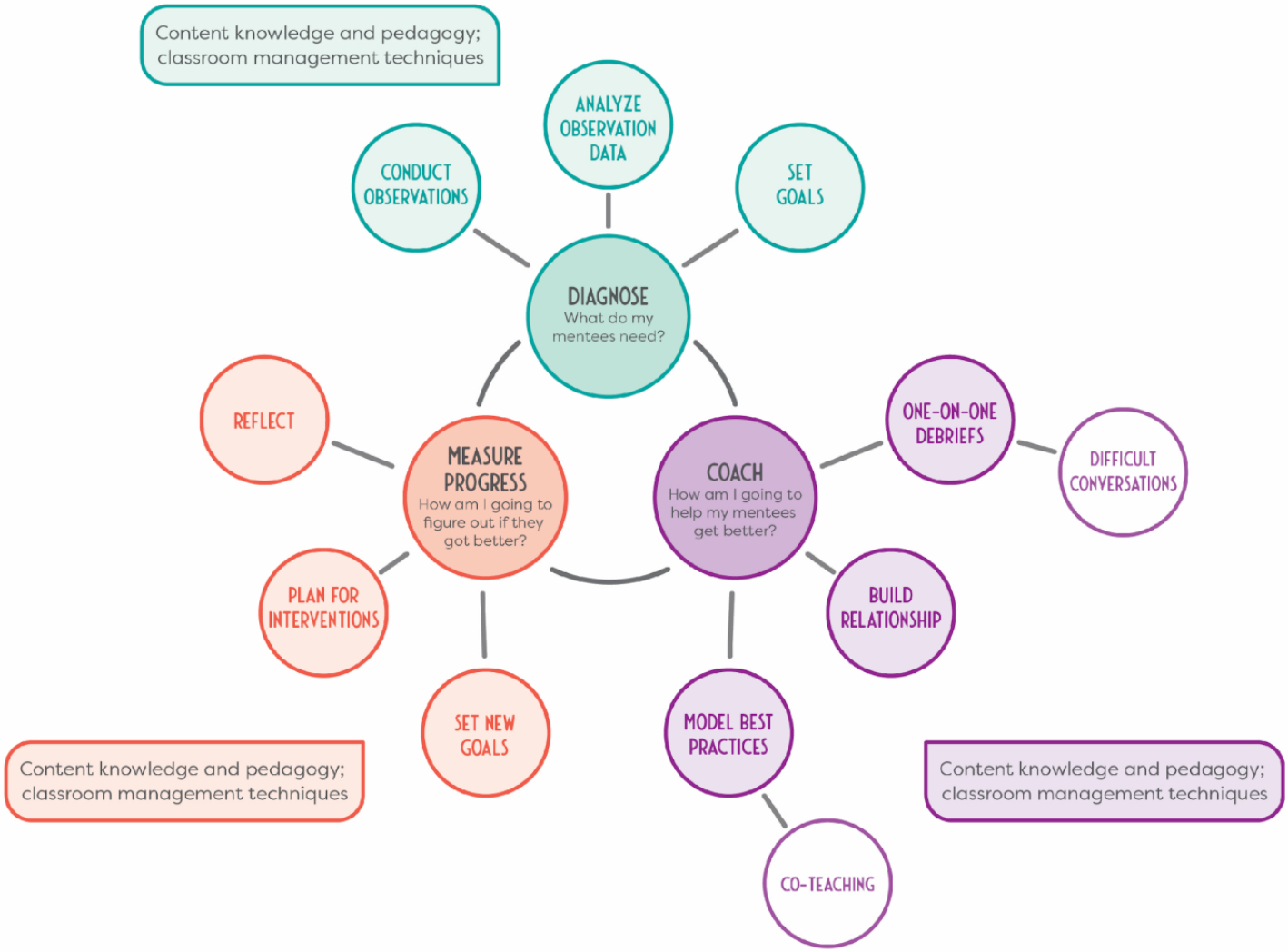
Louisiana Department of Education
Mentor Teacher Training

Module 6:
Mentoring for the Instructional Shifts in ELA

Elementary Cohort

Facilitated by Learning Forward

The Mentoring Cycle



Mentor Training Course Goals

Mentors will:

- Build **strong relationships** with mentees.
- **Diagnose and prioritize** mentee's strengths and areas for growth.
- Design and implement a **mentoring support plan**.
- Assess and deepen **mentor content knowledge and content-specific pedagogy**.

Module 6 Outcomes

- Name the three instructional shifts in ELA and describe why they are important.
- Explain the qualities of effective implementation and instruction of close reading and Reader's Circles as defined in Guidebooks 2.0.
- Use model teaching intervention to support mentee growth.
- Use SMART goals to plan for model teaching as an intervention, and write a coaching plan aligned to SMART goals.

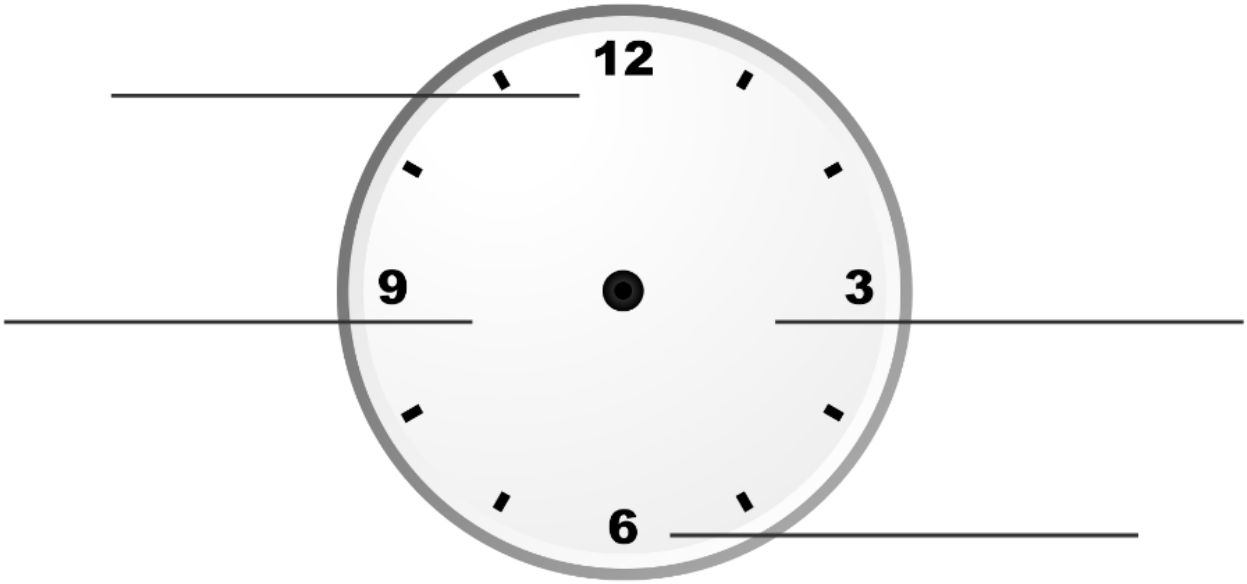
Module 6 Agenda

Morning	**Afternoon**
Welcome and outcomes	Planning for interventions
Introduction to the ELA shifts	Modeling best practices
Defining Close Reading in the Guidebooks	Wrap-up

Agreements

Make the learning meaningful
Engage mentally and physically
Notice opportunities to support the learning of others
Take responsibility for your own learning
Own the outcomes
Respect the learning environment of self and others

Let's Make a Date

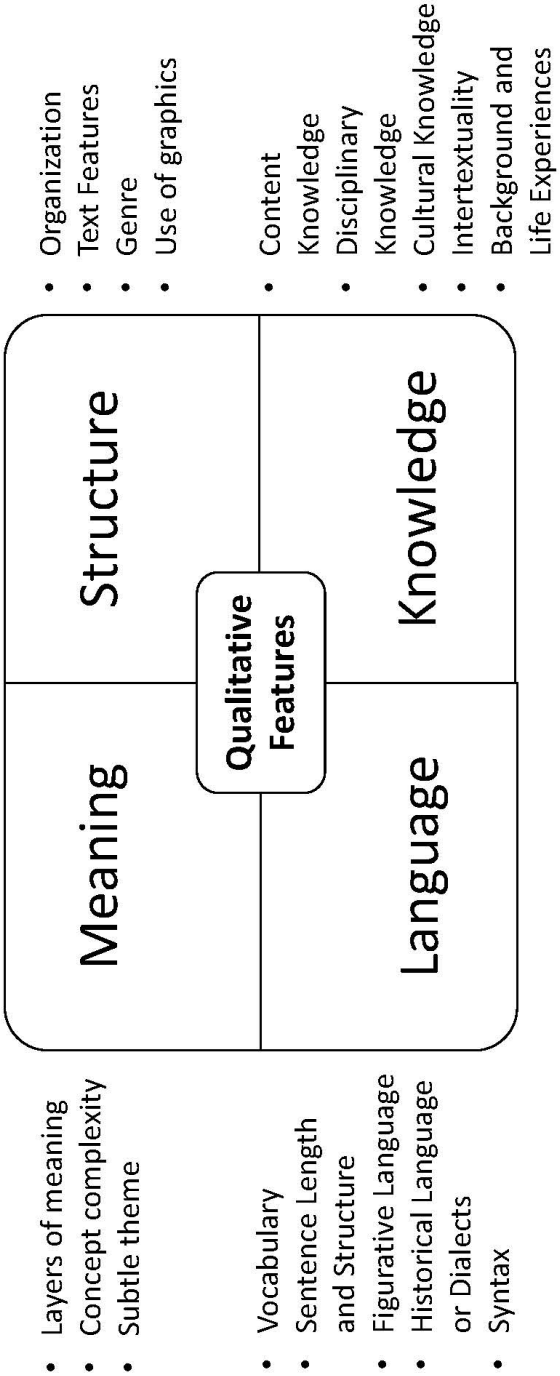


Instructional Shifts Overview: Literacy

Shift	Description
Complexity: Practice regularly with complex text and its academic language	Rather than focusing solely on the skills of reading and writing, college- and career-ready standards like the Louisiana Student Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. These standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).
Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational	College- and career-ready standards like the Louisiana Student Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text or texts with care. The standards also require the cultivation of narrative writing throughout the grades; in later grades, a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.
Knowledge: Build knowledge through content-rich nonfiction	Building knowledge through content rich nonfiction plays an essential role in literacy and in the Louisiana Student Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. To be clear, the standards require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA.

Source: Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy

Qualitative Features of Text Complexity



Complexity at the Sentence Level

Analyze the qualitative complexity of this sentence from the Prometheus text.

"Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out: "A new Golden Age shall come, brighter and better by far than the old!"

Text Structure	Language Features
Meaning	**Knowledge Demands**

Evidence in our Experiential Compare the questions asked in the two experientials.	
Pre-Shifts Questions	Post-Shifts Questions
1. Why did Jupiter decide not to give fire to humans? 2. How did Jupiter punish Prometheus? 3. How would you have felt if you were Prometheus at the end of the story? 4. What do you think Prometheus will do next? 5. Whom do you like better, Prometheus or Jupiter?	1. According to the text, the name Prometheus means "forethought". What does this tell us about the character? 2. In paragraph 5, look at the words "wretched" and "shivering". What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living? 3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about? 4. How does Prometheus respond? What does this tell you about what Prometheus cares most about? 5. Think about the name for the gods in this story, the "Mighty Ones." What does the word "mighty" mean? Why do you think the author names the gods the "Mighty Ones"? Use evidence from the text to support your thinking. 6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?

- What did you have to do or think about to answer the questions in the pre-shifts experience?

- What did you have to do or think about to answer the questions in the post-shifts experience?

- How did this difference affect your understanding of the text?

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Louisiana Believes

Culminating Writing Task Directions

Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life?

To answer these questions:

- Describe the changes in Charlie over the course of the text as a result of the surgery.
- Examine how the author's choices (e.g., difference in Charlie's point of view and that of the audience (*dramatic irony*) and the structure of the text as a series of journal entries) reveal Charlie's changes.
- Evaluate whether the changes had a positive or negative impact on Charlie.
- Determine how the author's choices impact the way the reader views the changes in Charlie.
- Locate evidence to support your claim and acknowledge evidence that supports an opposing claim.

Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.

Excerpt from the Guidebooks Text List

Retrieved from: http://www.louisianabelieves.com/docs/default-sou…

Unit Title	Text List	How might these texts build knowledge?
Grade 4: The Whipping Boy	• The Whipping Boy • The Horrible, Miserable, Middle Ages • A Medieval Feast • The Usborne Internet-Linked Medieval World • Magic Tree House Fact Tracker: Knights and Castles • "The Middle Ages" • The Amazing Middle Ages • Interactives: Middle Ages • Middle Ages for Kids: Index • History: Middle Ages Timeline for Kids	
Grade 5: The Birchbark House	• The Birchbark House • Ice Age (DVD) – select clips • The First Americans: Prehistory-1600 (A History of US, Book 1) • Pedro's Journal • Before Columbus: The Americas of 1491 • Excerpt from "A Letter to the Treasurer of Spain" • "The Columbian Exchange" • "Columbus" • "Images of Christopher Columbus and His Voyages"	
Grade 6: If Stones Could Speak	• If Stones Could Speak: Unlocking the Secrets of Stonehenge • "The Adventures of Young Indiana Jones, Episode 1: My First Adventure" • "Profiles of Archaeologists" - *Intrigue of the Past* • "Archaeology: Then and Now" – *Fundamental Concepts Introduction* • "Archaeology 101" • "Travel" • "The Excavation Process: How We Excavate" (video) • "What is Archaeology?" (video)	

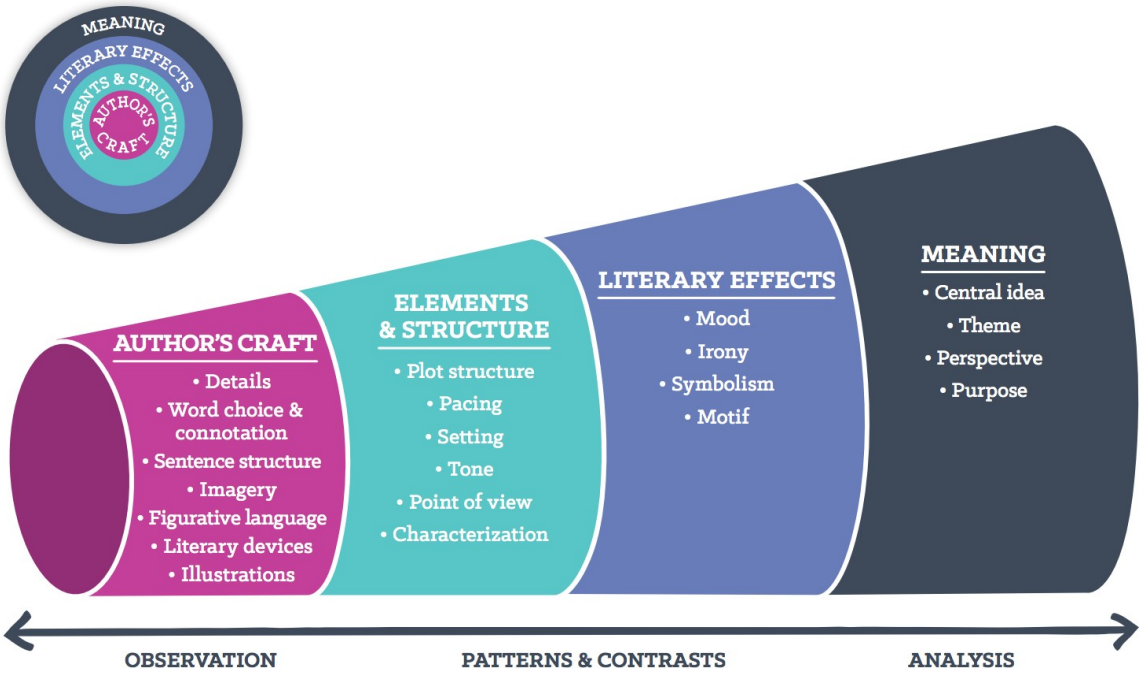
Unit Title	Text List	How might these texts build knowledge?
Grade 8: Sugar	• *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science* • *I is a Long-Memoried Woman* • "How Sugar Changed the World" • *Present* • "Sugar" • Cane Cutting Scene • "State of Sugar" (video) • "Louisiana Sugarcane Farmer" (video)	
Grade 9: Romeo and Juliet	• *Romeo and Juliet* • *Romeo and Juliet* (DVD) • "Teenage Brains are Malleable and Vulnerable, Researchers Say" • "Understanding the Mysterious Teenage Brain" • "A Poison Tree" • "The Raven" • "The Teen Brain: Still Under Construction" • Where's Romeo? (c. 1912) (Act III, Scene III) • The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet, 1853-55 • "Understanding the Mysterious Teenage Brain" (audio) • "Beautiful Brains (photo gallery)	
Grade 10: Things Fall Apart	• *Things Fall Apart* • "An African Voice" from The Atlantic Online, August 2, 2000 10.1 • "Chinua Achebe: The Art of Fiction No. 139" from The Paris Review, Issue #133, Winter 1944 • "Afro-American Fragment" • "A Celebration of Grandfathers" • "Mother Tongue" • "The Tower of Babel" • "The White Man's Burden" • "Languages" • "The Second Coming" • "Pre-Colonial Africa, 17th and 18th Centuries" (*The Cambridge Modern History Atlas)* • "The Colonization of Africa, 1870-19190" *(The Cambridge Modern History Atlas)*	

Connect the Learning	
How will deepening your understanding of the ELA instructional shifts improve your teaching?	How will deepening your understanding of the ELA instructional shifts increase your impact as a mentor?

Defining Close Reading in the Guidebooks

Do Now	
Text: Twas the night before Christmas, and all through the house Not a creature was stirring, not even a mouse The stockings were hung by the chimney with care In hopes that St. Nicholas soon would be there.	**Questions:** 1. When and where does the poem take place? What evidence from the text makes you think so? 2. What tone does the poem have? What words and phrases in the text make you think so?
How do these text-based questions work together? **How does the second question build from the first one?**	

Reader's Circles



How would you describe Reader's Circles?

The Story of Prometheus: I. How Fire Was Given to Men from *Old Greek Stories*

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter[1] and been sent in chains to the strong prison-house of the Lower World. (1)

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn[2] was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures. (5)

“If they only had fire,” said Prometheus to himself, “they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.”

Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

“Not a spark will I give,” said Jupiter. “No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy.”

[1] Jupiter (Roman) is the same as Zeus (Greek).
[2] Saturn (Roman) is the same as Cronus (Greek).

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith[3] which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling[4] of the sun in the far east.

"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said. (10)

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly.

Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,[5] and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

"A new Golden Age shall come, brighter and better by far than the old!" (15)

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[3] pith: soft, spongy tissue inside a plant
[4] dwelling: home, place to live or stay
[5] plow and sow and reap: farm

The Story of Prometheus: II. How Diseases and Cares Came Among Men from *Old Greek Stories*

James Baldwin

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

"What! that young Titan!" he cried. "Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk. But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it."

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way. (20)

In the first place, he ordered his blacksmith[6] Vulcan, whose forge[7] was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden;[8] and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

"Come now!" said Jupiter, "let us all give some goodly gift to this woman;" and he began by giving her life.

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity.

Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

[6] blacksmith: a person who makes objects out of metal
[7] forge: open fire oven for making objects that require heat to be formed, like metal
[8] bidden: told

Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light- footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling for the good of mankind. He met Epimetheus first, and said to him:

"Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife." (25)

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,[9] which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

"They must be jewels," she said to herself; and then she thought of how they would add to her beauty if only she could wear them. "Why did Jupiter give them to me if I should never use them, nor so much as look at them?" she asked.

The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

"Why should I care for what Athena told me?" she said at last. "She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know." (30)

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt[10] and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

[9] casket: a small box for holding valuable objects

These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

This text is in the public domain.

The Story of Prometheus: Discussion Questions	
Why does Jupiter refuse to give humans fire? What does this reveal about Jupiter's character?	
What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus' character?	
How are humans influenced by Prometheus' decision to defy Jupiter?	

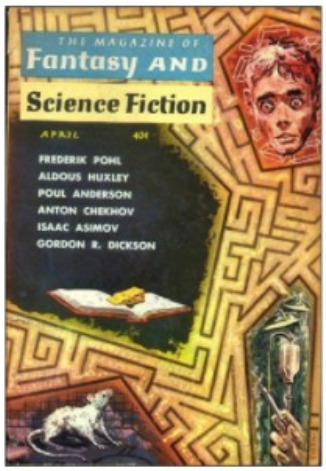
The Story of Prometheus: Discussion Questions (cont.)	
What is Jupiter's punishment for man?	
What does it symbolize?	
Use evidence from the text to support your thinking for both questions!	

Analyze this quote: "It is best for humans to be poor and ignorant, so that we Mighty Ones may thrive and be happy."	
Discuss: The gods are repeatedly referred to as the "Mighty Ones." Based on this quotation, are the gods truly mighty? Why or why not?	

Lesson Samples: Exploring the Reader's Circles in the Guidebooks

Flowers for Algernon: Excerpt from Lesson 4 "Character Analysis in *Flowers for Algernon*"

Let's Prepare!



Today we will:

- Read Progress Reports 1-3 of "Flowers for Algernon" by Daniel Keyes.
- Analyze Charlie's character based on the content and structure of the text.

Let's Read!

- Listen as I read aloud Progress Reports 1-3 of "Flowers for Algernon" by Daniel Keyes.
- Follow along with your copy of the text.
- As I read, take notes about what you've learned about Charlie in each progress report, using the split-page notes handout.

Let's Express Our Understanding!

- Complete the summary portion of the split-page notes handout. Be sure to include:
  - Who is Charlie Gordon?
  - Identify 2-3 quotations which reveal aspects of Charlie's character and explain what they reveal.

Flowers for Algernon: Excerpt from Lesson 10 “How has Charlie changed?”

Let's Prepare!

Today we will:

- Read Progress Reports 4-8 of “Flowers for Algernon.”
- Record details about Charlie’s character before and after the surgery.

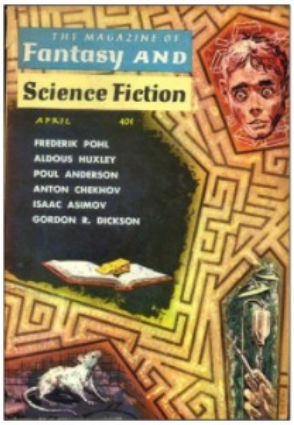
Let's Discuss!

How has Charlie changed?

How do the author’s choices contribute to your understanding of these changes and their impact on Charlie?

Lesson 10, continued

Let's Read!



- Listen as I read aloud Progress Report 4 from "Flowers for Algernon" by Daniel Keyes.
- Follow along with your copy.
- As you listen, mark the different opinions each character presents about Charlie with a sticky note.
- On each sticky note, write the character's name and their claim about Charlie.

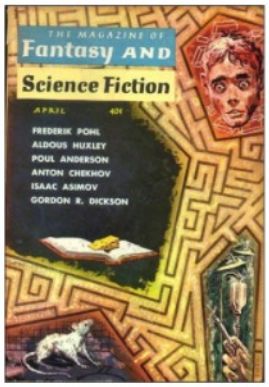
Let's Close!

In this lesson, you learned more about Charlie Gordon before and after the surgery.

You also analyzed how claims made by several characters in "Flowers for Algernon" reveal aspects of Charlie's character.

Flowers for Algernon: Excerpt from Lesson 11 “What is Intelligence?”

Let's Prepare!



Today we will:

- Investigate different theories of intelligence.
- Further develop a written response based on the exit ticket in the previous lesson.

Let's Read!

- Listen as I read aloud different theories of intelligence.
- As I read, take notes in your reading log.
  - Is *being smart* the same as *being intelligent*?
  - Does being “smart” make you a better person?

Lesson 11, continued

Let's Express Our Understanding!

- Revise your original response from your reading log using evidence from the texts and class discussions.
  - Select a quotation or describe an event from this section of "Flowers for Algernon" and argue how it shows what Charlie thinks, learns, or questions about intelligence.
- Write at least a paragraph on notebook paper to turn in.

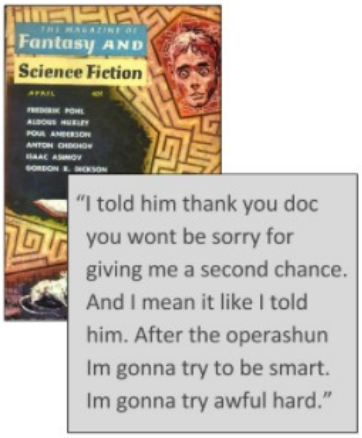
Let's Close!

In this lesson, you learned more about intelligence and Charlie's thoughts on "being smart."

You also practiced using information from multiple texts to support your claims in writing.

Flowers for Algernon: Excerpt from Lesson 12 "How structure impacts character and plot development"

Let's Prepare!



"I told him thank you doc you wont be sorry for giving me a second chance. And I mean it like I told him. After the operashun Im gonna try to be smart. Im gonna try awful hard."

Today we will:

- Read Progress Report 9 from "Flowers for Algernon" by Daniel Keyes.
- Evaluate how the structure of the text impacts our understanding of Charlie.

Let's Discuss!

progris riport 1--martch 5 1965
"He says its importint so they will see if they can use me. I hope they use me. Miss Kinnian says maybe they can make me smart. I want to be smart. My name is Charlie Gordon. I am 37 years old and 2 weeks ago was my birthday. I have nuthing more to rite now so I will close for today."

PROGRESS REPORT 9 -- April 20
"I feel sick inside. Not sick like for a doctor, but inside my chest it feels empty like getting punched and a heartburn at the same time. I wasn't going to write about it, but I guess I got to, because it's important. Today was the first time I ever stayed home from work."

Lesson 12, continued

Let's Express Our Understanding!

How has Charlie changed?

How do the author's choices contribute to your understanding of these changes and their impact on Charlie?

Let's Close!

In this lesson, you learned more about Charlie and how his growing intelligence is affecting him.

You also learned how the language and structure of a text is important for developing characters.

Flowers for Algernon: Excerpt from Lesson 13
"Impact of Irony on Character Development"

Let's Prepare!

Today we will:

- Reread Progress Report 9 from "Flowers for Algernon" by Daniel Keyes.
- Evaluate how irony impacts our understanding of Charlie Gordon and the events of the story.

Lesson 13, continued

Let's Express Our Understanding!

- Reread Progress Report 9 independently.
- As you read, locate examples of irony to include on the irony tracker.
- Complete a row on the irony tracker for each example located.

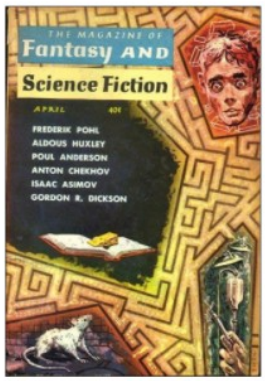
Let's Close!

In this lesson, you learned more about Charlie and how his growing intelligence is affecting him.

You also learned how differences in point of view create irony and impact how the reader understands characters and events in a text.

Flowers for Algernon: Excerpt from Lesson 15
"Analyze character development and irony in Flowers for Algernon"

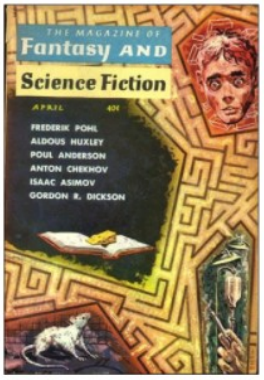
Let's Prepare!



Today we will:

- Read April 21-28 (Progress Report 10) and April 30-May 18 (Progress Report 11) from "Flowers for Algernon" by Daniel Keyes.
- Continue completing the before/after surgery chart and the irony tracker.

Let's Read!



- Read April 21-May 18 of Progress Reports 10 and 11 from "Flowers for Algernon."
- As you read, continue completing the before/after surgery chart and irony tracker.

Lesson 15, continued

Let's Express Our Understanding!

- In your reading log, write an answer to the question.
  - Charlie wants nothing more than to be "normal" and accepted by others. Given his desire, what is ironic about his statements in these entries? Include evidence from the text to support your answer.

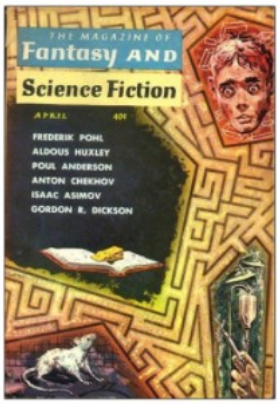
Let's Close!

In this lesson, you learned more about the results of Charlie's surgery.

You also analyzed how irony impacts the reader and contributes to the development of events and characters in a text.

Flowers for Algernon: Excerpt from Lesson 23 “Finish Reading Flowers for Algernon”

Let's Prepare!



Today we will:

- Finish reading “Flowers for Algernon.”
- Complete our before/after surgery chart.

Let's Express Our Understanding!

- In your reading log, answer both of the following questions. Use textual evidence to support your response.
  - How does Charlie change in the progress reports from May 23-July 28?
  - Is Charlie better off as a result of the surgery?

Lesson 23, continued

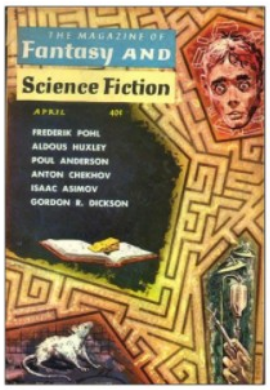
Let's Close!

In this lesson, you learned what happens to Charlie in "Flowers for Algernon."

You also learned how changes in characters impacts the reader and develops meaning in a text.

Flowers for Algernon: Excerpt from Lesson 24
"Understand a theme in Flowers for Algernon"

Let's Prepare!



Today we will:

- Determine a theme of "Flowers for Algernon."
- Analyze how the theme is developed through the characters, structure, and plot.

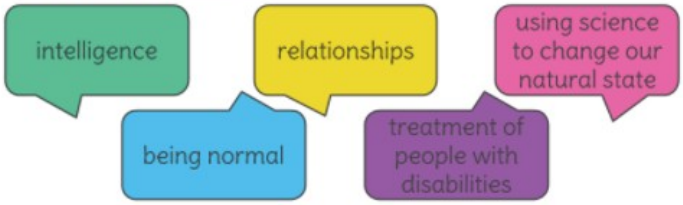
Let's Read!

- With a partner, review the text and your notes taken throughout the unit.
- Write a summary of the events of "Flowers for Algernon" in your reading log.
- Underneath the summary, create a list of the ideas/topics discussed in the text.

Lesson 24, continued

Let's Discuss!

- Review the list you created of ideas/topics discussed in "Flowers for Algernon."



- Select a topic/idea and write it on the theme handout.
- What does "Flowers for Algernon" teach you about that topic/idea? Write a theme statement.

Let's Express Our Understanding!

- Locate relevant evidence from "Flowers for Algernon" which develops your identified theme.
- On the theme handout, write the evidence and then explain how it develops your identified theme.

Capture Your Learning	
Question	**Response**
What are the Reader's Circles and how do they live in the Guidebooks?	
How does the sequence of tasks and questions in the Guidebooks support building understanding of the text?	

Connect the Learning	
How will deepening your understanding of the Reader's Circles and how they live in the Guidebooks impact your role as a **teacher?**	How will deepening your understanding of the Reader's Circles and how they live in the Guidebooks impact your role as a **mentor?**

Plan for Interventions: 3 Key Components

- Clarify the new learning
- Align the intervention method
- Write a coaching plan

Clarify the New Learning

Content	Practice
What does my mentee need to understand?	What do I lean on in my teaching practice in order to do this?
What does the Tier 1 resource recommend?	What does my mentee need to be able to do?
How could my mentee gain this knowledge?	How could my mentee gain this skill?

Sample SMART Goal 1

Students will use relevant text evidence to answer questions about the text in every text-based lesson in the next Guidebooks unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.	

Sample SMART Goal 2

Students will fully comprehend the anchor text through close reading by the end of the next Guidebooks unit in order to build their reading skills and knowledge and will show their comprehension through independently completing charts and graphic organizers.	

Sample SMART Goal 3

I will use close reading to bring my students through the Reader's Circles to the central idea of the current text by the final lesson about the text so that all my students build a strong understanding of the text as measured by their responses during our text-based discussions.	

Summarize: Model vs. Co-Teach - When do we use each method?

Align the Intervention: Overcoming Barriers

Location:	**Time:**
Lesson "bite size":	**Group size:**

Mentor Coaching Plan

Mentee SMART goal(s): *Students will use relevant text evidence to answer questions about the text in every text-based lesson in the next Guidebooks unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.*

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline
Co-planning model lesson and creating look for checklist	*Will plan the strategies the mentor will model for holding students accountable for using relevant text evidence to answer questions about the text and the look for checklist the mentee will use to observe modeling.*	*Both mentor and mentee will review the lesson, particularly the text dependent questions and their expected text-based answers before meeting*	*We'll start the meeting by checking in on our Partnership Agreement*	*During our weekly check-in the day before the model lesson*

How will you monitor your mentee's progress toward the identified goals?

Mentor Coaching Plan

Mentee SMART goal(s)

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

Mentor Coaching Plan

Mentee SMART goal(s)

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

Plan for Interventions: One Sentence Summary

Plan for Interventions: Key Takeaway

Coaching plans keep mentor and mentee on track to achieve SMART goals.

Model Best Practices: 3 Key Components

- Co-plan instruction
- Model for demonstration
- Debrief

Co-Plan Instruction

- Confirm logistics
- Confirm the purpose/goal and connection to SMART goal
- Make thinking visible as you co-plan the lesson or activity
- Create a “look-fors” checklist based on the goal of the model lesson or activity

LESSON PLAN

Lesson 26: "Tops & Bottoms" and text-dependent questions

Begin lesson

Card 1 of 12

Begin lesson

Teaching notes

Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

Let's Review!

Card 2 of 12

We've been reading stories about tricky and mischievous rabbits.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Briefly review the previous learning.
- If time permits, have students share their letters to Lapin.

Let's Prepare!

Card 3 of 12

Today we will:

- Read the story *Tops & Bottoms*.
- Answer questions by looking back in the text.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Read the slide.

Let's Prepare!

Card 4 of 12

You will need:

- *Tops & Bottoms* by Janet Stevens
- Your rabbit character comparison chart
- Your Louisiana Learning Log

Teaching notes

Suggested Pacing: ~ 5 minutes

Directions:

- Locate directions under the Additional Materials tab for accessing the text, Tops & Bottoms.
- Access a blank and completed version of the rabbit character comparison chart under the Additional Materials tab.
- Distribute copies of the text Tops & Bottoms using an established classroom routine.
- Ask students to locate their rabbit character comparison chart and their Louisiana Learning Log.

Let's Read!

Card 5 of 12

- Listen while I read aloud *Tops and Bottoms*.

Teaching notes

Suggested Pacing: ~ 10 minutes

Directions:

Read the slide.

Say to students, "This story may sounds familiar to you. Listen closely and follow along in your text as I read."

- Read the story Tops & Bottoms out loud with appropriate rate and expression.

Student Look-Fors:

- Students should follow along in their text while the teacher reads out loud.

Let's Work With Words!

Card 6 of 12

"He once had owned land, too, but now he had nothing. He had lost a risky bet with a tortoise and had sold all of his land to Bear to pay off the ***debt***."

What is the meaning of the word "debt"?

Teaching notes

Suggested Pacing: ~ 5 minutes

Directions:

- Read the quotation in the gray box.
- Read the question.
- Ask students, "What are some ways I could try to determine the meaning of the word 'debt'?"
- If students do not say to re-read the sentence to see if there are any clues, then say, "I am going to re-read the quotation and see if there are any clues in the sentence that help me understand the meaning."
- Model to the students how to determine the meaning based on the clues "had nothing," "sold all his land to Bear to pay off."
- Say to students, "Based on the context clues in the sentence, I believe the word 'debt' means an amount of money owed to someone."

Guiding Questions and Prompts:

- Ask, "Who is he? Bear or Hare?"
- Ask, "What is a bet? If you lose a bet, what happens?"
- Ask, "Why would someone sell something?"
- Ask, "What does it mean to 'pay off'?"

Student Look-Fors:

- Students should give suggestions on how to determine the meaning of the word, such as using context clues, a dictionary, looking at the pictures.
- Students should understand that the clues "had nothing," "sold all of his land to Bear," and "pay off" help the reader understand the meaning of the word 'debt.'
- Students should understand the meaning of the word 'debt' is an amount of money owed to someone.

Let's Discuss!

Card 7 of 12

Why are Hare and his family in "very bad shape"?

Teaching notes

Suggested Pacing: ~5 minutes

Directions:

- Divide students into pairs using an established classroom routine.
- Say to students, "We are going to be answering a number of questions about the story. With your partner, you will look back into the story and find the answer to each question. When you find the answer in the text, place your finger on the answer. Then talk to your partner about the answer. Raise your hand when you are ready to share. "
- Read the question on the slide.
- Allow students time to find the answer.
- Once most students have found the answer, call on a pair to share.

Guiding Questions and Prompts:

- Say, "The words 'very bad shape' are in quotation marks. That tells me that the words are directly from the text. Look back in the text and find those words. Then read the sentences around those words to help you understand the question."
- Ask, "Who is Hare?"
- Ask, "What does 'very bad shape' mean?"
- Ask, "Where is the text did you find the answer?"

Student Look-Fors:

- Students should work with their partner to find where the words "very bad shape" are in the text.
- Students should point to "now he had nothing. He lost a risky bet with a tortoise and had sold all of his land to Bear to pay off the debt" and/ or "The children are so hungry."
- Students should understand that Hare and his family are in 'very bad shape' because they have no money or food to eat.

Let's Discuss!

Card 8 of 12

How does Hare trick Bear?

Teaching notes

Suggested Pacing: ~ 5 minutes

Directions:

- Read the question on the slide.
- Say to students, "Remember, you need to look back into the text to find the answer. You may need to read a few pages before you can come up with an answer. Once you have an answer, discuss it with your partner. Raise your hand when you are ready."
- Allow students time to look back in the text and discuss an answer with their partner.
- Once most students are ready, ask a pair to share their answer.

Guiding Questions and Prompts:

- Say, "Remember to use the details for your answer from this story. We read a very similar story to this about Lapin and Bouki but there are some differences."
- Ask, "What is the deal Hare and Bear come up with?
- Ask, "What does Bear want from Hare?"

Student Look-Fors:

- Students should work with their partner, identifying places in the text that show how Hare tricks Bear.
- Students should identify places such as
  - "Hare and his family dug up the carrots, the radishes and the beets. Hare plucked off all the tops, tossed them into a pile for Bear, and put the bottoms aside for himself."
  - "Hare and his family gathered up the lettuce, the broccoli, and the celery. Hare pulled off the bottoms for Bear and put the tops in his own pile."
  - "Hare and his family yanked up every cornstalk. Hare tugged off the roots at the bottom and the tassels at the top and put them in a pile for Bear."
- Students should understand that Hare tricks Bear by planting crops that will give Hare and his family the best part and gives Bear the unwanted parts.

Let's Discuss!

Card 9 of 12

How is Hare able to buy back his land?

Teaching notes

Suggested Pacing: ~ 5 minutes

Directions:

- Read the question on the slide.
- Say to students, "Locate the answer to the question in your text. Once you have an answer, discuss it with your partner. Raise your hand when you are ready."
- Allow students time to look back in the text and discuss an answer with their partner.
- Once most students are ready, ask a pair to share their answer.

Guiding Questions and Prompts:

- Ask, "What does the word 'profits' mean?"
- Ask, "What does Hare and his family do at the vegetable stand?"
- Ask, "What would Hare need to buy back his land from Bear?"

Student Look-Fors:

- Students should work with their partner, identifying evidence in the text that shows how Hare bought back his land.
- Students should point to phrases such as "with the profits from the crops, and he and Mrs. Hare opened a vegetable stand."
- Students should understand that Hare was able to buy back the land by selling the crops he grew on Bear's land.

Let's Practice!

Card 10 of 12

- Complete the rabbit character comparison chart for the story *Tops and Bottoms* by adding 1-2 behaviors for Hare, with your partner.

Teaching notes

Suggested Pacing: ~ 5 minutes

Directions:

- Ask students to locate their rabbit character comparison chart.
- Read the slide.

Guiding Questions and Prompts:

- Ask, "What are some of the things Hare did in the story Tops & Bottoms?"

Student Look-Fors:

- Access to a completed rabbit character comparison chart under the Additional Materials tab.
- Students should work with a partner, adding 1-2 behaviors of Hare.
- Students should include behaviors such as
  - Hare asks Bear to be business partners.
  - Hare and his family plant, water, weed and pick the crops.
  - Hare sells crops at a vegetable stand.
  - Hare buys his land back from Bear.

Let's Express Our Understanding!

Card 11 of 12

- The author writes that Hare and Mrs. Hare "cooked up a plan." What is the problem they are trying to solve with their plan, and what is their solution?
  - Write your answer in the "My Thoughts" section of your Louisiana Learning Log.

Teaching notes

Suggested Pacing: ~ 10 minutes

Directions:

- Instruct students to take out their Louisiana Learning Logs.
- Read the slide.
- Say to students, "Remember to use your text to answer the question. Also think about the questions we just answered as a class. They may help you with this answer."

Guiding Questions and Prompts:

- Ask, "Why were the Hares in bad shape?"
- Say, "Cooked up a plan is a non-literal phrase. The Hares did not cook a plan over a fire or in the stove. Cooked up a plan means they thought up a plan to solve their problem."
- Ask, "What happens at the end of the story?"

Student Look-Fors:

- Students should look back into the text, identifying the problem and solution.
- Students should identify the problem: Hares do not own land to grow their own crops. Therefore they do not have any food.
- Students should identify the solution: Trick Bear into being business partners with them. Bear can get half of the crops the Hares grow on his land.
- Student responses may include The Hares do not own land to grow their own crops. Therefore they do not have any food. In order to solve this problem, the Hares ask Bear to be business partners with them. The Hares then trick Bear by growing crops that allow them to get the best parts and Bear gets the unwanted parts.

Let's Close!

Card 12 of 12

In this lesson, you learned how Hare bought back his land by tricking Bear.

You also practiced answering questions by looking back into the text.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Read the slide.

Model Best Practices: "Look-For's" Checklist

Sample Checklist for "Tops & Bottoms" Lesson 26

Look-For's	Observation Notes
• Types of questioning used that requires students to return to the text looking for supporting evidence	
• Signal words, phrases, and/or teaching moves the mentor uses to redirect students who struggle to find relevant text evidence	
• How the grouping of students supports their ability to find text evidence	

Model Best Practices: "Look-For's" Checklist

Look-For's	Observation Notes

LESSON PLAN

Lesson 6: Analyzing figurative language and character development, "My Louisiana Sky" chapter 2

Begin lesson

Card 1 of 13

Begin lesson

Teaching notes

Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

Let's Review!

Card 2 of 13

You identified the main events in chapter 1 of *My Louisiana Sky*. You also analyzed how the main character responded to those events to better understand her and her relationship with others.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Briefly review the previous learning.

Let's Prepare!

Card 3 of 13

Today we will:

- Determine the purpose and effect of the figurative language on character development.
- Identify figurative language to determine how it helps a reader better understand the main character and her relationships with others.
- Continue reading *My Louisiana Sky* in small groups.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Read the slide.

Let's Prepare!

Card 4 of 13

You will need:

- A copy of *My Louisiana Sky* by Kimberly Willis Holt
- Your character change chart
- Figurative language examples handout

Teaching notes

Suggested Pacing: ~ 1 minute

Directions:

- Locate directions under the Additional Materials tab for accessing the text(s).
- Access a blank and completed copy of the figurative language examples handout under the Additional Materials tab.
- Ask students to locate their character change chart from the previous lesson.

Let's Discuss!

Card 5 of 13

"Oh, Dorie Kay, I missed you so much," Momma squeaked. She stepped back with her dirty bare feet, admiring Aunt Dorie Kay from head to toe. ***"You're as pretty as a picture in a fancy ladies' magazine."***

- What is being compared in this quotation from chapter one?
- What word shows this comparison?
- A comparison that uses "like" or "as" is a simile.

Teaching notes

Suggested Pacing: ~ 3 minutes

Directions:

Hand out the figurative language examples organizer and review the directions for completing it.

Ask students the question on the slide.

What is being compared in this example from chapter 1? Dorie Kay is being compared to a picture in a fancy magazine.

- What word shows this comparison? The word "like" shows this comparison.

- Explain to students that a comparison using "like" or "as" is called a simile.
  - Writers use similes and other figurative language to make their writing vivid and to help reader understand the text more completely.
- Students should record simile and its definition on their writing techniques evidence chart handout.

Student Look-Fors:

- Access a completed writing techniques evidence chart handout under the Additional Materials tab.
- More examples of simple similes can be provided if students need additional clarification.
  - He ran like a flash of lightning.
  - Her smile was like the sunshine.
  - She sang as sweetly as a bird.
  - The baby's skin was as soft as silk.

Let's Discuss!

Card 6 of 13

"Oh, Dorie Kay, I missed you so much," Momma squeaked. She stepped back with her dirty bare feet, admiring Aunt Dorie Kay from head to toe. ***"You're as pretty as a picture in a fancy ladies' magazine."***

- What kind of figurative language is used in this quotation from chapter one and what does it mean?
- What is the purpose of this figurative language?
- How does the figurative language in this passage help you better understand Tiger's personality through her relationship with her mother and her aunt?

Teaching notes

Suggested Pacing: ~ 3 minutes

Directions:

Ask student the question on the slide.

Call on student volunteers for answers.

Possible answers:

- This is a simile. We know it is a simile because it is comparing Aunt Dorie Kay's appearance to a picture in a fancy magazine using the word "as".
- This means that Aunt Dorie Kay is really sophisticated and stylish in Tiger's eyes.
- This example shows us the differences between Tiger's mother and her aunt. It helps us understand how Tiger notices these differences and struggles with them at times.

- Students should record answer on their figurative language examples handout.

Student Look-Fors:

- Access a completed figurative language examples handout under the Additional Materials tab.
- If students do not understand how this example helps the reader better understand Tiger's relationship with her mother and aunt, look more closely at the contrast in descriptions. Ask students to determine where Tiger fits in. Explain that she is trapped in the middle and not sure where she belongs.

Let's Discuss!

Card 7 of 13

"***Her voice was smooth like a deep, calm lake.*** I wanted to dive right in and let it work magic on me."

- What kind of figurative language is used in this quotation from chapter one and what does it mean?
- What is the purpose of this figurative language?
- How does the figurative language in this passage help you better understand Tiger's personality through her relationship with her mother and her aunt?

Teaching notes

Suggested Pacing: ~ 3 minutes

Directions:

- Ask student the question on the slide.
- Call on student volunteers for answers.
- Possible answers:
  - This is a simile because the comparison uses the word "like."
  - Tiger is comparing Aunt Dorie Kay's voice to a calm lake using the word "like."
  - Because she says she wants to "dive right in and let it work magic" on her, we can understand that Tiger might feel overwhelmed and in need of calm.
- Students should record answer on their figurative language examples handout.

Student Look-Fors:

- Access a completed figurative language examples handout under the Additional Materials tab.
- If students do not understand how this example helps the reader better understand Tiger's feelings, emphasize the calmness of Aunt Dorie Kay's voice and Tiger's desire to experience that kind of calm.

Additional Notes:

- Students should continue to complete the figurative language chart as the teacher reads aloud. The teacher should pause at each example of figurative language for students to fill in the right column on their own.

Let's Discuss!

Card 8 of 13

"I loved the ***longleaf pines that grew thick around us like a fort***. I loved the smell of the honeysuckle after a hard rain and the way a swim in Saitter Creek cooled my skin."

- What kind of figurative language is used in this quotation from chapter two and what does it mean?
- What is the purpose of this figurative language?
- How does the figurative language in this passage help you better understand Tiger?

Teaching notes

Suggested Pacing: ~ 3 minutes

Directions:

Begin reading Chapter 2 aloud to students.

Stop after you have read the paragraph that ends with, "Even God let his angels fly away sometime."

Pause to look at the excerpt on the slide, analyzing its purpose and how it develops Tiger as a character.

- Read the questions on the slide.
- Possible answers:
  - This is a simile. The pines are being compared to a fort using the word "like".
  - The figurative language compare the pines that surround Saitter to a fort.
  - The purpose of this figurative language is to show how comfortable Tiger is living in Saitter. She feels safe and protected.
  - The figurative language helps us understand why Tiger loves Saitter as much as she does. She describes the trees, the smell of honeysuckle, and how the Saitter Creek cools her down. The language is very descriptive, and the reader almost feel like he is in Saitter with Tiger.
- Students should record answer on their figurative language examples handout.

Student Look-Fors:

- Access a completed figurative language examples handout under the Additional Materials tab.
- If students do not understand how this example helps the reader better understand Tiger's feelings about her home, ask them to consider the repetition of the word love in conjunction with the figurative language. Tiger repeats that she loves these things about her home over and over.

Let's Discuss!

Card 9 of 13

"But I didn't know what was wrong about taking a trip away from God's country now and then. ***Even God let his angels fly away sometimes.***"

- What is being compared in this quotation?
- What word shows this comparison?
- A comparison that does not use "like "or "as" is called a metaphor.

Teaching notes

Suggested Pacing: ~ 3 minutes

Directions:

At the appropriate time in the text, pause from reading aloud and re-read this excerpt to students.

Ask students the question on the slide.

- What is being compared in this example? Tiger compares her desire to visit other places to God letting his angels leave heaven.
- What word shows this comparison? There isn't a specific word

- Explain to students that a comparison that does not use "like" or "as" is called a metaphor. A metaphor is like an umbrella that covers all types of figurative language comparisons. Therefore, a simile is a type of metaphor.
  - Like similes, writers use metaphors to make their writing vivid and to help reader understand the text more completely.
- Students should record metaphor and its definition on their evidence chart handout.
- Students should also complete this example on their figurative language handout.

Student Look-Fors:

- Access a completed evidence chart handout handout under the Additional Materials tab.
- More examples of simple similes and metaphors can be provided if students need additional clarification.
  - He ran like a flash of lightning. (simile)
  - She sang as sweetly as a bird. (simile)
  - Life is a rollercoaster. (metaphor)
  - He is a shining star. (metaphor)

Let's Discuss!

Card 10 of 13

"But I didn't know what was wrong about taking a trip away from God's country now and then. ***Even God let his angels fly away sometimes.***"

- What kind of figurative language is used in this quotation and what does it mean?
- What is the purpose of this figurative language?
- How does the figurative language in this passage help you better understand Tiger?

Teaching notes

Suggested Pacing: ~ 3 minutes

Directions:

- Look at the second example of figurative language from this paragraph.
- Ask students to think about the questions on the slide as they analyze the quotation.
- Call on student volunteers for answers.

- Possible answers:
  - This is a metaphor. Tiger is comparing her desire to visit other places to God letting his angels leave heaven, but the author does not use "like" or "as" in this comparison.
  - In this example, Tiger compares her desire to visit other places to God letting his angels leave heaven. The author compares Tiger wanting to visit other places to God allowing his angels to fly away.
  - The author uses this figurative language to let us understand how Tiger feels about possibly leaving her home. Because she refers to God and his angels, we can tell that she thinks taking time away from Saitter is a good thing.
  - We can better understand Tiger by knowing that she would like to leave Saitter, even if it is just now and then, and that she doesn't think that anything is wrong with wanting to leave.
- Students should records answer on their figurative language examples handout.

Student Look-Fors:

- Access a completed figurative language examples handout under the Additional Materials tab.
- Make sure students understand the difference between a simile and a metaphor. If not, do a brief review of how similes are a type of metaphor.

Let's Read!

Card 11 of 13

- Continue reading chapter 2 in your groups and take turns reading aloud.
- Record your thoughts about each simile or metaphor on your handout. Consider:
  - How does the simile or metaphor develop your understanding of Tiger?
  - Who is she? What does she think about? How does she feel about the people around her and her experiences?

Teaching notes

Suggested Pacing: ~20 minutes

Directions:

Divide the class into small groups (no more than 5) using an established classroom routine.

- Distribute one copy of the text to each group.
- Say to students: "As one group member is reading, the other members should be listening closely for the simile or metaphor listed on the handout. When the example is read, pause reading to discuss the impact or purpose of the simile or metaphor. Think about how that simile or metaphor develops your understanding of Tiger. Who is she? What does she think? How does she feel about the events around her?"
- Stop class reading after about 15 minutes.
- Using a classroom established routine, review the answers to the questions on the slide.

Guiding Questions and Prompts:

- If students have difficulty reading this chapter, provide additional support, such as helping students decode unfamiliar words or grouping students of different abilities together to engage in partner reading. If there is a larger group of students who need support, consider pulling together a small group and engaging in choral reading so students can hear a fluent reader reading the material while following with the printed text.

Student Look-Fors:

- As students are reading, they should be recording examples of similes or metaphors on their figurative language chart.
- Students should also be pausing and discussing the impact or purpose of the simile or metaphor and how each example of figurative language helps to develop Tiger as a character
- If students aren't able to determine the figurative language in the example, ask them to consult their evidence charts to be reminded of the definition of a simile and a metaphor.
- If students aren't able to determine the impact of the figurative language in the example ask them, "How does this example help you to better understand a character in the text?"

Let's Express Our Understanding!

Card 12 of 13

- What have you learned about Tiger so far?
- Think about how figurative language helps us understand Tiger's character.
- Record your answers on the "before" side of the character change chart.

Teaching notes

Suggested Pacing: ~ 7 minutes

Directions:

- Ask students to locate the character change chart. Student can either remain in their reading groups or complete this individually.
- Read the questions on the slide.
- Using their figurative language examples handouts, students should add to the "before" side of this chart.
- If time allows, call on student volunteers to share their answers.

Student Look-Fors:

- Possible answers:
  - Tiger struggles living with the differences between her mother and her aunt.
  - Tiger is embarrassed because of the way her mother acts.
  - Tiger feels overwhelmed.
  - Tiger loves living in Saitter.
  - Now and then, Tiger would like to live Saitter for a little while.
  - Tiger is proud of how much her father knows about the weather.
  - Tiger admires the way Abby Lynn and the other girls look and dress.
  - Tiger is confused and torn between being like Abby Lynn and the girls and playing baseball with Jesse Wade.
- If there is not time to review the character change chart in class, keep the charts and review student progress.

Let's Close!

Card 13 of 13

In this lesson, you learned how the author uses figurative language such as similes and metaphors to develop Tiger in *My Louisiana Sky*.

You practiced determining the purpose and effect of the figurative language in a chapter of a text.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Read the slide.

Model for Demonstration

- Share with students about this growth opportunity
- Make your thinking and decision making visible
- Step in and out of the teacher role vs. mentor role
- Encourage mentee to watch how students respond to the instruction
- The mentee should be actively engaged using the checklist
- Remember you don't have to model the ENTIRE lesson - keep it focused!

Sentence Starters for Stepping In and Out of Modeling

- Did you notice how I just _____?
- I am about to try _____, so watch how I do that.
- When I did _____, what did you notice about students reactions?
- I was hoping _____ would occur, but then I had to adjust by _____.
- That strategy did not seem to work, so now I am going to try _____ and see if the results are different.

Debrief Model Teaching

- Mentee reflects on what they observed using the checklist
- Mentee identifies the reasons, processes, and/or strategies that made the teaching successful or not successful
- Mentee makes a plan for applying the new learning into their practice

The purpose of modeling is LEARNING. Amplify learning in the debriefing.

Model Best Practices: Debrief the Lesson

Suggested Guiding Questions for Discussion	Debrief Meeting Notes
Primary Questions	
How did this model lesson or activity help you?	
What did you see that was effective? (Encourage mentee to use their checklist from the observation)	
What did you see that was ineffective? (Encourage mentee to use their checklist from the observation)	
Application Questions	
What will you integrate into your teaching? How will you do that?	
What would you change/modify if you were teaching this lesson and why?	
Clarifying Questions	
What parts of what I was modeling during this lesson or activity still need further clarification?	
Closing Questions	
What is/are the top learnings you are taking away from the model lesson or activity?	
How can I support you as you begin to integrate what you are learning?	

Model Best Practices: Key Takeaway

Mentors use model teaching to demonstrate practices they expect to see mentees use to address their SMART goals.

Module 6: Key Takeaway

Effective mentors can support mentee knowledge and implementation of a tier one ELA curriculum

Exit Card

1. Before I thought….now I think…

2. The most useful thing from today for my own teaching is…

3. The most important thing from today for me to remember about working with my mentee is…