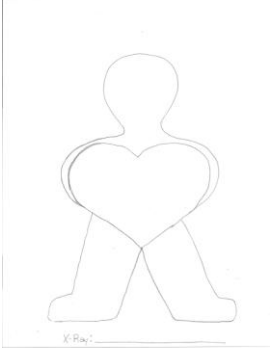
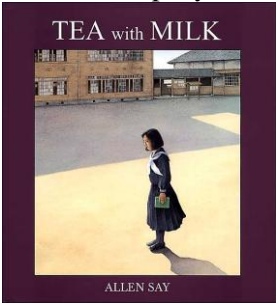



Lesson Plan Format

Your Name: Cindy Hammons Student Name: **Reese**
 Student Grade: Entering 7th Lesson Plan # **1**
 Date 07/06/2013

Activity	Procedure: What will you do? Include steps.	Rationale: Why are you teaching this? How are you addressing the child's needs? What text reading backs this up?	Objectives/ TEKS Connection	Materials
<p><i>Introductory Activity:</i></p>	<p>We will begin our lesson by discussing culture. I will specifically ask, "What is culture?" We will look at culture through a personal lens to help build understanding of the concept. He will define what is important to him as well as what he looks like. I will ask him to identify what makes him the same or different from others around him. We will each fill in a cultural X-ray to illustrate our individual culture. We will compare and discuss our X-rays.</p>	<p>Reese will begin 7th grade at Pilot Point Middle School this fall. He has lived in Texas his entire life. His exposure to various cultures is limited. We will work this semester on introducing multicultural text to expand his knowledge as well as develop critical literacy skills. This activity is intended to help "develop conceptual understanding of culture." (Short)</p>	<p>7 Fig 19 A establish purposes for reading selected texts based upon other's desired outcome to enhance comprehension.</p>	<p>Character X-Ray Crayons/colored pencils</p> 
<p><i>Interactive/Shared Reading and Think Aloud Activities</i></p>	<p>We will read the story together using shared reading. I will encourage Reese to monitor his comprehension as we read by asking him to restate what he just read. We will make connections by focusing on the culture of the main character and how her culture affects the story.</p>	<p>Based on Reese's assessments, fluency is a weak area. Shared reading allows him to hear fluent reading as well as practice reading aloud which will help him build fluency. Reese also demonstrated very few strategies for monitoring his comprehension. Stopping to ask questions will help make the thinking visible.</p>	<p>7.6B analyze the development of the plot through the internal and external responses of the characters including their motivations and conflicts.</p> <p>7.3A Describe multiple themes in a work of fiction</p>	<p>Say, A. (1999). <i>Tea with milk</i>. New York, NY: Houghton Mifflin Company. Ebook.</p> 

		This text gives an explicit example that culture is more than where you live or what you look like. This will help develop what Freire states as “beings for themselves.”		
<i>Enrichment: Character Cultural X-Ray</i>	Reese will create another cultural X-Ray for the main character of the story, May. According to wowlit.org a character x-ray He can refer back to the text to find “what is on the outside as well as the inside” of the character’s cultural being.	Wowlit.org recommends using character X-Rays to help students understand that a culture being is not just about what is on the outside, but also about what is on the inside. This activity will help Reese understand that culture is more than what you see on the outside.	<i>7Fig19D Make complex inferences about text and use textual evidence to support understanding.</i>	Character X-Ray Crayons/colored pencils 
<i>Closure Activity:</i>	Reese will compare his cultural X-ray to the X-ray for the character in the story. We will discuss the difference and any similarities.	Comparing cultural X-rays will help develop a conceptual understanding of cultural and allow the teacher and student to be co-investigators (Freire)	<i>7 Fig 19 C reflect on understanding to monitor comprehension (making textual, personal, and world connections)</i>	

Your Name: Cindy Hammons

Student Name: Reese

Lesson and Personal Reflection for Lesson Plan # 1

<p>Lesson Reflection: CHILD NOTES---Focus is on the child. How did my student respond to the opportunities to learn that I provided?</p>	<p>Personal Reflection: Focus on YOU! As a result of teaching these activities, what did I learn about teaching in general and about myself as a teacher? How did your plan address your student's individual diverse needs?</p>
<p><i>Introductory Activity:</i> Reese seemed to have a strong idea about culture. However, he really focused on the interior aspects of culture versus the exterior. Additionally, he understood the idea of culture as it is focused on a whole group of people. He also seemed to enjoy creating something artistic.</p>	<p>I had anticipated that Reese would focus on the exterior features of culture so had to change directions a little. I think I was able to change gears, but recognized the discussion was the prize here. Through our discussion I realized that my lesson needed to be adapted. By adapting quickly, I was able to focus on what he didn't understand instead of what I had prepared.</p>
<p><i>Interactive/Shared Reading and Think Aloud Activities</i> Reese's reading was labored, but he really tried very hard. He seems to be connecting to the text on a deeper level even with the technical reading errors he made. He would often run through periods, which seemed to slow him down as meaning would break down. Rarely did he go back and fix what didn't make sense. Dialogue especially seemed to create problems for him as he read.</p>	<p>I was surprised at the questions Reese generated while reading the story. Clearly some nonfiction about the bombing of Japan would be interesting to him. I think I did well at stopping him to help him monitor comprehension, but wonder about setting up reminders to help him monitor himself. I need to look at methods for self monitoring.</p>
<p><i>Enrichment: Character Cultural X-Ray</i> It was hard for Reese to get started on this activity. He wasn't sure what to put on the X-Ray. However, after some quick discussion, he went right to work. He quickly filled in items about the internal culture, but did not have much on the external culture.</p>	<p>I enjoyed creating an X-Ray for us to compare. I liked that we were working independently with the goal of comparing our work. By keeping myself busy, we were really able to teach each other versus me hovering over him. I think it helped me to step back and see what he would do.</p>
<p><i>Closure Activity:</i> The closure activity really helped Reese identify some of the exterior culture elements. Although Reese had several items listed in the heart, he did not have anything on the outside. He was quick to argue a statement I made and went back in the text to prove the answer.</p>	<p>To me the closure activity was the key to tying all the activities together. Without the opportunity for us to compare and discuss our x-rays, we wouldn't have made as many connections. Although we had made some of the same connections, the discussion provided insight for both of us. Truly we were both the teachers in this section.</p>

Reese



X-Ray: Reese



Lesson 1: (right) Personal Cultural X-Ray
 (left) Cultural X-Ray for Masako (*Tea with milk*)