

<p>Lesson Plan Yasna Muratovic Grade 4 ELA</p>	<p>Shared Reading: <i>A Day in the Life of Aisha</i></p>
<p>Objective: Students will track the main character's thought process as she continues on her day's journey by engaging in shared reading, group discussion, and written responses.</p> <p>Standard: Teachers using this can insert learning standards that they feel students will be accomplishing with this lesson. Some examples of learning standards may include:</p> <ul style="list-style-type: none"> - The ability to identify and speak on a character's emotions and provide reasoning as to why they may be feeling that emotion - The ability to empathize with the main characters and make text to self, text to world, and text to text connections. 	<p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. I can track Aisha's progress on her day's journey at school by noticing what she and others do/say and what this reveals about her character and theirs. 2. I can identify and give characters internal and external traits. 3. I can create deep questions, a variety of connections and engage in a group discussion regarding the book and the broader image at hand: how Muslims are treated. 4. I can offer concrete evidence when revealing character traits, personality traits, plot, and external traits of characters.

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Procedure:

1. Students read and unpack learning targets:
 - I can track Aisha's progress on her day's journey at school by noticing what she and others do/say and what this reveals about her character and theirs.
 - I can identify and give characters internal and external traits.
 - I can create deep questions, a variety of connections and engage in a group discussion regarding the book and the broader image at hand: how Muslims are treated.
 - I can offer concrete evidence when revealing character traits, personality traits, plot, and external traits of characters.
3. Students engage in shared reading of A Day in the Life of Aisha, stopping to add to character chart whenever they notice a trait of any character in the book. Students may also add their own imaginative aspects about what may be going on in the book, regarding the troubled student who is picking on Aisha.
4. Students identify and interpret metaphor in Maleeka's diary entry, using anchor chart and scaffold to write interpretations
5. Students create own deep questions and a variety of connections
6. Students engage in group discussion, using Group Discussion Protocol

7. Students work in groups to create character charts using facts(paraphrase) or quotes to support claims. Students have the option to pick a character and identify 3 external traits, and 2 internal traits with evidence from the text, or to create a Venn Diagram comparing and contrasting 2 characters from the book, using at least 4 pieces of evidence.

<p>Vocabulary:</p> <ul style="list-style-type: none"> • hijab • hijabi • religion • “towelhead” • haunting • reassurance • external traits • internal traits 	<p>Assessment: Teacher will assess students’ use of graphic organizers to articulate inferences based on evidence from the text. Teacher will assess students’ ability to locate details from the book support inferences. Teacher will assess students’ ability to identify internal and external traits. Teacher will assess students’ ability to locate evidence from the chapter to support written claims, and include that evidence in the form of facts or quotes.</p>
<p>Essential Questions:</p> <p>What do Alex’s words toward Aisha reveal about his character?</p> <p>Is Aisha’s response to her mom’s comfort what you expected it to be? Why or why not?</p> <p>What is the author’s message to the reader? How do you know?</p> <p>What is the bigger picture behind this narrative? Think about Aisha’s religion and her struggle with hijab.</p> <p>What is YOUR takeaway from this book?</p>	<p>Small Group/Differentiation: Students will each have their own copy of the book for shared reading, as well as a word wall for vocabulary reference to utilize during shared reading. Students will have access to organizational and kinesthetic aids, such as choice of pencil or black pen, use of blue pen for revision only for visual support and graphic organizers to aid in organizing details from text and inferences. Students will work in small groups during shared reading and discussion, and partnerships during writing to promote collaboration, peer mentoring and allow for individualized teacher support. Students will have freedom and choice when locating details to support inferences about character traits within text to add to chart; in choosing which scaffold to use to create own deep questions to initiate group discussion; in which method of participation to use to enter into group discussion. Students have access to all previous noticing/inference charts and deep questions to activate prior knowledge and use as a reference.</p> <p>At the end of the lesson, groups will be given 5 minutes to discuss one essential question, which will be listed on chart paper and assigned to each group.</p>