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Grace Pilz Lesson Plan 3

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Introductions:

Get the group into a circle. Then start out by saying your name and a food that begins with the same letter.

Then the next person does theirs, plus yours. Then the third person does theirs, the second's and the first's name and food.

It then moves on down the line, so that the last person has to do everyone within the group. Different variations of this can be played but it is great for getting the group to know one another and the names.

All Summer in a Day by Ray Bradbury

I. Icebreaker/Intro to Story

Ray Bradbury likes to tell stories that combine imaginary elements with things that are very real. He uses futuristic settings to help readers understand more about themselves and to get them to ask questions about the world around them. For example, the story we will read today takes place in outer space but still has many connections to our lives right here in Knox County. Who has an idea about how life on Venus could ever relate to life as a Columbia Middle Schooler in Mt. Vernon, OH??

II. Learning objectives: We'll ask/chat about these questions as we read

- a. Describe Setting: What are the seasons like on Venus? Where do the people on Venus live?
- b. Identify Characters: Who is the person who misses the 2 hours of sunshine? Who bullies Margot? Who is thinking about taking Margot back to sunny Ohio?
- c. Trace Plot Sequence: They should give us a rough chronology: 1) background history tells us about the last time the sun came out, 2) we learn why the kids don't like Margot, 3) Margot gets locked in the closet, 4) the sun comes out and the children enjoy, 5) the sun goes away and the rain starts back up, 6) the school kids realize they forgot about Margot in the closet so they go let her out
- d. Determine Themes: Difference, loneliness, fitting in, borders, guilt

III. Comprehension questions (post-reading)

A. Check for understanding

- a. Who knows what "climate" means? What is one word we could use to describe the climate of the setting?
- b. How does Margot fit in with the other kids? Why do you think they view her this way?
- c. What kind of person do you think William is? Is he similar to characters from other books that you've read?
- d. What are the students thinking and feeling when they let Margot out of the closet? How would you be feeling?

B. Differences between people often cause conflict or clashes. Why doesn't Margot interact with the other children? Why does this difference make them unable to get along?

IV. Activity

Draw a Scene from the Story (making sure to capture the mood of the scene through color and facial expressions)

- a. The jungle right after the sun comes out
- b. Margot trapped in the closet
- c. The girl who feels the first drop of rain

Legal Alien by Pat Mora

I. Intro to the Poem

Pat Mora is a poet, writer, and social activist (what is this?). Her Mexican-American heritage is a big part of her life and therefore colors her work. Her travels to countries like Cuba, India, and Pakistan also cause her to ask questions about cultural differences and inequality.

II. Pre-Reading Questions

What does the prefix “—bi” mean? What does it mean when we add it to other words and get “bilingual” or “bicultural”?

What is the tone of the poem (ie How is the speaker feeling) and where can we point to in the text to demonstrate that?

What is the source of the speaker’s inner conflict? What is she grappling with?