback by reinforcing 5WH and important vocabulary terms.

**Assessment:** *List the informal and/or formal assessments that will be used during this lesson. How will you know whether or not the students got the main points of your lesson?*

#### **Informal**

- Prewriting Product – Student will comment, question, predict or connect with the title of the story
- Comprehension Activity(ies) – Student will work with an individual paper tool (i.e., Venn diagram, cluster map, graphic organizer)
- Retelling (Using 5WH) – Student will retell/reconstruct the read-aloud in his/her own words with the use of memory and graphic organizer.

#### **Formal**

- Modified (word bank) cloze/maze assignment
- Retelling (Using 5WH) – Student will retell/reconstruct the read-aloud in his/her own words without graphic organizers.

**Sources for the Lesson:** Teacher created lesson inspired by Brown and Cambourne’s (1987) retelling and Amer’s (1997) read aloud research involving cloze assessments.

**Excerpt from “Mother and Daughter” by Gary Soto (1990)**

The best Mrs. Moreno could do was buy Yollie a pair of black shoes with velvet bows and fabric dye to color her white summer dress black.

“We can color your dress so it will look brand-new,” her mother said brightly, shaking the bottle of dye as she ran hot water into a plastic dish tub. She poured the black liquid into the tub and stirred it with a pencil. Then, slowly and carefully, she lowered the dress into the tub.

Yollie couldn’t stand to watch. She *knew* it wouldn’t work. To Yollie’s surprise, the dress came out shiny black. It looked brand-new and sophisticated, like what people in New York wear. She beamed at her mother, who hugged Yollie and said, “See, what did I tell you?”

The dance was important to Yollie because she was in love with Ernie Castillo, the third-best speller in the class. She bathed, dressed, did her hair and nails, and sprayed her neck and wrists with Mrs. Moreno’s Avon perfume. Mrs. Moreno let Yollie out in front of the school. She waved and told her to have a good time but behave herself.

The evening was warm but thick with clouds. Gusts of wind picked up the paper lanterns hanging in the trees and swung them, blurring the night with reds and yellows. The lanterns made the evening seem romantic, like a scene from a movie. Everyone danced, sipped punch, and stood in knots of threes and fours, talking. When the record ended, students broke into applause.

As they danced under the lanterns, rain began falling, lightly at first, until it began to pour.

“Everyone, let’s go inside—and, boys, carry in the table and the record player,” Sister Kelly commanded.

The girls and boys raced into the cafeteria. Inside, the girls, drenched to the bone, hurried to the restrooms to brush their hair and dry themselves. Yollie went to a mirror. She looked a little gray now that her mother’s makeup had washed away but not as bad as some of the other girls. She combed her damp hair. She couldn’t wait to get back to Ernie.

Yollie bent over to pick up a bobby pin, and shame spread across her face. A black puddle was forming at her feet. Drip, black drip. Drip, black drip. The dye was falling from her dress like black tears. Yollie stood up. Her dress was now the color of ash. She looked around the room. What could she do? Everyone would laugh. They would know she dyed an old dress because she couldn’t afford a new one. She hurried from the restroom with her head down, across the cafeteria floor and out the door. She raced through the storm, crying as the rain mixed with her tears.

**(WC462)**

Modified Excerpt from "Mother and Daughter" by Gary Soto

**WORD BANK**

puddle  
combed

dye  
shame

laugh  
color

Yollie went to a mirror. She looked a little gray now that her mother's makeup had washed away but not as bad as some of the other girls. She \_\_\_\_\_ her damp hair. Yollie bent over to pick up a bobby pin, and \_\_\_\_\_ spread across her face. A black \_\_\_\_\_ was forming at her feet. Drip, black drip. Drip, black drip. The \_\_\_\_\_ was falling from her dress like black tears. Yollie stood up. Her dress was now the \_\_\_\_\_ of ash. She looked around the room. What could she do? Everyone would \_\_\_\_\_.

