# Instructional Plan:

<table>
<thead>
<tr>
<th>TEACHER ACTIONS</th>
<th>STUDENT ACTIONS</th>
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<tbody>
<tr>
<td>Teacher greets students at the door, has worksheets for them to pick up</td>
<td>Students pick up worksheets on the way in, sit down, and begin working on the warm up</td>
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<td>Teacher monitors students working on the warm up, checks homework from last night</td>
<td>Students complete the warm up tasks. When students are done writing the warm up, they share their answer with their partner.</td>
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<td>Teacher asks for volunteers to share their responses to the warm up</td>
<td>Students volunteer responses to the warm up activity</td>
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<td>Teacher leads review of what a theme must be, and what a recurring theme is</td>
<td>Students volunteer answers about theme and recurring theme, reviewing what they have just been writing their response to literature about</td>
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<tr>
<td>INTO Teacher explains that a recurring theme can be seen in a visual text as well as in a piece of written literature. Teacher numbers students off so that they can complete a gallery walk of visual texts that exhibit a recurring theme.</td>
<td>Students number off and then move to their assigned station in the gallery walk. Students complete the gallery walk for about 8 minutes, looking at the visual texts and taking notes on what they see on their “abc wordwall”</td>
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<tr>
<td>Teacher gives students a quickwrite prompt about the visual texts that they have just seen around the room. Students are asked to think about what they have seen, what the visual texts mean.</td>
<td>Students complete the quickwrite about what they have seen. Students share responses with a partner.</td>
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<tr>
<td>Teacher asks students to share responses to the quickwrite</td>
<td>Students volunteer to share responses from the quickwrite</td>
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<tr>
<td>THROUGH Teacher reads “The Lorax” to students</td>
<td>Students are read to, take notes on their “abc wordwall” about what they see</td>
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<td>Teacher directs students to think about what they saw in the pictures, what they wrote in the quickwrite and what they saw and heard in the story, and think about a possible recurring theme</td>
<td>Students discuss in pairs/small groups about possible recurring themes between the visual texts and the story, look for evidence for their themes</td>
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<td>Teacher helps students come to an agreement on one recurring theme; teacher explains/leads discussion of why a theme in literature or in a visual text could be important for more than just writing a response to literature</td>
<td>Students come to an agreement about a recurring theme; students volunteer answers about how a theme might be important for more than just writing a response to literature</td>
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<tr>
<td>BEYOND Teacher tells students that they are going to write a very short story using the same recurring theme already identified</td>
<td>Students pair up and write a very short story that uses the same recurring theme that has been discussed</td>
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<tr>
<td>If time allows, teacher asks students to volunteer to read their stories</td>
<td>Students volunteer to read their stories for the class, followed by a short discussion of how the story showed the theme</td>
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Subject
English

Duration of Lesson
55 minutes (1 class period)

Grade Level
7th grade

Class Demographics
My school is 99.3% Latino, and over 80% of the student body receives a free or reduced-price lunch. Our school has an API score of 1. My class itself is an honors class. This means that it includes several students who have been identified as gifted. There are also several students who are in the process of being identified as gifted, or have very recently been identified as gifted. This particular class I have for 2nd Period, and it is an Honors Class. There are 30 total students, and the breakdown is as follows: 8 RFEPs (Reclassified English Proficient), 3 IFEPs (Initial Fluent English Proficient), 19 English Only speakers, and 10 students classified as Gifted. None of these students has an IEP. All 30 students are Hispanic, mostly Mexican or Mexican-American origin. In regard to gender, the class is split as 13 Boys and 17 Girls.

Academic Content (CA) Standards
CA.ELA.7.R.3.4: Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

Unit Goal/Theme
What is a recurring theme? How can a recurring theme be seen in the real world/real life? Why are recurring themes important in real life?

Lesson Objective / Content Objective(s)
The students will be able to explain how a recurring theme can be seen in the real world, and what part recurring themes can play in the real world (why they are important). Students will also be able to use a chosen recurring theme and create a short story around that theme.

Assessment Type:
entry-level: students will be asked to access prior knowledge about recurring theme with verbal prompting from teacher, and brainstorming

formative: students will complete a quickwrite activity that asks them to think about and discuss recurring themes in media other than literature, and explain how they might see these in the real world

summative: students will be asked to create a short story using a certain theme; students will also be asked to complete a quickwrite about the use and importance of recurring themes in the real world
**Method**
Quickwrite will be graded with points on whether or not the student gave evidence about how they identified recurring themes and where they could see them in the real world. The story will be graded on whether or not it effectively uses the given recurring theme as the central message.

**Connection**
Students can prove they have met the objective by giving evidence for how they identified a recurring theme, giving evidence for how a recurring theme can be seen and used in real life, and by creating a story that is truly centered around the recurring theme and uses this theme as its main focus.

**Materials**
copy of "The Lorax"
several cartoons that convey a certain theme
abc brainstorming sheet (2 per student)
Supplementary Materials
multiple copies of "The Lorax," if possible

**Content Adaptation**
I designed this lesson specifically to promote the success of English Learners. Recurring theme is so often discussed purely through the study and analysis of literature, and this lesson gives students a chance to practice their skills with recurring theme in the context of visual texts. In this way, I have already included content adaptations for English learners throughout the lesson, such as visuals and graphic organizers. Students are encouraged to work together as they analyze the visual texts in the gallery walk, which allows them to feel that they can ask questions and collaborate to make meaning of the cartoons. Students are also given the graphic organizer as a way to help them organize their thoughts when doing the gallery walk. The reading of the Lorax book is also accessible for English Learner students because it is a children's book and the theme is very easy to recognize quickly. Because some students are struggling readers and sometimes disengage when asked to read and look for theme, I have adapted this content by actually reading to the students, so that they can receive the information by listening to me read and looking through the pictures in the book.

**Vocabulary**
The idea of RECURRING THEME is being reviewed, as well as the idea of THEME itself. These concepts have already been taught and reviewed several times, so this vocabulary should be familiar to the students.

**Preparation: Items to Consider When Planning for Instruction**
I considered many things when planning this lesson, especially in regard to the fact that my students are English learners. I linked the information presented to prior knowledge that i know they have about global warming and the condition of the earth and how we need to protect it. I have heard my students discussing these topics not only in my class, but also in casual conversation, so I know that it is an area that both interests them and that they have some prior
knowledge about. I also used the ABC note taking chart, which is a strategy that my students had already learned and become accustomed to using. This way, they could use a graphic organizer that was already familiar, as a way of learning new information. I also notice that students enjoy using this graphic organizer not only because it helps them organize their thoughts, but also because they seem to have a sense of pride in filling up the boxes, and I think they have a feeling of accomplishment when they see that they have filled out several boxes. This graphic organizer allows my students to produce writing that they have difficulty producing without the aid of the graphic organizer, and allows them to feel the pride that comes along with having produced written responses.

**SIOP Features**
**Integration of Processes**
I know that reading and writing are usually where my students have difficulty, and that they are often able to express their feelings and responses in a spoken format, rather than in a written format. My students also have often have difficulty listening to instructions and directions, so I try to provide for them written directions so that they have something to refer to if they forget the instructions past the first few steps. Students are given the chance to speak in groups several times during this lesson, because I feel that it allows them to feel more comfortable with the material, and to then be more comfortable participating in the whole-class discussion since they have already "practiced" speaking within their small groups.

**Scaffolding**
Students will receive scaffolding in various ways throughout this lesson. I have worked very hard to provide comprehensible input to students at every juncture of the lesson. Firstly, students are "reading" the visual texts, which most will find more palatable and easy to understand than a written text. This allows them to access the material better than If I simply provided them with a passage and asked them to find the recurring theme. Secondly, students will listen to a reading of "The Lorax," which is a children's book, and which is very easy to identify the recurring theme. Students will not be bogged down in the complexities of a challenging text AND be asked to identify and analyze recurring theme - instead, they will be using material that is interesting and not too challenging, which will allow them to practice the skill of identifying and analyzing recurring theme with much more ease.

**Application**
I designed this lesson to be very "hands on" so that my students could more easily relate to it and absorb the material. The gallery walk is a way for the students to actually experience the message of the theme, rather than just reading a passage in a book that describes the theme. The gallery walk also allows for authentic conversation and communication between group members, as they work together to make meaning of the cartoons and visual texts that they see. The reading of the storybook is also a "hands on" type activity, since students are being read to. I included this portion in the lesson because I felt that it was more powerful for me to read the book to them instead of having them read copies of the book silently to themselves. In this way, they are experiencing and reading the book together as a class, which is more powerful, and gives the activity a more collaborative feeling.
The entire lesson was also designed to be meaningful to students and to promote engagement. I chose a topic with which I know they are fascinated, and about which I know they have prior knowledge. The recurring theme that students work with throughout the lesson is meaningful to students, as I know they are very concerned about the current state of the natural world. The structures of the lesson also promoted student engagement. The lesson was broken up into short portions to keep students' attention, and each part of the lesson was designed not only to reach students at their interest level, but also to give them a chance to be producing some sort of written product so they are occupied and feel productive.

**Grouping Options**

I use deliberate grouping for almost every single lesson I teach in my class. This lesson in particular uses several different kinds of grouping. Firstly, students work in groups of about 5 to complete the gallery walk and analyze the visual texts and cartoons along the way. This gives students a chance to speak in small groups about what they are experiencing, which means shy students don't feel overwhelmed by speaking to such a big group, but that unsure students don't feel alone in their task. These small groups promote collaborative learning and understanding, as well as more practice with accountable classroom talk. Secondly, I give students an opportunity to work in partners throughout the lesson, because I feel that it is a nice balance between having students work alone, and just relying on class-wide discussions. Partner work allows my students to share ideas and thoughts with each other. It also allows students to refine their thoughts by sharing with a partner before they are asked to share with the class, which makes them feel more confident when they are asked to share with the class. Finally, students are given the opportunity to work independently first when they complete the quickwrite about what they have seen in the gallery walk. The quickwrite gives students a chance to independently and quietly reflect on what they saw and the understandings they gained from group members, and to put these understandings in their own words. Secondly, the students will collect their thoughts on the graphic organizer while the teacher reads "The Lorax." Students have already practiced using this graphic organizer with this recurring theme throughout the gallery walk, so they are primed to do it on their own while listening to the story.