

Steve Weller  
SCED 4760  
5 November 2007  
Reading Lesson Plan

Grade Level: 11<sup>th</sup> grade English  
Length of Lesson: 50 minutes

**Materials:**

Copies of selected short stories from Tomas Rivera's *And the Earth Did Not Devour Him*: "The Night the Lights Went Out," "The Teacher was Surprised," "A Stroke Left the Grandfather Paralyzed," "And the Earth Did Not Devour Him," and "It was an Hour Before the Afternoon Movie Started," in English and Spanish.

**Content Objectives:**

- Students will read literature from a famous Hispanic author
- Students will read both translations of English and Spanish texts
- Students will gain appreciation for non-white authors

**Language Objectives**

- Students will **read** short stories in both L1 and L2
- Students will **discuss** meaning and feelings in small groups and with the whole class
- Students will **listen** to each other in small groups
- Students will **write** about stories' meanings in personal writing journal

**Anticipatory Set:**

I will start the class period with a discussion about the '40s and '50s mid-West America and the Migrant workers that dominated the fields. I will give a brief history lesson about workers who migrated to the United States looking for better opportunities, the rise of people like Cesar Chavez, etc. I will then introduce the book's author, Tomas Rivera, and explain how he came to be such an affluent Latin-American writer and University President. This will hopefully relate to the students' background and experience, and draw them into reading the passages.

**Procedures:**

1. I will distribute the copies of the texts in both L1 and L2 to each student
2. I will assign students numbers 1-5 and distribute texts according to the numbers in preparation for a jigsaw activity.
3. The students will read different texts individually in both L1 and L2 according to their level of language proficiency.
4. Students will gather in their assigned number groups (1-5) and discuss the readings as a group.
5. Students will then get into groups consisting of members from each group of 5 to discuss their individual reading texts in a jigsaw formation.
6. Students will then write their feelings of how these readings connected to them personally—if they mirrored their experiences, of a relative's, and how they can feel empathy towards the characters of the stories.

**Extension Activity:**

Students will write in their personal writing journals about the activity, and will finish the writing at home if not finished in class. They will also be given another short story to read from the book in order to connect to the next day's reading activity continuation.

**Adaptations for Various Proficiency Levels:**

<p>Stages A &amp; B</p> <p>Pre-Emergent Emergent</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Read the shorter text in L1 and L2 so that they have time to comprehend the story before they might attempt to translate the L2 story</li> <li>• Discuss the meanings and experiences of the character in both L1 and L2 in short, one-word phrases, or draw pictures of the experiences of the character</li> <li>• Share the story with others in the jigsaw activity with simple, one-word phrases</li> <li>• Write short, one-word responses to or draw pictures of connections in personal writing journal</li> </ul>
<p>Stage C</p> <p>Intermediate</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Read the story in L1 and L2 so that they comprehend the story in L2 in order to relate it with larger group jigsaw discussions.</li> <li>• Discuss the meanings and experiences of the characters in both L1 and L2 in short, complete sentences</li> <li>• Share the story with others in the jigsaw activity with simple, short, complete sentences</li> <li>• Write short, complete responses to the writing assignment to connect with the character of the story</li> </ul>
<p>Stages D &amp; E</p> <p>Advanced Fluent</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Read the story in L2 (and in L1 if they so choose) in order to relate it with larger group jigsaw activities</li> <li>• Discuss the meanings and experiences of the characters in L2 in longer, complete sentences, ideas, paragraphs, etc</li> <li>• Share the story with others in the jigsaw activity with full, complete sentences, ideas, paragraphs, etc</li> <li>• Write feelings about the story and connections to it in personal writing journals in longer, more complete sentences</li> </ul>

**Cognitive Strategies:**

1. Students will read the stories individually and then discuss what they read in small reading groups
2. Students will list down ideas in small groups in order to share with larger groups what they read and discussed
3. Students will share ideas of what they learned in their separate readings collectively

**Metacognitive Strategies:**

1. Students will connect the reading of the character's story to their own life and reflect on the experiences of the character to their own
2. Students will write these connections in their reading journals, relating the experiences to their own
3. Students will discuss the connections they found in each of the stories, and as a whole group try to find how the 5 stories relate to each other.,

**Herrell & Jordan: Think-Pair-Share**

1. Students will read stories on their own, gathering ideas and meanings
2. They will gather in small groups to discuss individual readings of the same subject in order to generate meaning and ideas from other students
3. They will gather in larger groups to relay information from readings from individual reading assignments—their jigsaw pieces

**Grouping Strategies****Homogeneous Grouping:**

Students will be broken into homogeneous groups of 3-4 according to the levels of proficiency to read short stories by Tomas Rivera. They will read stories as groups because they will not be embarrassed (if in lower levels) at their level of proficiency if grouped with students of the same level.

**Heterogeneous Grouping:**

Students will be then be grouped into heterogeneous groups of five to discuss the jigsaw reading activity stories. They will be grouped heterogeneously according to the various levels of proficiency because students will learn each other's language abilities, and all will be edified. Higher proficiency students will feel better about their language ability when students can learn from them, and lower proficiency students can glean more language from students with a higher proficiency.

**Assessment:****Formative:**

I will walk around the class while they read in order to help anybody who might be struggling with the reading. I will also be able to assess whether or not they understand the readings based on their group discussions in small and large group jigsaw activities.

**Summative:**

I will formally assess their reading abilities later when we take a quiz on the night's reading assignment for homework. They should be able to identify characters, setting, situation, etc.