



Gold Seal Lesson

Author(s): William Moreau			Lesson Title: Alive – Thought Responses			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 XX	A	B	C X	D

Instructional Focus:

Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening

Students listen for a variety of purposes appropriate to the grade level.

Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Performance Task

Previous to this lesson, students have finished reading Piers Paul Read’s Alive. Below are “Thought Responses” that students could respond to in a variety of ways. “Thought Response” activities ask students to dig back into the literature and challenge student understanding of major ideas/ themes/ backgrounds/ and applications to real life.

Activity options using these “Thought Responses”:

- Students could work in small groups or individually (or a combination of both at times).
- Students could be assigned all the “Thought Response” activities/ questions below, or they could do selected ones. Choice could be teacher and/or student based.
- Students should brainstorm (prewrite) answers to questions/ activities through taking notes, listing references to the literature, and organizing all avenues of possible answers/ responses.
- Once prewriting is done, students could use their responses as a basis for discussion. One group or individual could be assigned as the presenter of a particular question’s answer to the class. Or all students could be responsible for sharing something in response to each question. This could be organized via volunteers or through some sort of number or name drawing lottery.
- Students could also be asked to go beyond prewriting for all or selected questions (again, through student or teacher choice). They could be asked to write a rough draft and then eventually a final product that could be shared with other class members via a “reading circle” where students read responses aloud or pass them for silent peer reading.
- This whole process could take one class session or several class sessions depending upon the demands of the assignment.

Scoring Guide:

This depends upon what students are asked to do. It could conceivably range from “credit” for participating in the prewriting and sharing sessions to making this project (prewriting, writing, peer editing, proofreading, self editing, sharing) a major percentage of a marking period’s value. For example, 50 points could be awarded for the prewriting/ note taking aspect; 100 points for the final written product of selected questions; 50 points for sharing findings if done with a speaking component. The teacher would have to create criteria for evaluation that would be shared with the students when the original assignment is introduced.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Note taking Prewrite	Geometry	Life Science
Communications Listening Speaking Visuals	Statistics	Chemistry
Literature Contemporary	Calculus	Physics
Other Essay questions Literature Projects Thought Responses	Trigonometry	Other
	Other	