

## Differentiated Lesson/Learning Task

**Name and Student Number: Amelia Smart 2085138**

**Topic of Lesson/Task: Responding to Literature**

**Curriculum Area: English**

**Year Level/s: Foundation**

### This lesson/task is differentiated by:

- Readiness
  - Interest
  - Learning Profile
- (Mark all that apply)

### Context:

This lesson is the first in a unit of work that looks at reading and responding to narrative texts, with an author study focus on Mem Fox. This lesson is designed to establish the initial process of creating Reading Response Journals (RRJ) that will be further developed during the six week unit, and continued as a regular activity throughout the school year for both shared and independent reading. The unit concludes by comparing how texts are different and similar to student's own experiences in their everyday lives. This lesson has a broad focus on how students can respond differently to texts, while further in to the unit students will respond to specific textual elements such as specific events in the text.

### Learning Objectives. As a result of participating in the lesson, students will:

#### Understand that (Concepts, principles, "big ideas")

Students will understand that all individuals have different thoughts and feelings about narrative texts.

#### Know (e.g. facts, vocabulary, dates, information)

Students will know that the purpose of a reading response journal is to reflect individual thoughts and feelings

Students will know the process for responding to a text

Students will know the value of different opinions held by different people

#### Be able to (do) (Skills, processes)

Students will be able to identify different ways they may respond to a text (adapted from ACELT1577)

Students will be able to discuss how they think and feel about different characters and events (adapted from ACELT1783)

Students will be able to produce an initial reading response journal entry

### Essential Questions:

What is a reading response journal?

Why might we keep a reading response journal?

How can we represent thoughts and feeling about a text in different ways?

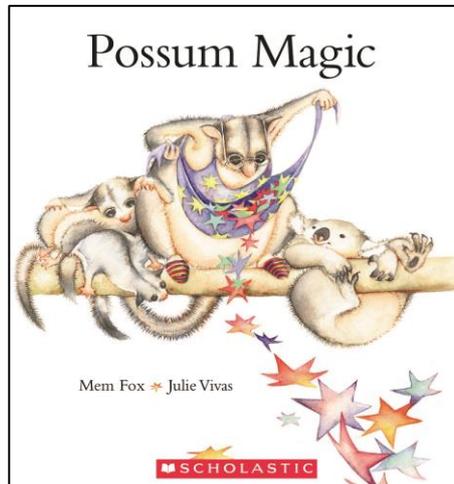
How do different people think and feel about different texts?

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### Learning Menu

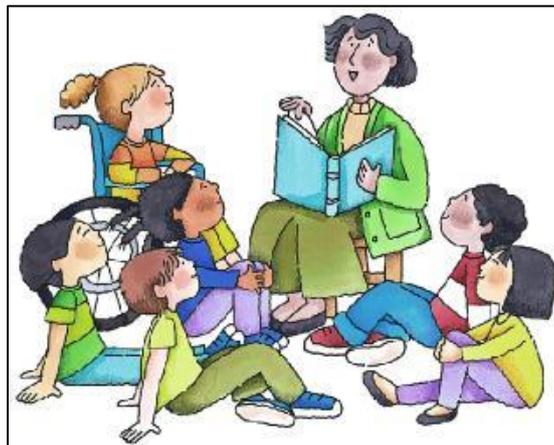
#### Appetiser – All students

- I will listen to the story *Possum Magic* by Mem Fox

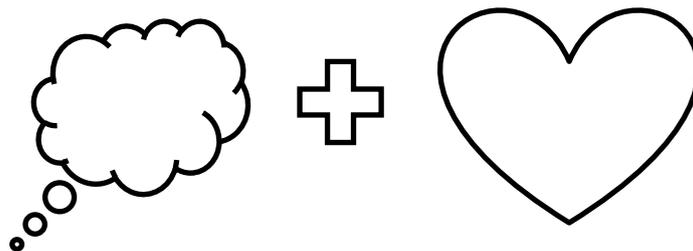


#### Main Course – All students to complete 2 activities

- Main dish 1: I will join in a “reader’s circle” and talked about what I thought and felt during this story

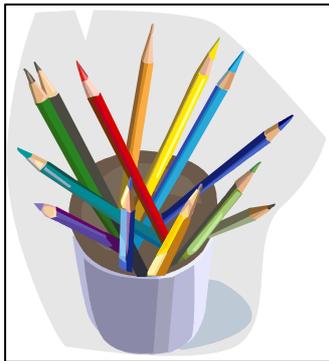
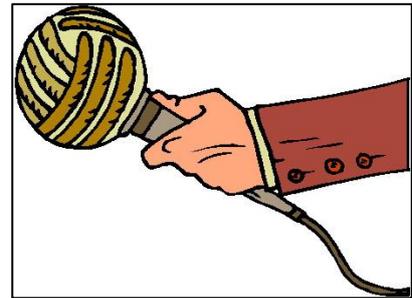


- Main dish 2: I will record my thoughts and feelings on my worksheet



**Side Dish – Select 1 of the 3 options**

- Side dish 1: I am going to interview someone else about their favourite character and why. I will record this by writing 1-2 sentences in my RRJ.



- Side dish 2: I am going to create a poster of my favourite character, draw the parts I like best on cut-outs, and compare with others in the class.

- Side dish 3: I am going to work in a small group and brainstorm lots of different characters. We will talk about our thoughts, then use sticky notes to show which characters were liked, which ones weren't, and why.



**Dessert – students may select one**

- I am going to create a *Possum Magic* painting showing my favourite part by using candles and watercolour paints.



- I am going to retell the story of *Possum Magic* to a partner using puppets. I will stop and describe which parts were my favourite.

## Lesson Plan

### INTRODUCTION: Appetizer

- Introduce students to the unit and identify that over the next 6 weeks we will be looking at texts written by Mem Fox, and producing Reading Response Journals. Ask students the following questions:  
*What do you think a reading response journal might be?*  
*Why would we keep a reading response journal?*  
*What different ways can we represent our thoughts and feeling about a text? Does it have to be written?*  
*How do different people think and feel about different texts? Does everyone feel the same?*
- Distribute learning menu to students, display on IWB and explain the process of completing activities that must ALL be done, and which are OPTIONAL.
- Read the story *Possum Magic* to the class.

### GUIDED DISCOVERY: Main Dishes

#### MAIN DISH 1:

- As a whole class on the mat, hold a “reader’s circle” where students can reflect on the text and respond to prompts and questions. This is the precursor activity for establishing RRJs and activities.
- Introduce the speaking stick to students, the speaker can pass on the stick to someone else when they are finished sharing.
- Reinforce the 5 Ls of listening and what it means to be respectful of classmates when they are sharing.
- Raise with students the idea that when people share their thoughts and feeling we never put down others, or retell their thinking and ideas to other people outside the classroom – this is a personal and private space.
- Ask:  
*How did you feel when I read this text to you?*  
*What do you think are the most important parts of the story?*  
*Why did you feel that way?*  
*Did you like the story? Why/why not?*  
*Do you have any questions about the text?*  
*Does this story remind you of anything in your own life?*

These questions to pose to students for inquiry are adaptations of the essential questions for the lesson. They have been used to stimulate student thinking and to give a foundation understanding of what the objectives are for this lesson. Wiggins and McTighe (2011) state that “explicit and frequent reference to essential questions sends a powerful signal that a unit is about understanding, not merely the acquisition of knowledge and skills” (p. 73).

#### Resources:

- *Possum Magic* by Mem Fox (1983)
- Learning Menu for students
- Learning Menu scanned in to IWB file (this has been done to respond to UDL and cater to the needs of all students)
- IWB

Students will complete all of these activities. The expectation is that students will orally reflect as a whole group and then work individually to create a reading response or a series of small responses for their RRJ. These activities were selected as compulsory for all students as it is a deliberate modelling of the reflecting process that responds to the lesson outcome ‘students will know the process for responding to a text’.

#### Resources:

- Speaking stick
- Thoughts and Feelings worksheet (see Appendix 1).
- RRJ workbooks

**MAIN DISH 2:**

- Provide students with the thoughts and feeling worksheet. Model to them how they can complete this worksheet. Have them record (written, illustration or transcribed by teacher/SSO) one thing they thought about the book, and one thing they felt about the book.

**EXPLORATION: Side Dishes**

**SIDE DISH 1:**

- Students will interview another class member and identify that person's favourite character and why. Students will record this response by writing 1-2 sentences in the Reading Response Journal or by using a voice recording device, and then identifying whether this is the same, or different to their own response.

**SIDE DISH 2:**

- Students will create a poster of their favourite character in the story using coloured pencils, crayons, and collage materials. Using the cut-outs provided students will visually represent their reasoning for this choice. Students will then compare their choice with those of others who have produced posters.

**SIDE DISH 3:**

- Students will work together in a small group on the mat. Using butcher's paper, students will brainstorm a list of any characters they can remember from the text (including minor characters). Student will then use sticky notes to identify which characters are most popular amongst the group, which characters are not liked, and reasons why.
- The teacher will work predominantly with this group, but will also move around the room at strategic points to ensure all students are engaging with the task at hand, and provide assistance when required.

Students will select one of these three activities. The three activities are differentiated by Learner Profile, specifically Sternberg's (2014) theory of creative learners, practical learners and analytical learners. Each side dish involves the production of a reading response which allows students to work and present understanding in a way that caters best to their individual learner profile. It can also be noted that students are given the option to reflect on different aspects of a text, rather than a prescribed feature i.e. students select a favourite character rather than being given a particular character to discuss. This can be identified as differentiating by Learner Interests.

Explanation of Side Dishes:

**Side Dish 1:**

This side dish responds to Sternberg's (2014) analytical thinker. It is noted that the analytical thinker might like "comparing and contrasting point of view", "making inferences and deriving conclusions", and "thinking clearly and analytically" (p. 2). By interviewing others and gaining an understanding of another person's perspective, students will be creating a product that allows them to think and work analytically.

**Side Dish 2:**

This responds to Sternberg's (2014) creative thinker. The creative thinker, who is identified to potentially like "designing new things", "imagination", and "thinking in pictures and images" (p. 2). As such, a creative task has been chosen in which students can represent their thoughts and ideas in a variety of ways, working through the medium of art.

**Side Dish 3:**

This activity responds to Sternberg's final category of learner profile, practical thinkers. It is suggested that the practical thinker might like "learning through hands on activities", learning by interacting with others", and "working and being with others" (p. 3). This shared group activity allows practically minded students the opportunity to work alongside other people to apply their skills and knowledge.

<p><b>TAKING IT FURTHER: Dessert</b></p> <p><b>Dessert 1:</b></p> <ul style="list-style-type: none"> <li>▪ Students will create a painting using white stick candles, which will depict their favourite “part” of the book. This is deliberately ambiguous so that students may choose an event, words, character, object etc. Students will then use watercolour paints to “reveal their hidden image (as Hush is revealed in the book).</li> </ul> <p><b>Dessert 2:</b></p> <ul style="list-style-type: none"> <li>▪ Students will retell the story to a partner using the classroom puppets and “theatre”, students will pause at strategic moments to identify which part of the book they enjoyed most.</li> </ul>	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>▪ RRJ Workbooks</li> <li>▪ Voice recorder</li> <li>▪ Pencils, crayons, collage materials</li> <li>▪ Cut outs (see appendix 2)</li> <li>▪ Butchers paper</li> <li>▪ Textas</li> <li>▪ Sticky notes</li> </ul> <p>Students will select one of these tasks, designed to enrich and expand their understanding. These activities were selected to differentiate by student interest, they are able to choose which challenge they would prefer based on which task appeals more to them.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>▪ White stick candles or white crayons</li> <li>▪ Watercolour paints</li> <li>▪ Class puppet collection</li> <li>▪ Class “theatre”</li> </ul>
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**Lesson Closure/ Check for Understanding**

To conclude, students will meet together on the mat and have a class discussion about what they have learnt. Revise the essential questions and identify whether student’s responses have now changed.

Ask:

*What do you NOW think a reading response journal might be?*

*Why would we keep a reading response journal?*

*What ways can we represent our thoughts and feeling about a text? Does it have to be written?*

*How do different people think and feel about different texts? Does everyone feel the same?*

*Why is important that different people think differently?*

**The teacher will check for understanding by completing the following checklist:**

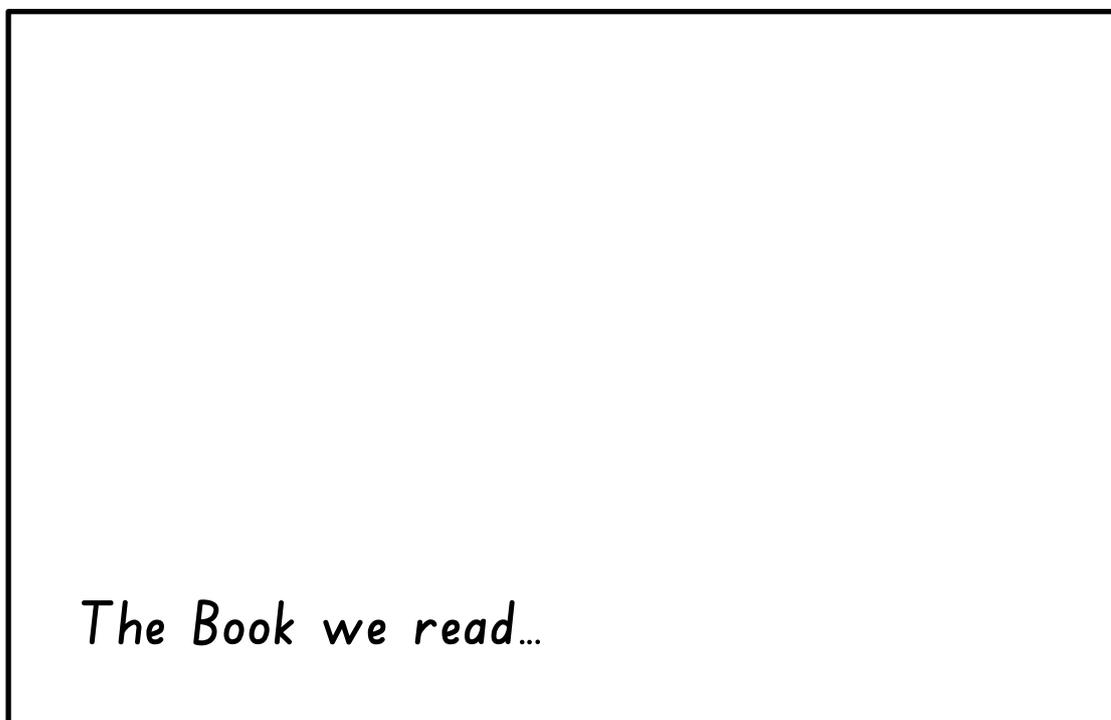
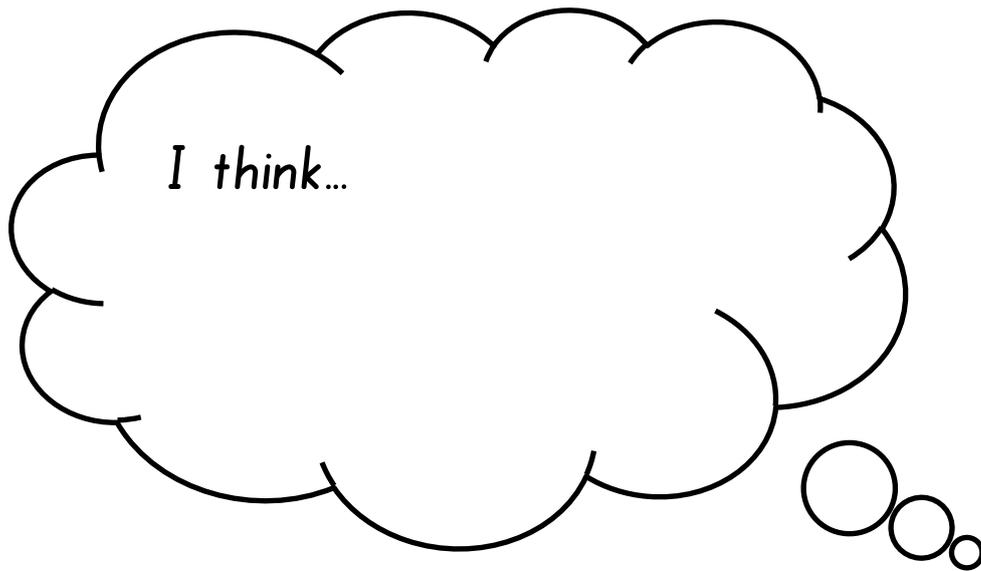
- Collect work samples:
  - Has the student produced an initial reading response entry?
  - Has the student identified what they think and feel about characters?
  - Has the student responded to the text in a number of different ways?
  
- Record anecdotal notes:
  - Has the student demonstrated the process of listening/reading to a text and responding?
  - Was the student able to suggest the value of different opinions about a text?
  - Did the student recognise the purpose of a Reading Response Journal?
  - Did the student identify different ways that they could represent their thoughts and feelings?

### References

Fox, M. (1983). *Possum Magic*. Scholastic: Adelaide.

Jarvis, J. (Topic Co-ordinator). (March 15<sup>th</sup>, 2014). *More on Sternberg's TriMind Strategy*. Flinders University School of Education: Adelaide.

Wiggins, G., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria: ASCD.



*The Book we read...*

A large, empty rectangular box with a solid black border. At the bottom left corner of the box, the text "The Book we read..." is written in a simple, black, sans-serif font.