

# Lesson Six

## Objectives:

- Students will review and read *Dandelion Wine*
- Students will analyze and evaluate elements from *Dandelion Wine*
- Students will brainstorm in order to create “an original piece of work”

## State standards:

### Standard 1

(Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text

### Objective 3

(Comprehension of Literary Text): Comprehend literature by recognizing the use of literary elements across genres and cultures

- a. Examine the relationship between oral and written narratives
- b. Understand the uses of character development in conveying theme in literary works
- c. Analyze themes in literature and their connection to politics, history, culture, and economics
- d. Evaluate setting as it contributes to characterization, plot, or theme

## Bloom’s Taxonomy:

- Knowledge
- Comprehension
- Application
- Analysis
- Evaluation
- Synthesis...my personal favorite!

## Assessments:

- The starters (10 points) will be collected and graded
- The “*Dandelion Wine* Project” (50 points) will be graded...but not today, my friends
- “Participation Log” (25 points per day)

## Materials:

- Starter: “...a moment that was bittersweet.”
- “*Dandelion Wine* Project” (one copy per student)
- *Dandelion Wine*
- “Guided Notes”
- “Participation Log”

## Procedures:

- Welcome / attendance (2 minutes)
  - ✓ “Too much chocolate milk can destroy your stomach.”

- Starter (15 minutes)
  - ✓ Explain the meaning of the word, “bittersweet”
    - Use some examples in order to define “bittersweet”
  - ✓ Students need 10 to 12 minutes for silent writing time
  - ✓ Circulate the room; encourage students to stay “on task”
  - ✓ Allow time for sharing (3 to 5 minutes)
  - ✓ Collect papers
  
- Assignment: “*Dandelion Wine* Project” (25 minutes)
  - ✓ Pass out assignment
  - ✓ Encourage creativity!
  - ✓ Explain and answer questions
  - ✓ Discuss the “dos” and the “don’ts” of this assignment
  - ✓ Stress the importance of 50 points!
  
- Silent reading (30 minutes)
  - ✓ Circulate; use “the look,” but don’t give ‘em any “crusties”
  - ✓ Allow certain students to read outside, in the hallway
  
- Review the text (10 minutes)
  - ✓ “Did you catch what Colonel Freeleigh said about Chung Ling Soo?”
  - ✓ Allow students to share observations (encourage the “quiet folks” to speak up)
  - ✓ Discuss characters and events: “Why on earth would anybody talk that way if they didn’t expect a spanking?”
  - ✓ Fill out “Guided Notes”
  
- Assess participation (10 minutes)
  - ✓ Meet with students
  - ✓ Encourage improved behavior: “The next time you throw something...you’re headed down to see Mr. Auld.”
  - ✓ Acknowledge acceptable behavior: “Thanks for passing those out for me.”

**Differentiations – accommodations, adaptations, and/or alternate strategies:**

- Share a story from the life of Don Carter, Oregonian dairy farmer
- Check out the Youtube.com video: “Bittersweet Symphony” by The Verve