

(SAMPLE) PAR LESSON PLAN
In conjunction with the Mini- Lesson Plan Presentation
Designed by: Eric Rosenthal
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Subject Area: English Language Arts

Grade Level: 7

Lesson Title: Too Good to be True

Goals and Objectives: Students prior knowledge will be activated

The Preparation Phase (In two parts because of the In class Mini Lesson) 1A:

Rationale or Theoretical base for this activity:

When a student's schema is activated the likelihood that they will comprehend a reading text improves. Good readers try to make sense of new material by connecting and comparing it with what they already know. The purpose of this preparation phase lesson is to activate student's prior knowledge about appearances, caution, trust, daring and decision making. Students will evaluate various statements that will require them to determine how they feel about making decisions in a world that is not always what it seems. Students will share an experience about a time when something seemed too good to be true and they may have regretted their choice. The text that we are going to read details a young man who is fooled by appearances and may come to pay a mortal price for his choice. Activating student's prior understandings of similar experiences will help build an important text-to-self link that will serve to improve their understanding as they read and reflect on the text.

Materials Used

- Handout
- Tape

- Opinion Markers (Paper)
- Whiteboard
- Markers
- Stuffed Rhino

Lesson Activity: (Preparation Phase 1A)

1. The teacher will greet the students and introduce the day's topic. The teacher will give students the handout and ask them to make value judgments about each statement. (5 minutes)
2. Instructions: *On this handout I'd like you to walk around and make value judgments for each statement. Read each statement and decide whether you strongly agree, somewhat agree, somewhat disagree or strongly disagree.*
3. Feedback activity: Students will share their answers in a kinesthetic activity. For each statement, students will move to a corner of the room that corresponds with the opinion. The teacher will informally inquire about student's opinions and reasoning. (5 minutes)
4. Ask the students to quietly return to their seats.
5. Story Example: The teacher will briefly inform the student's that their reading will be about a young man who encounters a situation that seems too good to be true. The teacher will share an example from his own life when he got bought a motorbike for a price that seemed too good to be true. (3 minutes)
6. *Personal Story: So you've probably noticed that there are a lot of motorbikes driving around in HCMC. When I first arrived I was excited to buy one and get going! Unfortunately I really didn't know the first thing about buying a motorbike. I searched the internet and found an Englishman living here in HCMC who was a dealer of motorbikes! I thought, well isn't that great, I*

can't speak Vietnamese, so I'm sure to get a fair deal from someone who speaks my language. I went to meet him and he showed me a bike that he said was recently rebuilt by an expert mechanic, also another Englishman. To be honest, the bike he showed me looked a little bit old but he kept telling me it had a new this and a new that. I didn't understand what he was talking about but I assumed it had to be good. I wanted to take it for a ride but he told me that it's illegal for me to drive the bike unless I own it. Used cars in my hometown go for about \$2000 so I was prepared to spend a lot for this motorbike. I was surprised when he told me the price was only \$600! I thought, this is too good to be true! So I bought the bike, and then the problems really began. I started driving home when I noticed the brakes weren't so strong, and that there was a lot of smoke come from the back of the bike. About 3km from the dealer's house, the bike clunked and clanked its way to a stop. No problem, I thought, probably needs gas. Well that didn't work. I called the dealer but something was wrong with his phone. It was strange, I had been talking to him 20 minutes earlier but now his phone wasn't even turned on. I pushed the bike to a mechanic on the side of the street and asked him to fix the bike. He looked at it for about 10 minutes before calling a friend over. After another minute or two he called a few other friends over to look at my new motorbike. I couldn't understand why they were all laughing. One of the men spoke English and told me that the bike was useless; it needed a new engine and numerous spare parts. He told me that the mechanic had a special deal in mind for me though. He would pay me \$50 to take the piece of junk off my hands. I had no other choice.

7. The teacher will give the students five minutes to write about a similar experience in their own lives on the back of their original paper. (3- 4 minutes)
8. *Instructions:* Do you have any similar experiences? Can you describe a time when something was simply too good to be true? What happened? How did you react when you learned about the truth? What did you learn from the experience?
9. Closing: As a wrap up to the lesson, the teacher will elicit student's experiences. Students will take part in a popcorn discussion where the 'talking rhino' will be passed around the class and individual students will share their experiences with the class. (3-4 minutes)

END OF PREPARATION STAGE 1A ACTIVITIES

The Preparation Phase 1B: Prediction Guide

Rationale or Theoretical base for this activity:

Predicting the contents of a text can be a very motivating and engaging activity for learners. With support from the teacher students will utilize their prior knowledge to compose a brief narrative linking six quotations from their reading text prior to reading. The student will have to identify meaning, analyze connections between separate events or dialogue and create a mini-narrative in a coherent fashion. Not only will the activity spark student's interest in the upcoming reading, it will give them something to measure it with and will possibly aid in comprehension and retention stories' big ideas.

Lesson Activity: (Preparation Phase 1B)

1. After the break, the teacher will draw the student's attention the six lines of text previously written on the whiteboard during the break:

- *He pressed the bell.*
- *There were no other hats or coats in the hall.*
- *"Would you be kind enough to pop into the sitting-room on the ground floor and sign the book?"*
- *"Wasn't that the name of the Eton schoolboy who was on a walking tour, when all of a sudden..."*
- *She put out one of her white hands and patted him comfortingly on the knee.*
- *"This last entry is over two years old."*
- *"Only you."*

The teacher will instruct the students (in pairs) to compose a brief narrative that includes all of those events or quotations. Students may choose any order that they like, but they should strive to create a coherent story. (12-15 minutes)

2. *Instructions: I'd like you to take a look at the events or quotations written on the board. These all come from the story we will be reading. Based on our previous conversation and what you see on the board, I'd like you put these six statements into a brief story that represents what you think will happen.*

3. While the students work on their prediction the teacher will monitor their progress, correct and errors in understanding and assist the student's comprehension.
4. After finishing their work, pairs of students will meet in groups to read each other's stories and discuss what they expect to happen in the story. (10 minutes)
5. Closing: In whole class discussion, the teacher will invite students to read their compositions and discuss what is *likely* to happen in the story based on what they can infer from the tone of the quotations and the previous activities in the class. (5-10 minutes)

END OF PREPARATION PHASE 1B ACTIVITIES

The Assistance Phase: Guided Reading

Rationale or Theoretical base for this activity:

Materials Used

- Text- “The Landlady” by Roald Dahl
- Question and Reading Guide (adapted from <http://achievethecore.org/file/609>)

Lesson Activity

1. Students are given a copy of the text and the teacher reads aloud while the students follow along. (10 minutes)
2. Students read the text again individually while completing a question guide. (15 minutes)
3. Students compare their answers in pairs. (5-7 minutes)
4. Whole class feedback and closing. The teacher clarifies the answers to the questions and aids student’s comprehension of the material. (20 minutes)

ASSISTANCE STAGE COMPLETE

The Reflection Phase: Graphic Organizer and Fish Bowl Discussion

Rationale or Theoretical base for this activity: When reflecting on a text, it is important for students to consider multiple perspectives and rationale for events in a story. It is also important for students to respectfully share their thoughts and ideas with their peers and have an opportunity to express the opinions of the text. Students learn both formally and informally from a well guided and open discussion about content. This is an opportunity for the students to discuss aspects of the text were appealing or poor while the teacher is able to check for comprehension and understanding.

Materials Used

- Graphic Organizer

Lesson Activity

1. The teacher will give students the reflection phase graphic organizer. In the center column is the question: “Did Billy make the correct decision?” In the left column is “Yes” and the right column “No”. Individually students will create an equal list of reasons why Yes, Billy made the right decision or No, he didn’t. (10-12 minutes)
2. Pair-Share: In pairs students will share their ideas.
3. Fish Bowl Discussion: The students and teacher will arrange the desks so that they are formed into two concentric circles. Students on the inside will engage in a discussion about “The Landlady”. Students on the outside will observe their peer for discussion criteria that the class will brainstorm and the teacher will post on the board (i.e. waiting your turn to speak, being polite, offering a new thought, backing up your opinion with evidence from the text). After reflecting on the qualities of the discussion (10-12 minutes) the observers and participants will switch roles. (Total activity time: 25 minutes). The teacher and class will comprise suitable discussion questions. Samples:
 - a. Did Billy make the right choice when going to the Bed and Breakfast instead of the Bell and Dragon? Why?
 - b. Why was Billy debating between the two locations in the first place?
 - c. What would you have done in the same situation? Why?
 - d. How did the author create a sense of foreboding? Give examples from the text.
 - e. What is the significance of being ‘brisk’ in the story?

- f. What do you think happened to the previous guests at the bed and breakfast?
 - g. What is going to happen to Billy?
- 4. Exit slip: As a final conclusion to the PAR lesson, students will write an exit slip. They will respond to the question: What lesson can you take away from “The Landlady?” / What is the moral of this short story? / What was the big idea that the author was trying to convey.

END REFLECTION STAGE

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Directions: Read the statement and decide whether you agree or disagree with it.

1- *Strongly agree* 2- *Somewhat Agree* 3- *Somewhat Disagree* 4- *Strongly Disagree*

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|--|---|---|---|---|
| a. You should trust your instincts when things are not as they seem. | 1 | 2 | 3 | 4 |
| b. The person who trusts others will be successful. | 1 | 2 | 3 | 4 |
| c. It is better to err on the side of daring than the side of caution. | 1 | 2 | 3 | 4 |
| d. When something looks too good to be true, it probably is. | 1 | 2 | 3 | 4 |
| e. Appearances are often deceiving. | 1 | 2 | 3 | 4 |

Listen to the teacher's story.

Do you have any similar experiences? Can you describe a time when something was simply too good to be true? What happened? How did you react when you learned about the truth? What did you learn from the experience?

On the back of this paper, write down your thoughts and ideas.

Name _____ Date _____

“The Landlady”

1. The author uses the words: brisk, briskly, and briskness in the first full paragraph. Billy states that, "briskness is a common characteristic of all successful businessmen." What does the author mean by this word and what is the significance of being "brisk" in the story?
2. When Billy arrives in the city of Bath, the first thing he needs to do is find lodgings. Why is he debating between staying at pub instead of a boardinghouse?
3. Reread the paragraph that begins, “Suddenly, in a downstairs window...” and continue rereading through the next few paragraphs. What words and phrases does the author use to describe the Bed and Breakfast? What inference does Billy make about the Bed and Breakfast based on these observations?
4. At the very end of the first page, the author says that Billy turns to go, “and now a queer thing happened to him.” Summarize what happens in this scene. How does the author describe the sign and Billy’s reaction?

5. The narrator emphasises the speed at which the Landlady answers the door. What might this foreshadow about the landlady, about Billy, and about how the two might interact later in the story?

6. Reread the paragraph on the second page that starts at line 127, that begins, "Please come in." What words or phrases does the author use to describe what happens next and how Billy feels about the situation? Should he have been suspicious at this point in the story? Why or why not? Use evidence from the text in your response.

7. At line 167, why does the author include the line, "There were no other hats or coats in the hall. There were no umbrellas, no walking sticks-nothing."?

8. When Billy is in the living room, what first alerts the reader that something may be wrong?

9. As Billy is almost remembering the connection between the two boys, what effect did the interruptions from the landlady have on the story?

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10. What can the reader infer, using evidence from the text, about the two boys that are missing? What does this information lead the reader to believe concerning Billy's possible fate?

11. What other evidence from the story suggests a possible, fatal demise for Billy?

Did Billy make the right choice?

Yes

No

