LESSON PLAN #4  Who’s Who?  (Differentiated for: Learning Style)

Materials: Baba Yaga storybook, graphic organizer
Length: 55min.

Unit Goals/ Benchmarks:
- To enhance the students’ understanding of the key literary elements of folktales such as setting, characters, plot, and theme while providing opportunities to identify and analyze these elements in a wide range of work

Benchmarks:
- Read a variety of literary works and distinguish among characteristics of a variety of literary forms, including novels, short stories, poetry, plays, and nonfiction. (Literature - Grade 8)
- Recognize and examine how character, plot, setting and theme contribute to the meaning of a literary selection. (Literature - Grd 8)

Lesson Objectives:
- Students will be able to demonstrate understanding of the terms protagonist and antagonist by identifying them through story analysis.
- Students will be able to identify character traits and physical description through story analysis.

Rationale/Differentiation: In this lesson, instruction will be differentiated in the small group activity when students work to complete a graphic organizer analyzing the story read orally. The graphic organizer includes 4 areas, each presenting a task from a different learning style. For example, ST = Who is the protagonist and antagonist?, SF = How did the protagonist feel when___?, The antagonist? What would you choose to do?, NT = Complete Venn Diagram comparing and contrasting protagonist and antagonist traits, and NF = Draw both characters based on text description. Based on knowledge of my class, I am choosing to have everyone complete each learning style task during this early lesson. Later, choice will be appropriate. The small group approach will help students complete tasks outside of their comfort zone. At this point in the unit, we will have read between 5-6 folktales for enjoyment.

Pre-assessment: questionnaire probe/ administered in Lesson 1: Intro to Folktales
Lesson Assessment: assessment will be based on individually completed graphic organizers as well as oral feedback during numbered heads reporting in closure

Anticipatory Set: Concept Attainment activity - using “protagonist” and “antagonist” as the categories. Terms will be character names from folktales previously read (i.e., the Wolf, Little Red Riding Hood,). Goal will be student identification of “good guys, bad guys” or similar description which will lead into introduction of literary terms, protagonist and antagonist.

Whole Class Instruction: Following concept attainment, teacher identifies protagonist and antagonist. Are they always human? Living? What hints does a writer give about who is who? How can we remember which term is which? (Teacher points out prefix stems “pro” and “ant” Today as we read our folk tale we will pay special attention to “who’s who” and how they are described. Teacher reads Baba Yaga (a Russian Cinderella) aloud. Teacher asks some quick comprehension questions involving plot. Class is divided into heterogeneous groups (4 each) and given graphic organizer (see rationale for description) to complete. Students have access to copies of book if desired. Teacher monitors and assists, groups that are finished are directed to anchor activity on board. Class is called to attention for closure.

Closure: By numbered heads, each group reports on a task on the graphic organizer, class list of traits is developed on Protagonist and Antagonist.