LESSON PLAN

Name: Yolandria Rachel

Lesson Title: (Reading) Hatchet by Gary Paulsen

Grade level: 6th grade

A. Target Audience
The target audience is a general education class of sixth grade students in a middle school setting. The school is very diverse community with different ethnic and cultural backgrounds included in the classroom. Most of the students are on grade level; however, there are about 5% of the students that are slightly to significantly below grade level standards for the sixth grade.

B. Environment
The classroom is an average classroom with access to the Internet. The classroom is equipped with a projector, DVD player/recorder, three computers, and a smart board. The teacher’s desk is positioned at the back corner of the room next to the window. In front of the teacher’s desk is the computer center consisting of two computers that are used by the students to access the Internet. The third computer is for the use of the teacher. The room has a reading center located opposite of the teacher’s desk. There is a small library of books with two beanbag chairs on the floor for reading. The smart board is at the front of the classroom next to the dry erase board. There are windows on the wall beside the teacher’s desk and at the computer center. The teacher has a word wall on the back wall of the classroom consisting of common vocabulary words with their not so common counterparts.

C. Summary of Lesson
The idea for this lesson is to get the students to place themselves in the position of Brian and compare the choices he made to the type of choices they would have made. By integrating technology into the lesson, the teacher intends to have the students to research the broad variety of items available in order to create a survival kit that each student predicts would have been beneficial to Brian. The teacher wants the students to consider the possibility of events that could happen in their own lives and how those events may or may not change the type of person that they will become later in life. The students will understand the importance of having survival kit available to them as well as how events can change the personality of a person.

D. Alabama Content Standards Addressed
Student will:

1.) Apply strategies, including making complex predictions, interpreting characters' behaviors, and comparing and contrasting, to comprehend sixth-grade literary/recreational materials.

Examples: complex predictions-order of events, potential conflicts

• Identifying supporting details
• Using context clues
• Identifying sequence of events
• Making generalizations

3.) Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing and contrasting to comprehend sixth-grade textual/informational and functional materials.

Examples: complex predictions—results of actions, expected learning from a chapter or unit

• Drawing conclusions
• Making generalizations
• Using context clues
• Identifying sequence of events
• Previewing text features, such as headings, before reading

(from the ALEX website at http://alex.state.al.us/browseStand.php).

E. ISTE Technology Foundations Standards for Students Addressed
• Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

• Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.

(from the NETS website at http://osx.latech.edu/students/).

F. Student objectives for the lesson
The students will:
(1) Predict two out of three expected outcomes by using textual clues (R.6.3.1)
(2) Describe a character based on three of his actions with 85% accuracy (R.6.1.3)

G. Length of the lesson activity
The lesson will take approximately 5 class periods 70 minutes each day.
H. Preparation
The teacher will ensure that each student will receive his/her own copy of the novel Hatchet by Gary Paulsen to be used during the reading of the novel. Each student will be responsible for bringing his or her copy of the book to class each day in order to discuss the daily reading assignment. The teacher will maintain at least five extra copies of the novel in the classroom in case the students forget to bring their book. The classroom copies are to remain inside the room. The teacher will construct a behavior and class participation rubric to be used daily in which the teacher will rate each student according to his or her participation to the classroom discussion and exhibiting appropriate behavior. The teacher will include bringing the book to class as part of the student’s class participation rating. The teacher will ensure that the Computer lab is available for the students to research information on items for a survival kit during one of the class periods. The teacher will prepare a list of websites that may help the students find the items they would need for their survival kit. The teacher will also be certain that the video is age appropriate and that all necessary forms are signed in order for the students to view the video. Lastly, the teacher will make sure that the DVD player, the projector, and the smart board are working properly in order for the movie to be displayed on the smart board using the projector.

I. Plan and schedule of activities
The teacher will begin the lesson by asking the students what three things they would take with them if they knew that they would be stranded on a mountainside for thirty days. The teacher will call on several students and ask them for their opinion of the things that they would like to take with them and why. The teacher will proceed to make a list on the board of the top five things that the class picked for their survival pack. The teacher will then pass out the novel Hatchet by Gary Paulsen and have the students begin looking at the cover of the novel.

Guided Practice:
The teacher will begin the lesson by having the students look at the cover of the novel and discuss what the images may represent to them. The teacher will have the students take five minutes and write two to three sentences about what they think the story will be about based on the cover of the novel. The students will then share their thoughts with the class and compare their thoughts with their classmates. The teacher will then have the class begin reading the novel. The students will read through chapter one in the book aloud in the classroom and then decide if they want to change their predictions about what the story will be about. The teacher will have the students record that information on their paper as their second prediction. Before reading the second chapter, the teacher will have the students make a new prediction about what the students think will happen next to Brian in the story. After reading the second chapter aloud in class, the students will compare what they wrote to what actually happened in the story. The teacher will then pass out a worksheet titled Hatchet Chapter Journal and instruct the students to write down what actually happened in the story on the worksheet. The students will continue to read the story and make predictions with the following chapters and write down what happened in the story on the worksheet.

Independent Practice:
The teacher will instruct the students to continue to make predictions about the story and to record two to three sentences about what really happened in the story in each chapter on the journal worksheet. After the students have finished reading Hatchet, the students will use the
journal worksheet to compare what occurred in the story and its affect on how Brian may or may not have changed. The students will also be given another worksheet in which he/she will answer questions based on the notes they have taken throughout the novel. The teacher will walk around the room and answer any questions that the students may have and monitor progress.

**J. List of materials needed**
- Reading textbook
- Worksheet
- Paper/pencil
- Dry erase board/markers/eraser
- Digital projector/Smart Board/DVD player

**K. Assessment**
The teacher will have the students take the information that they wrote in their Hatcher journal and create an actual survival kit based on five things they feel would have been useful to Brian. The teacher will instruct the students to use various research methods in order to find materials that could be practical to Brian. The students will be told that they will be graded according to a rubric based on the usefulness, the accessibility and the portability of the items that they choose as those items relate to the story. After the students turn in their survival kits, the teacher will allow the students to watch the movie version of the novel called *A Cry in the Wild.*

**L. Adaptations**
The teacher will provide information to help direct the student’s train of thought. The teacher will give fact sheets that point out the important events form each chapter. In the event that the technology does not work, the teacher will be prepared with a hard copy of the notes to be used in class and write the necessary items the students may use onto the dry erase board.

**M. Justification**
I feel that the technologies that I choose to integrate into this lesson enhance student learning in that they provide the students more of a chance to research the novel and discuss ways in which the events that occurred in Brian’s life helped to change him into the person that he became later. It also provides the opportunity to discuss with the students how they would feel and/or function if they were without some of today’s technologies for thirty days due to malfunctions or inaccessibility and how it would affect their reliance on technologies. The use of technology in this lesson helps to make the lesson more relevant to the life of the students.