

Instructional Lesson Plan
Grade 5 GT Advanced / Gifted and Talented (GT) English Language Arts
Unit Title: *The Search for Authenticity*
Lesson One: *Exploring the Concept of Authenticity* Length: 2 Days

Lesson Overview

Students will categorize examples in order to make generalizations about the unit concept of authenticity. They will analyze essential questions and multiple texts in order to synthesize the unit concept. Students will answer and pose questions in order to facilitate a teacher-led discussion and a student-led discussion. As an assessment, students create a Found Poem, demonstrating clear understanding of the concept “authenticity.”

Teacher Planning, Preparation, and Materials

INTRODUCTION:

This lesson models instructional approaches for differentiating the CCSS for advanced/gifted and talented students. Gifted and talented students are defined in Maryland law as having outstanding talent and performing, or showing the potential for performing, at remarkably high levels when compared with their peers (§8-201). State regulations require local school systems to provide different services beyond the regular program in order to develop gifted and talented students’ potential. Appropriately differentiated programs and services will accelerate, enrich, and extend instructional content, strategies, and products to apply learning (COMAR 13A.04.07 §03).

- **Differentiate the Content, Process, and Product for Advanced / Gifted and Talented (GT) Learners**

Content refers to the key concepts of the curriculum; what students should know, understand, and be able to do.

Content Differentiation for GT learners
 The goal is an optimal match: Each student is challenged at a level just beyond the comfort zone. Pre-assess students’ readiness to determine the appropriate starting point. Implement strategies for **acceleration**: Use more complex texts and materials, above grade-level standards, compacting; or move grade level content to an earlier grade. Implement strategies for **enrichment/extension**: Use overarching concepts, interdisciplinary connections, the study of differing perspectives, and exploration of patterns/relationships.

Content Differentiation in this Lesson:
Student understanding of “authenticity” is pre-assessed prior to beginning the novel. Through a short movie clip and Carousel Brainstorming, prior knowledge is activated so that the student may build upon his or her understanding of the concept. Through the examination of “authenticity” in an above-grade level passage such as the passage from Hamlet, students are challenged at an optimal level.

Process refers to how students make sense of information. The teacher designs instructional activities that make learning meaningful to students based on their readiness levels, interests, or learning styles.

Process Differentiation for GT Learners
 Instructional processes incorporate flexible pacing and opportunities to engage in advanced problem-solving characteristic of professionals in the field. Activities focus on the higher level of each continuum: from simple to **complex**; from more practice to **less repetition**; and from dependent to **independent**. Activities deepen understanding through authentic **inquiry**, **research**, and **creative production**.

Process Differentiation in this Lesson:
Students generate a working definition of the term “authenticity” through inquiry. Students develop their own understanding of the concept through student-led discussion and Carousel Brainstorming where they have the opportunity to share ideas with peers and build upon understanding.

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Products are culminating experiences that cause students to rethink, use, and extend what they have learned over a period of time.

Product Differentiation for GT Learners

Differentiated products or performance tasks require students to apply learning meaningfully to complex, authentic tasks that model the real-world application of knowledge characteristic of professionals in the field. Products have an authentic purpose and audience, and students participate in goal-setting, planning, and self-monitoring.

Product Differentiation in this Lesson:

Students create a Found Poem at the end of the lesson, setting their own goals as they plan and monitor their progress.

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. *Students analyze a passage from Hamlet, an above grade-level play most often taught in high school.*
- Plan with UDL in mind: This lesson applies the Universal Design for Learning Guidelines to remove barriers for advanced/gifted and talented students. In particular, the lesson addresses
 - I. Multiple Means of Representation
 - 3.1 activate or supply background knowledge
 - 3.2 Highlight patterns, critical features, big ideas, and relationships
 - 3.4 Maximize transfer and generalization
 - II. Multiple Means of Action and Expression
 - 5.2 Use multiple tools for construction and composition
 - 6.3 Facilitate managing information and resources
 - 6.4 Enhance capacity for monitoring progress
 - III. Multiple Means of Engagement
 - 7.1 Optimize individual choice and autonomy
 - 7.2 Optimize relevance, value, and authenticity
 - 8.2 Vary demand and resources to optimize challenge
 - 9.1 Promote expectations and beliefs that optimize motivation
 - 9.3 Develop self-assessment and reflection

For more information about how UDL addresses the needs of gifted learners, go to http://www.udlcenter.org/screening_room/udlcenter/guidelines

- Consider the need for Accessible Instructional Materials (AIM) and/or for captioned/described video when selecting texts, novels, video and/or other media for this unit. See “Sources for Accessible Media” for suggestions on Maryland Learning Links: <http://marylandlearninglinks.org>.

IMPORTANT NOTE: No text model or website referenced in this unit has undergone a review. Before using any of these materials, local school systems should conduct a formal approval review of these materials to determine their appropriateness. Teacher should always adhere to any Acceptable Use Policy enforced by their local school system.



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Essential Question
What is authenticity?
Unit Standards Applicable to This Lesson
<p>Reading Literature RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.5.2 Determine a theme of a story, drama, or poem from details from the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a topic.</p> <p>Reading Informational Text (N/A)</p> <p>Writing W.6.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience</p> <p>Speaking and Listening SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly. (a-e)</p> <p>Language (N/A)</p>
Lesson Procedure
<ol style="list-style-type: none"> 1. Introduce the unit concept <i>authenticity</i> using a short 4-7 minute clip demonstrating this concept. Teachers may utilize a clip from <i>Cloudy with a Chance of Meatballs</i> when Sam tells Flint that her real identity is “nerd” (http://www.wingclips.com/movie-clips/cloudy-with-a-chance-of-meatballs/real-you). Ask students to discuss what they think it means to be “authentic” and why “authenticity” is important. For scaffolding, the teacher may have students generate examples and non-examples of the term “authenticity.” 2. Students will participate in Carousel Brainstorming to both activate prior knowledge and build understanding of the unit essential questions (http://its.guilford.k12.nc.us/act/strategies/carousel_brainstorming.htm). Carousel Brainstorming allows students to move around to each chart and add their ideas. <ol style="list-style-type: none"> a) How does one determine authenticity? b) How do our own personal experiences shape our perception of authenticity? c) What does it mean to be an authentic person? d) How does one form an identity that remains true and authentic? 3. Students will participate in a Gallery Walk of the charts to build understanding of the unit essential questions and compare peer responses to their own generated responses. 4. In a student-led discussion, students will generate a working definition of the term “authenticity.” 5. Students will analyze a short teacher-selected text that conveys a theme related to authenticity. Students will use textual evidence in order to infer the theme and determine how it is connected to the class discussion and the essential questions. Students will cite textual evidence in their written explanation. Based on this analysis and explanation, students will create a new essential question that would extend today’s class discussion. Students will conduct a student-led, extended discussion based on these



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questions The teacher may choose to use Carl Sandburg's poem "A Father Sees a Son Nearing Manhood" or Polonius's speech of advice to his son, Laertes, which is an excerpt from Shakespeare's *Hamlet* in Act 1, scene iii. The teacher may choose to share the entire poem and speech with students or just the excerpt that deals with being true to oneself. The teacher may choose to share both pieces and have students compare them.

6. Assessment: Students will create a Found Poem based on the concept of authenticity. To create a Found Poem, students select a short passage from previously discussed text of no more than 50 words. First, students annotate the text, focusing on diction (word choice) and imagery (words that appeal to the senses). Next, with the concept of authenticity in mind, students select key words from the passage and create an original poem based on these words. For more information on Found Poems, visit the website <http://www.readwritethink.org/classroom-resources/lesson-plans/found-poems-parallel-poems-33.html>. The selected words must relate to the concept "authenticity." Students will pay careful attention to rhythm, word order, and phrasing. After students create the poem, students will write a 2-3 sentence metacognitive reflection on their thought process for the poem and how and why certain words were selected. Students will present Found Poems to the class.
7. For enrichment, students may create a Parallel Poem representative of their understanding of the term "authenticity" and its impact on their own lives.
8. After reading Chapter 1 in *The Shakespeare Stealer*, students will make a prediction about how authenticity might impact the plot and theme in *The Shakespeare Stealer*. Students will post their predictions on an online website such as Edmodo (<https://www.edmodo.com/>) or Wikispaces (<http://www.wikispaces.com/>) so that they may respond to their peers' responses.

