

# Lesson Two

## Objectives:

- Students will review “vocabulary words” from *Dandelion Wine*
- Students will 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: “Today is a free-write!”
- “Amnesia” materials, including flashcards and adhesive tape
- *Dandelion Wine*
- “Guided Notes”
- “Participation Log”

## Procedures:

- Welcome / attendance (2 minutes)
  - ✓ “What’s up, folks?”
- 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: “Free-writes are a lot of fun!”
- ✓ Collect papers
- Activity: “Amnesia” (25 minutes)
  - ✓ Explain the rules
  - ✓ Tape flashcards onto students
  - ✓ Allow students to move and discover their vocabulary words
  - ✓ Define words; explore synonyms (and antonyms)
- Reading (40 minutes)
  - ✓ Read out loud (model behavior)
  - ✓ Ask for student-readers
  - ✓ Silent reading
- Review the text (10 minutes)
  - ✓ “What’s going on in the story?”
  - ✓ Allow students to share observations
  - ✓ Discuss characters and events
  - ✓ Fill out “Guided Notes”
- Assess participation (10 minutes)
  - ✓ Meet with students
  - ✓ Encourage improved behavior: “I gave you two warnings.”
  - ✓ Acknowledge acceptable behavior: “Thanks for working hard.”

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

- Encourage the students to read out loud: “I’ll offer bonus points for readers.”
- Be excited about *Dandelion Wine*
- Remind students that “class participation is important.”