

Lesson 5 – Lesson Plan

Introductory Lesson

Four Corners: Defending a Claim with Textual Evidence

Aim: Students will recognize a claim that can be proven with evidence from a text and provide evidence to prove the claim and then explain *how* each piece of evidence proves the claim. NJSLS.W.3.7, NJSLS SL.3.1, NJSLS SL.3.2, NJSLS SL.3.4, NJSLS SL.3.6.

Assessment: The assessment rubric for this lesson is below.

On-Task Student Assessment Rubric	Points Earned
Student attentively reads and/or listens to the text.	4
Student uses confusion to ask questions in order to clarify comprehension of text and activity.	1
Student actively participates in all phases of the exercise, choosing a claim, choosing a corner, explaining and defending his or her answer.	5
Student uses mistakes to learn and correct misunderstandings.	1
Student positively responds to being asked to offer his or her explanation of each piece of evidence.	2
Student uses appropriate eye contact, adequate volume, and clear pronunciation when speaking.	1
Student uses all allotted time on task.	1
Total Points Earned	15

Procedure:

- Teacher shows assessment rubric to students and reviews each requirement.
- Teacher distributes copy of the poem, *Eating While Reading on p. 3*.

- Teacher decides whether to read the poem aloud or have students read the poem silently. This lesson is focused on proving a claim so reading the poem aloud alone or with student assistance will not distract from the focus of the lesson and may help to reinforce the skills taught in this lesson.
- After reading the poem, teacher shows **slides 1 – 14** of the PowerPoint and follows directions at bottom of **slide 14**.
- Then teacher shows **slide 15** to class and students follow directions.
- After teacher solicits evidence found by students and students agree that Choice 2 is the best one, teacher directs students to return to their seats and shows **slides 16 – 21**, then distributes the **Student Exercise** on pp. 4 - 5.
- Teacher goes over the directions for the **Student Exercise** on p. 4.
- Teacher circulates to assist, evaluate, and conference.
- After students fill out the organizer, the teacher goes over the answers asking each pair to share their explanations and then asking other students to add anything new. A completed organizer is on the last slide, **slide 22**, of the PowerPoint.

CONNECTION TO CLASSROOM CONTENT

Optional Follow-up Assignments

- Now that students have learned how to use the four corners activity, teacher chooses a multiple-choice question about a piece of fiction or non-fiction studied in class.
- Teacher implements the four corners activity about the multiple-choice question.

Note: This assignment can be given at any time during the school year. (Ideal for an extra-credit assignment.)

Text
Introductory Lesson
Eating While Reading

Directions: Read the poem silently to yourself as your teacher reads it aloud.

What is better
Than this book
And the churn of candy
In your mouth,
Or the balloon of bubble gum,
Or the crack of sunflower seeds,
Or the swig of soda,
Or the twist of beef jerky,
Or the slow slither
Of snow cone syrup
Running down your arms?

What is better than
This sweet dance
On the tongue,
And this book
That pulls you in?
It yells, “Over here!”
And you hurry along
With a red, sticky face.

Student Exercise
Introductory Lesson
Judging Textual Evidence

Directions:

- Step 1.** You will work with a partner for this exercise. Your teacher will tell you if a partner will be assigned or if you may choose one.
- Step 2.** You will use the paired desks seating chart for this exercise. Arrange your desks in that pattern when told to by your teacher.
- Step 3.** Working with your partner you will fill in explanations for each piece of evidence in the graphic organizer proving how each piece of evidence supports the claim that:

The author of the poem thinks that there is nothing better than a good book and good food.

ALTHOUGH YOU WILL WORK WITH A PARTNER, YOU EACH MUST HAVE A WRITTEN COPY OF YOUR WORK.

Student Exercise Organizer

Claim – The author of the poem thinks that there is nothing better than a good book and good food.

Piece of Evidence, quote from the poem	Explanation of how the evidence proves the claim
“What is better, than this book”	
“The book that pulls you in.”	
“It yells over here, and you hurry along “	