

Lesson: Tracing a theme in a poem

Grade Level: 8 (CCT)

Class Time: 2 periods

Essential Understanding: Claims can be supported by explicit and implied information.

Learning Outcomes: Students will be able to support claims based on explicit and implied information.

Common Core Standard: W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

IFC Skill: Draws conclusions based on explicit and implied information (Modified 8.6: CEI: Claims, Evidence and Interpretation)

Questioning: What is a theme? What is the theme of the poem “Oranges” by Gary Soto?

| | Learning/Teaching Activities CT=Classroom Teacher L=Librarian | Resources |
|-----------------|---|--|
| Mini Lesson | <ul style="list-style-type: none">• Before class, students will have been assigned groups and independently discussed the theme of the poem “Oranges” by Gary Soto• What is a theme?• Read the poem “Oranges” by Gary Soto• What is the theme of this poem? | A copy of “Oranges” by Gary Soto for each member of the class A copy of “Oranges” by Gary Soto projected on the board |
| Guided Practice | <ul style="list-style-type: none">• Hand out modified assessment 8.6: CEI and go over the task: support your claim of theme with evidence directly from the poem• Go through modified assessment 8.6 (projected on the board) using my own theme: Hope<ul style="list-style-type: none">• Cite the following lines for evidence: <i>I took the nickel from My pocket, then an orange, And set them quietly on The counter. When I looked up,</i> | Projected copy of modified assessment 8.6 |

| | | |
|------------------------------------|--|--|
| | <p><i>The lady's eyes met mine, And held them, knowing Very well what it was all About.</i></p> <ul style="list-style-type: none"> • Fill in the interpretation box next to these lines – The boy in the poem is hopeful that the lady at the counter will let him buy the candy even though he doesn't have enough money. He is so hopeful that he makes a "Hail Mary" play in order to impress her! This is tied to his hope that his date will go well – it won't if he doesn't get the candy. | |
| Independent Practice | <ul style="list-style-type: none"> • Students will have decided on a theme for the poem before class. They will record the theme on their assessments • Students pull textual evidence from the poem and write their interpretations on the assessment sheet. | Copies of Modified 8.6 for every student |
| Differentiation | <ul style="list-style-type: none"> • Students are working in groups • Students are given time before class to think about and discuss the theme with their classmates • The poem is both projected and given to each student • Students are only required to get 2 pieces of textual evidence, but are given the opportunity to get 3 | |
| Closing/ Sharing/ Reflection | Each group shares a piece of evidence to support their themes | |
| Assessment | Modified 8.6: CEI: Claims, Evidence and Interpretation | |

Follow up: Students can use this technique on other poems in the unit