

Lesson Three

Objectives:

- Students will review and read *Dandelion Wine*
- Students will analyze and evaluate elements from *Dandelion Wine*

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. Evaluate setting as it contributes to characterization, plot, or theme

Bloom's Taxonomy:

- Knowledge
- Comprehension
- Analysis
- Evaluation

Assessments:

- The starters (10 points) will be collected and graded
- "Participation Log" (25 points per day)

Materials:

- Starter: "...a moment of sorrow."
- *Dandelion Wine*
- "Guided Notes"
- "Participation Log"

Procedures:

- Welcome / attendance (2 minutes)
 - ✓ "Howdy, my fellow Americans."
- Announcement (1 minute)
 - ✓ "I've noticed that many of you are not writing enough on your starters. Remember: I want you to *fill your page*. Now, you must know...I don't require this of you just to keep you busy. I want you to write about *you*. I want you to find *your* voice. Remember: good writing is *voice*. This can be catharsis. We defined that word last time—anybody remember what *catharsis* means?"

- Starter (15 minutes)
 - ✓ 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)
 - ✓ Encourage sharing: “We all experience moments of sorrow...so pain is universal. But don’t be afraid to share.”
 - Don’t be hesitant to spend more time on this topic
 - Again, sorrow and pain are universal emotions
 - “Don’t fear the reaper.”
 - ✓ Collect papers

- Reading (50 minutes)
 - ✓ Read out loud (use more charisma—I think the students want more emotion)
 - ✓ Ask for student-readers: “Why wants bonus points?”
 - ✓ Silent reading; use “the look” in order to help students focus

- Review the text (10 minutes)
 - ✓ “Why was Leo so determined to build a Happiness Machine?”
 - ✓ Allow students to share observations
 - ✓ Discuss characters and events: “Where was Douglas? Was he hiding...and if so, why was he hiding? Was he just off somewhere breaking in his new shoes?”
 - ✓ Fill out “Guided Notes”

- Assess participation (10 minutes)
 - ✓ Meet with students
 - ✓ Encourage improved behavior: “You can’t just sit there and doodle. You need to participate with the rest of us.”
 - ✓ Acknowledge acceptable behavior: “That new seating chart worked wonders.”

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

- Don’t be hesitant to share childhood stories or anecdotes
 - ✓ Share the experience of suffering from a communicable disease in a third-world hospital: “I want to tell you a story.”
- Remind students that “life is short, but it can be sweet if you *live* each day to its fullest.”