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Abstract

The following is an Honors Thesis project completed in my final year at SUNY Brockport. I used the knowledge and understandings gained through my coursework completed for the Arts for Children major, Literary Arts focus; and Childhood Inclusive Education Certification Program to create a fourth grade English Language Arts unit plan with a focus on social emotional learning utilizing J. K. Rowling's young adult novel, *Harry Potter and The Sorcerer's Stone* (Rowling, 1997). The project includes a review of current literature related to Rowling's text, elementary education and social emotional education; a Backward Design (Bowen, 2017) unit planning document; three lesson plans written in the EdTPA format; and a Unit Planning Commentary.

Keywords: Harry Potter and The Sorcerer's Stone, Elementary Education, Arts for Children, Arts for Children Literary Arts focus; Social Emotional Education, Social Emotional Learning, SEL, fourth grade, Grade 4, English Language Arts

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Literature Review

Introduction

The following is a review of the literature used to support a fourth grade English Language Arts unit on the text *Harry Potter and the Sorcerer's Stone* (Rowling, 1997). The novel is the first in a series that follows one main protagonist and two secondary protagonists through triumphs and hardship as they come of age in a hidden society of magic users and magical creatures known as the Wizarding World. The theme of community dominates the series; and at the heart of the novel on which this unit will focus is character development. The protagonists form and strengthen relationships in the Wizarding World through loyalty, service and self-sacrifice. They persevere in dangerous circumstances that exemplify the literary conflict between good and evil; and man and self.

“Harry Potter created a paradigm shift” (McNally, 2017) in the world of children’s literature. This is shown in the extreme popularity of the series. “When she [Rowling] gave a public reading to tens of thousands of children and adults at Toronto's SkyDome (usually reserved for rock concerts and sports mega-events) in October 2000, it was the biggest literary reading in the history of the world” (Saltman, Denton & Opar, 2002, p. 24).

Background and support on the text and culture

Context

Although it was originally released twenty-three years ago (Willison, 2017), J. K. Rowling's *Harry Potter and the Sorcerer's Stone* (1997) is still relevant for use in elementary classrooms. Many elementary age students are strangers to the books because they are still developing the ability to read and enjoy them. "The great thing about the children's book world is that there are always new 8 to 9 year- olds coming along who haven't discovered the joy of *Harry Potter*" (The Enduring Magic).

Societal Impact

Rowling's books reach children and adults alike, and have had a massive societal impact, often referred to as the "Harry Potter effect" (The Enduring Magic). The Harry Potter Effect is the term for the massive impact that the Harry Potter franchise has had on a global scale. This includes its influence on trends and sales in children's literature, its effect on the political and cultural views of its readers and fans; and the community formed around love of the books and movies. Rowling's series blazed a trail for children's literature, increasing sales of children's books in the United Kingdom from approximately 34 million books sold in 1998 to 64 million sold in 2016, as reported by UK Bookscan (The Enduring Magic). *Harry Potter and the Sorcerer's Stone* introduces children to an historical landmark in the world of literature. "Given the enormous popularity of *Harry Potter and the Deathly Hallows*, which broke all previous records for initial sales by selling at least fourteen million copies around the world on its first day, it is clear that the *Harry Potter* novels are part of contemporary consciousness" (Curthoy,

2014, p. 23). Because history and literature are so closely linked, influencing one another, The Sorcerer's Stone can be a lens through which to teach both modern events and history (Curthoy, 2014).

Diverse Readers

Rowling's books attract a diverse audience. The Harry Potter books are known for attracting and "...bringing in people who were [are] not habitual readers" (The Enduring Magic).

Something about the Harry Potter books attracts and retains the attention of both avid and reluctant readers. Many parents of today's students worry that books are falling to the immediate gratification of video games and other entertainment technology. Rowling's books help to alleviate this danger. "The way that Rowling's books have been seized on by the young as well as older readers reminds us that there is still—in a television age—a significant link between society and literature" (Tucker, 1999, p. 232). These books are so well loved that they bring the world of literature into the realm of popular culture.

Students learn Better with material they enjoy, relate to, are interested in.

Relatable Characters

Students engage more with texts to which they can relate. Rowling's protagonist is "...an easy hero for readers of all ages to identify with" (Tucker, 1999, p. 227). The Sorcerer's Stone is written around fourth to fifth grade reading level. As such, the ten-to-eleven-year-old main characters are the same age as the intended audience. Harry is lanky and awkward, with hair that is notoriously unkempt. While Rowling has been accused of equating physical unattractiveness with an ugly personality, I would argue that very few of Rowling's characters

are described as explicitly attractive, whether they are likeable characters or not. This is important because the physical realism of Rowling's characters makes them more relatable to readers. The fact that both likable and unlikable characters in the text are described as having both attractive and unattractive physical attributes combats the unhealthy attitudes that stem from idealized and unrealistic images to which students are often exposed. Hermione Granger, an extremely intelligent witch, Rowling's most prominent heroin and one of Harry's best friends, is described as having frizzy hair and front teeth that are too large. The secondary male protagonist Ron Weasley is introduced as the youngest brother in a family of wizards. He is tall and awkward, with hand-me-down clothes. (Rowling, 1998).

Not only are these characters physically realistic, their origins are humble. An orphaned victim of constant abuse and neglect, Harry lives in a cupboard under the stairs of the Dursleys' house, with no knowledge of the wizarding world previous to his eleventh birthday. Equally ignorant to the wizarding world, Hermione Granger was born to loving but very non-magical "muggle" parents. Ron Weasley, raised in a family of "purebloods" (witches and wizards of completely wizard ancestry) is the youngest of five males raised in relative poverty. This is made evident through the second hand robes, books, tools, wand, and pet with which Ron arrives at school. Even Albus Dumbledore, the headmaster of Hogwarts, extremely powerful wizard and almost exclusively positively framed character, had a traumatic adolescence and made fatal mistakes before his rise to fame in the wizarding world (Rowling, 1998). These characters are relatable to students with backgrounds of poverty, abuse, neglect and trauma.

In contrast, the first- year bully in Hogwarts, Draco Malfoy, comes from a particularly affluent family of pureblood wizards. He has the upper hand when he gets to school, with both a

wizarding background and all necessary school supplies bought firsthand. The reader is not meant to relate to or sympathize with Draco Malfoy as a character. We are instead led to sympathize with the characters from less than ideal beginnings. The main characters are not the most physically attractive or privileged characters. Their worth instead is based on character and skill. The worth of a character in Rowling's novels is determined by their kindness, cleverness, determination, hard work, and relationship to others. This moral message is made clear to the reader and can be applied to life outside the novels. Therefore, Rowling's books provide both a personal connection for students from less than ideal backgrounds, and a window into the lives of others with experiences similar to those of the characters.

Coming of Age

The characters in this text are the approximate age of the students for whom I am building this lesson. Not only are the characters we follow maturing in age, they face moral dilemmas and constant danger that frame their moral development for the reader. "Several have noted the books' use of the bildungsroman genre, the novel of moral formation" (Curthoy, 2014 p. 23). Books in the bildungsroman genre explore the coming of age of characters; and internal and external conflict that accompany the characters' transition from childhood to adulthood. The students in this unit will be able to make personal connections between their own coming of age and that of the characters. There are several ways to use these novels for social-emotional education, a recent focus of the New York State public school system. These novels function as a "... a theatre of values, characters and stories, permitting interpretation and re-interpretation of humanity's profoundest dilemmas, so these novels seem to operate in modern scholarship and popular culture" (Curthoy, 2014, p. 24).

Social Emotional Learning

Relevance of SEL

Social Emotional Learning (SEL) refers to the student’s development of the ability to “... understand, manage and express the social and emotional aspects of one’s life” (Elias et. al, 1997, p. 2). The education of students in emotional and social awareness and management, including a sense of civic morality, is especially pertinent in light of recent events. The COVID-19 pandemic and social distancing protocol enacted to prevent the spread of the virus means that students and teachers are learning to operate in a way completely new to most of us. During this time, we are cognizant of our civic duty both to adhere to social distancing policies; and to continue the education of students through distance learning models. SEL is particularly important at a time when students can no longer depend on the consistency of going to school each day. The social connections between students, teachers and school communities are both of the utmost importance and in serious danger at this time. “SEL can lead to better health and prevent behavioral issues in children and adolescents. Moreover, SEL fosters important skills that help students’ entire developmental process” (Wallender, Hiebel, PeQueen, & Kain, 2020, p. 33). Part of supporting our students during this novel situation is ensuring the continuation of their social emotional learning. SEL can help students adjust to schooling from home and navigating internal and external conflict that stems from the novelty and seriousness of the COVID-19 pandemic.

SEL in Teaching Practice

Integration of SEL in your practice as a teacher reflects a holistic view of students. “The child is an organic whole, intellectually, socially, and morally, as well as physically. We must take the

child as a member of society in the broadest sense, and demand for and from the schools whatever is necessary to enable the child intelligently to recognize all his social relations and take his part in sustaining them.” (Dewey, 2008, p. 19). Rowling’s novel enables us to carry out John Dewey’s recommended holistic education of students. *Harry Potter and The Sorcerer’s Stone* can be used to support socioemotional learning by engaging students in the examination of themes and messages in Rowling’s (1997) novel. This text is unique in its effective delivery of moral lessons to its readers. Through dangers from standardized tests to confronting and defeating an evil wizard at eleven years old, prowess and privilege take a backseat to bravery and teamwork. At the climax of the book, Rowling states the moral of the book clearly when the clever young witch, Hermione Granger, says “Books! And cleverness! There are more important things – friendship and bravery “(Rowling, 1999, p. 287)

This lesson is carried steadfastly throughout the rest of the novels. The most powerful magic in Rowling’s Wizarding World is love. More specifically, she tells us that the love we have for each other, the bravery that it gives us and the actions we take for the good of others, essentially our “public spirit” (Fisher & Frey, 2020), are what will win the war between good and evil. These novels are an amazing tool to teach the “habits of industry, perseverance; in short, habits of serviceableness” (Dewey, 2018, p. 20) and to foster a drive to be in the service of others.

Components of SEL

Rowling’s novels have support as tools for children’s moral education, which is one component of SEL. The moral lesson I want to focus on is the moral responsibility we have to one another as citizens of a global community. This civic responsibility is also called “Public Spirit... the

basis for a democratic way of life, essential creating and sustaining a social structure s in which people are valued and treated fairly. We see public spirit evidenced in the ways that people contribute to and steward their communities” (Fisher & Frey, 2020). *The Sorcerer’s Stone* (Rowling, 1997) offers a clear model for this type of public spirit.

A necessary companion to public spirit in the SEL of students is emotional regulation, including perseverance through difficult situations. In a study of subjects at elementary, high school, college, and post graduate levels of education, “All groups perceived that Harry kept trying when faced with obstacles (all groups 100%), had courage (all groups 100%), and helped others (elementary 98%, all others 100%)” (Whitney et al, 2005, p. 6). All age groups in the study “...agreed that she [the character Hermione Granger]: expressed concern for others, attempted to help others, had courage, worked hard, respected others, acted responsibly, helped others, respected tradition, and kept her word” (Whitney et al, 2005, p. 7). Participants in the study who had read the books multiple times were classified as experts, regardless of age. Experts’ answers to questions about the morality of characters in the novels were more similar to other experts’ than to the answers of their same-age peers. This suggests a heightened moral reasoning in younger participants who had read Rowling’s books more than once, which supports the positive effect of the Harry Potter novels on children’s moral development. Perseverance through difficulty is also a pillar of the CCSS, as evidenced by the mathematical practice in the CCSS Mathematics Standards, “1. Make sense of problems and persevere in solving them” (NGACP, 2010, p. 5).

The books also offer moral dilemmas and morally ambiguous characters, the most prominent of which is Severus Snape. The same study showed that children, even experts on the

books, were more susceptible to moral duality, seeing characters as either all good or all evil, as evidenced by the differences between elementary age and post graduate participants' ratings of Snape on a morality scale. Students at the elementary level can therefore benefit greatly from discussions of morally ambiguous characters such as Snape, Professor Albus Dumbledore, Draco Malfoy, Professor Quirinus Quirrell, Horace Slughorn, Percy Weasley, Narcissa Malfoy, Cornelius Fudge, and Dudley Dursley presented in Rowling's books. Rowling's books serve the dual purpose of teaching SEL and English Language Arts (ELA) in an elementary setting.

Unit Planning

English Language Arts Standards

My unit will be informed by the New York State Common Core State Standards (CCSS) (NGACP, 2010) and built using backward design and the Understanding by Design system (Bowen, 2017). The CCSS are designed to update the educational system to reflect the expectations of twenty-first century colleges and employers. They include anchor standards, broken down into specific skills that students are expected to attain throughout their kindergarten-twelfth grade education. I will be focusing on the standards for students in fourth grade because Harry Potter and the Sorcerer's Stone is written at a fourth- grade level; and my unit will be targeted to help fourth grade students meet the New York State Common Core Standards for English Language Art. These standards, to be met throughout a student's kindergarten- twelfth grade education, are meant to ensure that the student is ready to enter college and/or the workforce upon graduation from high school.

Understanding by Design

Understanding by Design is a system of unit and lesson planning that, when implemented correctly, helps make education accessible for a diverse student population. Using backward design to plan a unit means beginning with the big ideas (Small, 2017) that you want your students to walk away understanding; and your unit goals as they pertain to educational standards and the transfer of skills learned in the classroom to college, career and life outside of and after school. Then you spiral inward to outline lesson plans with objectives comprised of smaller components of those big ideas. Next, you plan learning activities and assessments targeted at these objectives. This system is meant to ensure that the activities, assessments and lessons in your unit are cohesive and follow a logical trajectory toward student attainment of the overall unit goals.

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Unit Outline

<p>ESTABLISHED GOALS The enduring understandings and learning goals of the lesson, unit, or course. CCSS ELA College & Career Readiness Anchor Standards K-5</p> <p>Reading: <u>Key Ideas and Details 3.</u> Analyze how and why individuals, events, and ideas develop and interact over the course of a text (NGACP, 2020 p. 16) <u>Craft & Structure 6.</u> Assess how point of view or purpose shapes the content and style of a text (p. 16) Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures (p. 16)</p> <p>Writing: <u>Text Types & Purposes</u> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <u>Range of Writing</u></p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <p>Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course. From lit review....</p> <ol style="list-style-type: none"> 1. Students will make connections between SEL situations and lessons conveyed by the author and discussed in class; and apply those lessons in SEL situations in their own lives. 2. Students will strengthen their discursive skills to be able to discuss complex themes and their own opinions on characters and situations in the text. 3. Students will acquire methods of researching and practice writing skills in order to be able to support and/or change their opinion and come to conclusions regarding themes, characters, situations, and methods employed by an author in a text; present their research and writing to their peers; and engage in discussion/critique/defense of their own and their peers' research and conclusions. 	
	Meaning	
<p>UNDERSTANDINGS Students will understand that...</p> <p>Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.</p> <p>-Students will understand the importance of textual evidence when discussing a text with SEL themes and connect the SEL themes and messages in the text to their own experiences. -Students will clarify their ideas, opinions and conclusions through writing about their personal connection to a text</p>	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What interpretations can we form and support from J.K. Rowling's novel, <i>Harry Potter and the Sorcerer's Stone</i>? 2. What literary devices does the author use to convey meaning in the novel and how are they effective? 3. How do the novel and the experiences of the characters apply to our own lives? <p>Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions</p>	

<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p><u>Research to Build and Present Knowledge</u></p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><u>Speaking & Listening: Comprehension and Collaboration</u></p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>-Students will conduct research, analyze and present findings to support or change an opinion on a text read by the class; come to their own conclusions based on that research and their own experiences; and engage in discussion of their own and peers' presentations of those conclusions</p> <p>-Students will understand the importance of; and obtain the skills to present one's position clearly and discuss/critique their own and others' opinions</p>	<p>typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>Refers to the key knowledge students will acquire from the lesson, unit, or course.</p> <ul style="list-style-type: none"> • The definitions and functions of text features, examples in read material • Proper literature discussion procedure • Methods to communicate opinions and personal connections with a text verbally and in writing 	<p><i>Students will be skilled at...</i></p> <p><i>Refers to the key skills students will acquire from the lesson, unit, or course.</i></p> <ul style="list-style-type: none"> • Analysis of literature • Assessment of the impact/effects point of view in literature and life • Ability to make personal connections to a text and explain how they connect to the text verbally and in writing • Ability to participate meaningfully and effectively in discussions of literature at a fourth grade level, including reference to textual evidence to support claims • Synthesis of conclusions- personal or made as a class- into a final unit project that demonstrates acquisition of skills and understandings from previous lessons in the unit
Evaluative Criteria	Assessment Evidence	

<p>Refers to the various types of criteria that students will be evaluated on.</p> <ul style="list-style-type: none"> • Effective participation in partner to whole-class discussions of the literature • Student writing samples indicate understanding of writing prompt and progress in mastery of ELA skills • Verbal demonstration of knowledge and understanding of ELA skills in lessons in discussions and presentations • Demonstration of personal connection to text through participation in discussions and student writing • Final project reflects acquisition of CCSS ELA standards covered in lessons 	<p>PERFORMANCE TASK(S): Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.</p> <ul style="list-style-type: none"> • Participation in literature discussions varying in group size and level of teacher-provided structure • Write and review statements of opinion, argument, and personal connection to the text with evidence from the text. • Creation of a final unit project to demonstrate acquisition of understanding and skills from all unit lessons <p>OTHER EVIDENCE: Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.</p> <ul style="list-style-type: none"> • Student self-reflection through homework and exit tickets • Teacher observation of student discussions • Mini conferences with teacher during individual work time • In-class warmups comprised of 1-2 comprehension questions about assigned reading • Presentation of new connections in class discussions and personal reflection of final unit projects
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Summary of Key Learning Events and Instruction

This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.

Lesson plan 1 Objectives

Reading

Key ideas & details:

- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Craft & Structure:

- 6. Assess how point of view or purpose shapes the content and style of a text.

Writing

Text Types & Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Lesson Plan 2 Objectives

Reading:

Key Ideas and Details 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text (NGACP, 2020 p. 16)

Writing:

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Speaking & Listening:

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Lesson Plan 3 Objectives

Reading:

Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures (p. 16)

Writing:

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Speaking & Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Lesson plan 1

- Introduce novel and read first chapter aloud and discuss.
- Distribution of books and unit goals
- Discussion of unit goals
- Discussion of book and goal responsibility
- Students reflect and hypothesize about the book in reading journals (exit ticket/homework)
- Warmups throughout with comprehension questions and clarification/
- Sort students into groups of 3-5. These are the literature circle groups that will be used throughout the unit.
- Students come up with a magical creature group name (given list of magical creatures and pictures)
- Class discussion to agree on the rules for discussions in literature circles
- Series of assigned readings and literature circle discussions, scaffolded with discussion prompts

Some assigned readings will be broken up between group members to minimize time spent on homework

Each assigned reading

Lesson plan 2

- Continue comprehension warmups and literature discussions of assigned readings, but literature circle discussions will be shorter
- Begin format of large-group discussions, discussing more SEL topics/"big questions" than were
- Students begin writing opinion and personal connection pieces informed by their own reading notes; and class discussions

Lesson plan 3

- Students will be on the last couple of assigned readings, still having literature circle discussions
- Introduction of final projects
- Students will work with their literature circle groups; or in pairs to develop a final project that synthesizes the conclusions that they came to individually; in their literature circle groups or as a class.
- Presentation of final projects and discussions of these
- Students reflect on their experience with the book; how the unit helped/hindered their learning and their enjoyment of the book; and their personal takeaways from the unit.

Template Retrieved From: <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#template>



College at Brockport, *Department of Education & Human Development*
edTPA Lesson Plan Template_ Childhood- Literacy (4 Page Limit)

The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Name : Kilauren R. Avery Guthrie

Grade Level: 4

Subject / Content area: English Language Arts

Unit of Study: Harry Potter Literature Discussion

Lesson Title: Lesson 1- Introduction

Central Focus for the Lesson

1. What strategies does the author use and how do they affect our perception of the text?
2. What is literature discussion; and what rules and strategies make it most effective and meaningful?

Content Standard(s)

CCSS Anchor Standard Key Ideas and Details 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text (NGACP, 2020 p. 16)

RL. 4. 3 Describe in depth a character, setting, or event in a story 3. or drama, drawing on specific details in the text (e.g., a character' s thoughts, words, or actions).

CCSS Anchor Standard Craft & Structure 6. Assess how point of view or purpose shapes the content and style of a text (p. 16)

RL. 4. 4 Determine the meaning of words and phrases as they are 4. used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL. 4. 6 Compare and contrast the point of view from which 6. different stories are narrated, including the difference between first- and third-person narrations.

CCSS Anchor Standard Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures (p. 16)

RL. 4. 11 Recognize, interpret, and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, personal events, and situations.

Range of Writing10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

w. 4. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences(p. 25)

Diverse Learner (s) (Focus Student)

- Fourth graders require preparation for college and career success; and success the NYS ELA exams.
- Students read and understand literature best in varied formats. Therefore, I will provide multiple ways for students to read the novel- audiobook, virtual, physical.
- Large print copies of the novel, assistive typing software and read-alouds will support students with physical and learning disabilities.

- Reading journals will be physical journals, or digital document collections, or collections of digital document and sound recordings, according to student needs and preferences.
- Readers typically understand and enjoy literature more when the characters are similar to themselves. This informed my choice of a novel with characters of the same age as the students in my class.
- The limited diversity of characters in the novel will be addressed, as they likely will not represent the diverse population of students in the class.
- Opportunities to prepare for group/partner discussions will be available to support students with varying levels of comfort regarding literature discussion.
- Since students will be at varying levels of writing and discussion proficiency, they will be assessed on their *progress* in writing and discussion.
- Discussion rules will be made through collaboration of students and teacher, making them more meaningful than teacher mandates.
- Students will be grouped according to ability to work well together, as previously shown in class. Student groups will be provided with discussion prompts differentiated to the skill level and tailored to the interests of the group members.

Learning Objectives

1. Students will explain, through discussion with peers and teacher; as well as written reflections, the effect of an author's use of details and point of view on the reader's perception of a text. (Bowen, 2017)
2. Students will compare, through discussion and written reflections, SEL-type situations in the novel studied and situations in their own lives; and develop an understanding of the connection between situations in fiction novels and real-life situations. (Bowen, 2017)

Instructional Resources and Materials

- Novel, *Harry Potter and the Sorcerer's Stone* (1997) for each student
- Audiobook, virtual and large print version of novel accessible for students
- Whiteboard, chalkboard or smartboard and associated writing materials
- Notebook, tablet or laptop computer for each student, as well as recording devices and assistive typing software if required by any students

Instructional Strategies and Learning Tasks

Day 1: Introduction

Before lesson: Students will know that we will be reading H.P. because it will have been discussed in the outline of the year that will happen in one of the first few classes of the semester. Students will be used to using reading journals (some physical journals, some digital, some recording devices)

1. Introduction to the book: Tell class that we will be beginning our unit on H.P. & Literature discussion. Begin a teacher-guided full class discussion

- Ask students what they already know about the book (while adding a rule not to tell plot points that you can only learn from the book or movie.
- difference between watching a movie and reading the book
- Compare different ways to read a book- audiobook, read aloud, virtual/e-reader, physical copy
- Discuss and agree upon rules for handling books (all formats) and come up with a list of responsible book care/handling rules.

Students hypothesize about the book in their reading journals, with a partner, if they choose.

Prompts for this prediction exercise: How will the characters act; How will magic affect the characters (how will they use it/react to it); What type of conflict will arise

Exit ticket: Students record rules of responsible book handling and online book access information in their reading journals. Hand out books and have students place them in their bags or desks as they leave.

Day 2: Introduction to Literature Circle Format

Before class: desks/tables are arranged thoughtfully according to groups (desks pushed together) and labeled with a list of group members' names

1. Students come in and are directed to find their group table/desks and have a seat.
2. Let students know that these will be their literature circle groups.
3. Display and have a student read the definitions of literature circle and literature discussion
4. Have groups discuss those definitions, then discuss them as a class until you have agreed upon a definition for each term. Be sure that citing evidence (textual or personal experience) is one of the rules. Take time to explain this idea and give examples.
5. Given the definitions, have students talk again in their groups about rules and suggestions for literature circle discussions. Have each group offer a rule/suggestion and record them. After all groups have gone, ask if anything was missed. If needed, add necessary rules/additions to the list. Have students record these rules in their reading journals as you go.
6. Interactive read aloud of chapter 1: Read chapter 1, or as much of chapter 1 as time allows aloud. Stop about 2-3 times to ask a question/ give a prompt about the plot/writing strategy. Have students discuss this in groups for a moment before continuing.
7. Wrap-up/homework: Let students know that any time there is extra time at the end of a class period (either because good behavior prevented teacher from having to repeat directions, refocus, etc. or because of scheduling), teacher will read aloud from the book like this. The read aloud will lessen the amount students are assigned for homework.

Homework: Read the rest of chapter 1 and all of chapter 2; brainstorm novel-themed group names

Day 3: Point of View

1. Students come in and go directly to groups. Have students discuss their novel-themed group name and write/draw the name on a piece of 8.5*11 paper. As students are completing this task, approve and display the names near each group.
2. Have students discuss this prompt for 5 minutes in their groups: "Recall your feelings listening to chapter 1. Were you able to connect to M. Dursley's experience? Did you like his character? After reading chapter 2, do you still like him, or any of the Dursleys? Who do you think the author wants the reader to connect with, and why?"

Discussing Point of View:

1. Ask students what "point of View means"- discuss in groups and then have 2 groups share. Use their answers as a starting point for the definition you give. Have a student from a third group summarize their answers. Use that as the starting point for your explanation of the literary term. Assign each group a point of view type with an example. Give them 5-10 minutes to discuss this. Go around to check on groups, clarify terms, ask questions of groups to help them understand the literary device.
2. Have each group explain their POV. Read a passage from chapter 2 that exemplifies the point of view and ask the class *what* the POV for this novel is right now, and *whose* POV the reader receives. Ask for clarification/justification of the answer.
3. Have students discuss this prompt: How did POV affect our opinion of the characters in chapters 1 and 2?

Exit ticket: Record 2-3 conclusions you came to in your group after the 2 discussions.

Read aloud from novel if time. Homework: chapters 3&4.

Day 4: Discussion of Rowling's use of metaphor

1. Have students sit with groups and recap their reading (5 minutes)

2. Read the passage from ch. 3 where Harry tells the Boa Constrictor he knows how it feels. Ask students “Why does Rowling include the snake? What is she telling us about Harry through the snake?” Provide the technical definition of metaphor. Have students discuss this in groups for a minute then have 1 groups provide a definition of metaphor in their own words (ask clarification/for more information if necessary). Then have another group answer this fill in the blank: “In the zoo scene, blank is a metaphor for blank”.

3. Explain that authors can use metaphors like this, where one character is a metaphor for another within the book; as well as use metaphor to represent real life situations. Have a student volunteer to read a passage illustrating the Dursley’s attitude toward Petunia’s sister. Have students turn to their groups and compare that attitude with those they have seen in real life. Go around and ask questions/clarify points with groups. Have them record their conclusions in their reading journals.

4. Read chapter 5, if there is enough time. Students read chapters 5 & 6 for homework.

Day 5: Discussion of Rowling’s use of word choice

1. Have students sit with their groups and reap what they read for homework (5 minutes).

2. Assign each group a passage from the reading done so far. Have them discuss this prompt in their groups: “What words does Rowling use in your passage to get her message across? Hint: look for words describing characters or actions, and strong action words (5 minutes)

3. Have groups share what they found and write a sentence from their passage that demonstrates intentional word choice on the board. Once all groups have written one on the board, discuss these examples (10 minutes)

4. Call on students to recap definitions of POV and metaphor (2 minutes). Then have students discuss this prompt in their groups: “How has Rowling’s use of POV, metaphor and word choice affected our perception of the story do far? As a group, choose one character and one scene involving that character. Think about how you feel about that characters and the events of that scene. Then revisit that passage and look for word choices, metaphors and POV; and discuss how those three things contributed to how you perceived that part of the story”. Write the prompt on the board. Have students discuss for 15 minutes and record notes/answers in their reading journals. Go around to groups during this time and hold mini conferences, asking them what they chose, to clarify their positions and justify their opinions.

5. Read from chapter 7, if there is time. Homework: chapters 7 & 8.

6. Collect student journals for evaluation of progress toward lesson objectives

Differentiation and planned universal supports

Students will be assessed on progress relative to their level of reading, writing and speaking/listening ability (as determined by previous assessments) at the beginning of the unit and at benchmarks throughout the unit. Assessments will be formative, including collection and assessment of ongoing reading journal entries and observations of group discussions; and will be used to inform further instruction in and after the unit.

The Harry Potter books attract both current readers and resistant readers with an exciting fantasy plot and relatable characters.

Books, related materials and journals will be available in multiple formats. In addition to a variety of ways to take in information, students will have the opportunity to demonstrate their learning in different formats, including partner conversations, small and large group discussions, teacher-led class discussions; and responses to verbal and written prompts. Student reading journals will be collected regularly to assess progress in skills and understanding. Students may use physical or digital journals and may incorporate recorded verbal responses and pictures.

Language Function

Summarize, predict & Discourse

Vocabulary or key phrases

Previously known: Socioemotional, SEL

Subject specific terms: “literature discussion”, point of view, literary strategy, metaphor

Monitoring student learning

What is assessed? NYS Common Core Learning Standard (Objective)	How is student going to be assessed by you as well as by themselves? Specify <u>both</u> formal and informal assessments.	Evaluation Criteria	Accommodations and/or modifications to the assessments
RL. 4. 3, 4, 6, 11	Teacher observation of students’ group discussions ; analysis of answers given in class; collection of student journals and analysis of students’ notes and written conclusions; analysis of student verbal responses to teacher’s prompts during mini conferences with groups.	<p>Students should show progress in recognition of literary strategies (POV, metaphor, word choice) and increase their reference to these as a factor in reader experience</p> <p>Students should show progress in how they conceptualize literature discussion by contributing to group discussions in the following ways: posing questions, responding to peer comments, defending claims with textual evidence, relating situations from the novel to personal experiences/real-life situations</p>	Students assessed on personal progress. If needed/wanted, students given extra time and materials to prepare for discussion. Journals and books available in multiple formats. Extra time and support given for discussions if needed.
w. 4. 10	Collection of student journals. Analysis of completion of writing prompts.	Students should have something written in response to each writing prompt given. Their responses should address the prompt and, when necessary, include evidence from the text and/or real life.	Journals provided in both physical and digital form. May include pictures and audio recordings. Formative-helps determine the

			upcoming lesson activities.
Relevant theories and/or research best practices			
<p>Rules for discussing literature and SEL topics will be made collaboratively by the teacher and students. This process will be responsive to students’ needs and culture; as well as guided by the teacher to ensure that the needs of all students are met. “Rule setting goes beyond how many students can use the drinking fountain or sharpen their pencils and includes explicit discussions of how we treat one another” (Sapon-Shevin, 2007, p. 147).</p> <p>The action-focused language used in objectives, learning plan and assessments; as well as the use of assessments and learning plan aligned specifically to the objectives of the lesson and the unit, are drawn from Bloom’s Revised Taxonomy. “The authors of the revised taxonomy... [use] verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These “action words” describe the cognitive processes by which thinkers encounter and work with knowledge” (Armstrong sect. 3).</p> <p>Social Emotional Learning (SEL) refers to the student’s development of the ability to “... understand, manage and express the social and emotional aspects of one’s life” (Elias et. al, 1997, p. 2). The education of students in emotional and social awareness and management, including a sense of civic morality, is especially pertinent in light of recent events. This unit will tie together discussion of literature and discussion of SEL topics. In this way, students will develop their ability to discuss academic and social subjects in conjunction and simultaneously.</p>			
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<p>Armstrong, P. (date unknown) “Bloom’s taxonomy”. Vanderbilt University. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/</p> <p>Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., Kessler, R., Schwab-Stone, M. E., and Shriver, T. P. (1997). <i>Promoting Social and Emotional Learning: Guidelines for Educators</i>. Association for Supervision & Curriculum Development.</p> <p>Sapon-Shevin, M. (2007). <i>Widening The Circle: The Power of Inclusive Classrooms</i>. Beacon Press, Boston, MA.</p>			



College at Brockport, *Department of Education & Human Development*
edTPA Lesson Plan Template_ Childhood- Literacy (4 Page Limit)

The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Name: Kilauren R. Avery Guthrie

Grade Level: 4

Subject / Content area: English Language Arts

Unit of Study: Harry Potter Literature Discussion

Lesson Title: Lesson 2- Writing Opinion Pieces

Central Focus for the Lesson

1. What are my opinions on SEL situations in the novel and how can I employ *writing* strategies to prepare to discuss that opinion with my peers?
2. What rules and strategies can I employ to contribute meaningfully in literature discussions with groups of varying sizes?

Content Standard(s)

CCSS Anchor Standard Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W. 4. 1 a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W. 4. 1 b Provide reasons that are supported by facts and details.

W. 4. 1 d Provide a concluding statement or section related to the opinion presented.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

w. 4. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

CCSS Anchor Standard Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures (p. 16)

RL. 4. 11 Recognize, interpret, and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, personal events, and situations.

Speaking & Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Diverse Learner (s)

Fourth graders require preparation for college and career success; and success the NYS ELA exams.

· Students read and understand literature best in varied formats. Therefore, I will provide multiple ways for students to read the novel- audiobook, virtual, physical.

- Large print copies of the novel, assistive typing software and read-alouds will support students with physical and learning disabilities.
 - Readers typically understand and enjoy literature more when the characters are similar to themselves. This informed my choice of a novel with characters of the same age as the students in my class.
 - The limited diversity of characters in the novel will be addressed, as they likely will not represent the diverse population of students in the class.
 - Students will revise drafts of written work before the final submission. Since their writing is intended for use in a later discussion, it will be more meaningful to students than work submitted for a grade.
 - Since students will be at varying levels of writing and discussion proficiency, they will be assessed on their *progress* in writing and discussion.
 - Students will be grouped according to ability to work well together, as previously shown in class. Student groups will be provided with discussion prompts differentiated to the skill level and tailored to the interests of the group members.
- Students will be assessed on progress relative to their level of reading, writing and speaking/listening ability (as determined by previous assessments) at the beginning of the unit and at benchmarks throughout the unit. Assessments will be formative, including collection and assessment of ongoing reading journal entries and observations of group discussions; and will be used to inform further instruction in and after the unit.

Learning Objectives

- Students will formulate, explain and defend their opinions on SEL situations in the novel through organized written pieces in order to prepare for larger group discussions.
- Students will develop their ability to examine SEL themes in the novel, construct arguments and defend their positions and defend them while responding to peer's comments and in peer discussions of the novel while observing rules for literature discussion agreed upon in lesson 1.
- Students will choose the topic of their writing, with limitations to support focus.

Instructional Resources and Materials

- Novel, *Harry Potter and the Sorcerer's Stone* (1997) for each student
- Audiobook, virtual and large print version of novel accessible for students
- Whiteboard, chalkboard or smartboard and associated writing materials
- Notebook for each student
- Assistive writing software
- Opinion pieces on SEL situations in HP reading already completed (physical & digital versions)

Instructional Strategies and Learning Tasks

Day 1: SEL discussion in combined groups

1. students discuss most recent reading in their literature circle groups. Prompt:

SEL situation 1: Chapter 4, Hagrid meets the Dursleys

SEL 2: Chapter six, Harry meets other Hogwarts students

SEL 3: Chapter 8, Harry, Ron and Hagrid's discussion about Snape

2. 2, 3- recap what happened. Hypothesize about the situation if told from other character's POV. Explore other writing strategies employed by Rowling. Use textual evidence throughout.
3. groups combine (2 original literature circle groups now become a single group of 6-8 students) to share what they discussed with one another.
4. Teacher-led class discussion: Call on groups to share what they discussed. Other groups volunteer to respond.

5. Ask the class: How did discussing the book in these groups differ than previous discussions in your literature circle groups? These answers used for teacher and students to collaboratively add an amendment(s) to the literature discussion rules regarding larger group sizes. Students record this in their reading journals. Display rules. Make clean version of amended rules and display next class.

6. If time, read from ch. 9. Homework: ch.s 9&10

Day 2: Introduction to SEL opinion piece

1. Students enter and recap last night's readings in original literature circle groups
2. Students go to combined groups. Each group of (now 6-8 students) is given an opinion piece on an SEL situation that they have already encountered in the book. They read these individually then discuss as a group.
3. Teacher-led class discussion of the opinion pieces and their group discussions. Allow students to voice agreement or disagreement but be sure to ask questions about the structure (introduction and concluding sentence) and evidence used by the author. Have students back their claims with evidence.
4. Have students discuss and make lists of other SEL situations they have read so far in the novel in same groups. All students record the list in their journals,
5. Homework: Choose 1-2 SEL situations from the group list and record your opinions on it. Read ch. 10

Day 3: Writing opinion pieces

1. Students enter and discuss ch.10 with their combined groups.
2. Teacher tells students they will be writing opinion pieces for use in a whole-class discussion of the SEL situations in HP and walks through the graphic organizer and rubric/checklist for structuring an opinion piece, asking for examples for different aspects of both from the pieces read last class.
3. Students write individually for 25 minutes using the handout to plan an opinion piece on a situation they chose for homework while teacher goes around providing clarification on the task and prompts to extend students' thinking ("tell me why", "can you say that a different way?" "What do you mean by...?")
4. If time, read from ch.11. Homework: chs.11& 12

Day 4: Editing opinion pieces

1. Students enter and discuss ch.11 in combined groups (6-8 students)- 5 minutes
2. Teacher led discussion of opinion piece structure- ask for volunteers and call on students to walk you through the organizer and rubric- 10 minutes
3. Students share what they have so far with a partner (2 minutes)
4. Students work individually on opinion pieces, editing what they have so far and writing it in paragraph form. Teacher goes around providing clarification on the task and prompts to extend students' thinking (20 minutes).
5. Collect student journals. Homework: chs.13&14

Day 5: Finishing opinion pieces and introduction to whole-class discussion

Before class: go through journals and review students' opinion pieces. Write comments and suggestions. Evaluate journals for student progress toward lesson objectives.

1. Students enter and discuss chs.13&14 in combined lit. circle groups (approximately 5 minutes)
2. Distribute journals. Students work on opinion pieces individually for 25 minutes, editing existing and rewriting paragraphs and writing a clean version for use in the lesson 3 discussion. Teacher goes around providing clarification on the task and prompts to extend students' thinking.

3. Teacher-led discussion on how the rules of literature discussion should be amended for a whole-class discussion. Students record these in their reading journals. Display rules. Make clean version of amended rules and display next class.
4. If time, read from ch.15. Homework: If not yet done, write a clean version of your opinion paragraph for use in lesson 3 class discussion. Read ch.15.

Differentiation and planned universal supports

- Assistive writing software
- When given a writing assignment, students will be able to retry/edit/rewrite their journal entry and receive feedback as many times as they would like, within reason. Their written work will be assessed at the end of the lesson, then again at the end of the unit, for progress. Success will be demonstrated through improvement in students’ analytical, critical reading, discursive and writing skills over the course of the lesson and the unit.
- Students will have access to the novel and accompanying texts in multiple formats

Language Function: analyze & discourse

Vocabulary or key phrases :

Previously known: Socioemotional, SEL, metaphor, point of view

Monitoring student learning

What is assessed? NYS Common Core Learning Standard (Objective)	How is student going to be assessed by you as well as by themselves? Specify <u>both</u> formal and informal assessments.	Evaluation Criteria	Accommodations and/or modifications to the assessments
W4.1 & w4.10	Collection of student journals	Students respond thoughtfully (as shown by logical progression of thoughts) and completely (according to the length required for each assignment) to each prompt given; revise work when it does not meet criteria of successful assignment completion, including changes based on teacher feedback.	Journals provided in both physical and digital form. May include pictures and audio recordings. Formative-helps determine the upcoming lesson activities.
RL. 4. 11	Teacher observation of students’ group discussions; analysis of answers given in class; collection of student journals and analysis of students’ notes and written	Students should show progress in recognition of literary strategies (POV, metaphor, word choice) and increase their reference to these as a factor in reader experience Students should show progress in how they conceptualize literature	Students assessed on personal progress. If needed/wanted, students given extra time and materials to prepare for discussion. Journals

	conclusions; analysis of student verbal responses to teacher’s prompts during mini conferences with groups.	discussion by contributing to group discussions in the following ways: posing questions, responding to peer comments, defending claims with textual evidence, relating situations from the novel to personal experiences/real-life situations	and books available in multiple formats.
SL.1 b&c	Teacher observation and student reflection on literature circle and combined literature circle discussions	Student adheres to rules for literature discussion and meaningful contribution to literature and SEL topic discussions according to rules made by teacher and class for both literature circle and combined literature circle group discussions	Students assessed on personal progress. If needed/wanted, students will be given extra time and materials to prepare for discussion. Discussion prompts scaffolded and responsive to overall class level of skill in discussions. Student groups assigned according to compatibility of personalities instead of similar skill level. Students participate in designing discussion rubrics.

Relevant theories and/or research best practices

List and describe (using in-text citations) a minimum of three theories or teaching practices included in this lesson plan. For example, literacy strategies, UDL, differentiation strategies, culturally relevant pedagogy, etc. Choose three different authors.

Rowling’s books attract a diverse audience. The Harry Potter books are known for attracting and “...bringing in people who were [are] not habitual readers” (The Enduring Magic). With its exciting plot, and relatable characters, this fantasy novel has shown its ability to attract an audience of diverse ages, backgrounds and previous reading experiences.

This lesson facilitates students’ development of writing skills while simultaneously reflecting on SEL topics. “SEL can lead to better health and prevent behavioral issues in children and adolescents.

Moreover, SEL fosters important skills that help students' entire developmental process" (Wallender, Hiebel, PeQueen, & Kain, 2020). SEL can help students adjust to schooling from home and navigating internal and external conflict that stems from the novelty and seriousness of the COVID-19 pandemic. This lesson incorporates individual work, collaboration with peers and student choice. These are three components of the learning model of the NYS Common Core ELA standards that are meant to prepare students for college and the workplace after completion of K-12 education. (NGACP, 2010)

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College at Brockport, Department of Education & Human Development
edTPA Lesson Plan Template_ Childhood- Literacy (4 Page Limit)

The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Name : Kilauren R. Avery Guthrie

Grade Level: 4

Subject / Content area: English Language Arts

Unit of Study: Harry Potter Literature Discussion

Lesson Title: Lesson 3- Whole-Class Discussions

Central Focus for the Lesson

1. What method of defending my opinions and critiquing others' thinking in a large group literature discussion will make the discussion most meaningful?
2. What rules and strategies can I employ to contribute meaningfully in literature discussions with a large group of my peers?

Content Standard(s)

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

w. 4. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

CCSS Anchor Standard Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures (p. 16)

RL. 4. 11 Recognize, interpret, and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, personal events, and situations.

CCSS Anchor Standard Speaking & Listening:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL. 4. 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

b. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

c. Follow agreed-upon rules for discussions and carry out assigned roles.

d. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

e. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

f. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

g. SL. 4. 3 Identify the reasons and evidence a speaker provides to support particular points

Diverse Learner (s)

Fourth graders require preparation for college and career success; and success the NYS ELA exams.

- Students read and understand literature best in varied formats. Therefore, I will provide multiple ways for students to read the novel- audiobook, virtual, physical.
- Large print copies of the novel, assistive typing software and read-alouds will support students with physical and learning disabilities.
- Readers typically understand and enjoy literature more when the characters are similar to themselves. This informed my choice of a novel with characters of the same age as the students in my class.
- The limited diversity of characters in the novel will be addressed, as they likely will not represent the diverse population of students in the class.
- Students will have prepared written statements for use in the discussion. This is a scaffold for fourth graders who typically have little experience with discussion of literature in groups.
- Discussion rules will be made through teacher-class collaboration and displayed where all students can see them during the discussion.

Students will be assessed on progress relative to their level of reading, writing and speaking/listening ability (as determined by previous assessments) at the beginning of the unit and at benchmarks throughout the unit. Assessments will be formative, including collection and assessment of ongoing reading journal entries and observations of group discussions; and will be used to inform further instruction in and after the unit.

Learning Objectives

Using their written pieces from lesson 2, students will pose, defend and respond to interpretations of the novel and the effect of the author's choices on reader experience about in a large-group discussion, while observing rules for literature discussion agreed upon in lesson 1.

- Students will defend their positions, including critiques of peer arguments in a literature discussion through reference to the text and connection to real life situations while observing rules for literature discussion agreed upon in lesson 1.
- Since students will be at varying levels of writing and discussion proficiency, they will be assessed on their *progress* in writing an discussion.
- Discussion rules will be made through collaboration of students and teacher, making them more meaningful than teacher mandates.
- Students will lead the direction of the discussion by posing questions and responding to peers, instead of responding to teacher prompts. Students will have prepared written statements and written questions to support their contribution to the discussion, since it is likely they will not have participated in large group literature discussions before.

Instructional Resources and Materials

- Novel, *Harry Potter and the Sorcerer's Stone* (1997) for each student
- Audiobook, virtual and large print version of novel accessible for students
- Whiteboard, chalkboard or smartboard and associated writing materials
- Notebook for each student
- Assistive writing software

Instructional Strategies and Learning Tasks

ay 1: Review of Novel and preparation for discussion

1. Students enter and discuss ch.15 with their combined lit. circle groups (5 min)
2. Teacher leads review of rules for whole-class discussions. Ask students to read and explain the additions made to the rules. (5 minutes)
3. Introduce and explain discussion formats for day 2 and day 3 (10 minutes)
4. (20 minutes) Develop a discussion rubric collaboratively with students by asking them (1)what makes for a meaningful lit. & SEL discussion and (2)the responsibilities of an individual in the discussion of lit. and SEL subjects. Encourage and prompt with examples from previous lit. discussions in the unit. Students record this in their journals. Make a clean copy and display for next class.
5. If time, read from ch.16. Collect student opinion pieces to ensure that they will all have them to use during the day 2 discussion. Homework: chs.16 & 17

Day 2: First whole-class discussion.

Before class: if I use the format where I pull student names/ask for volunteers, the students who are to share their written opinion pieces will be notified 1-2 days before and offered help practicing speaking/presenting their ideas.

1. Recap of discussion format.

Day 3: Continuation of whole-class discussion 1/reflection on discussion

1. Class greeting and positive feedback from teacher about yesterday's session. Reminder of where we left off- ask students to tell you this. Prompt students to continue, including any pints they may want to consider regarding the topic they ended on last class.
2. If the discussion comes to a close, have time to reflect on it. Ask students how they think it went, regarding the rubric and rules you came up with as a class; and the topics covered.
1. Homework: in reading journal, reflect on their contribution by writing one to two sentences about how they did on each criteria of the rubric they made as a class.

Day 4: Second whole-class Discussion.

Repeat same steps listed from discussion 1, with the new, less structured discussion format.

Day 5: Continuation of whole class discussion 2/reflection on unit

Repeat same steps from day 3.

Homework (give 2 days): Have students respond with 3-4 sentences to two prompts to reflect on the unit as a whole and how they feel they did.

Prompts:

1. Did you enjoy this unit? Why or why not? Think about the novel, the topics of study (writing opinion pieces, discussion, critical reading), the structure of the unit, how information was presented. Would you recommend this type of unit to another student?
2. How did you improve over the course of the unit? Think about skills you learned and practiced, your participation in discussions, where you were in your ELA learning at the beginning of the unit and where you are now.

Differentiation and planned universal supports

- Different versions of the novel- original print, large print, electronic, and audiobook
- Assistive writing software

Language Function: Argue and Discourse

Vocabulary or key phrase:

Previously known: Socioemotional, SEL, metaphor, point of view

Monitoring student learning			
What is assessed? NYS Common Core Learning Standard (Objective)	How is student going to be assessed by you as well as by themselves? Specify <u>both</u> formal and informal assessments.	Evaluation Criteria	Accommodations and/or modifications to the assessments
w. 4. 10	Collection of student reading journals	Student has been responding to writing prompts and completing written work of length and quality to satisfy expectations of individual assignments	<ul style="list-style-type: none"> - Process-based assessment for completion and attempts made at assignment tasks -Journals available in several formats -Assignments may be attempted as many times as the student wishes within reason.
RL. 4. 11	Assessment of journals in conjunction with student participation in class discussions during unit	The student shows progress in ability to interpret, analyze and draw conclusions from the text. Progress shown when comparing student's written work as well as comments, responses and level of participation in discussions from beginning of unit, at end of unit, and at benchmarks at the conclusion of each lesson.	<ul style="list-style-type: none"> -Assessed on an individual basis for progress. -Journals available in several formats -Assignments may be retried unlimited number of times within reason -Students placed in discussion groups according to compatibility with peers
SL. 4. 1	Observation and teacher notes of large group discussion	The student shows an improvement in analytical and communication skills; as well as discursive skills from the beginning of the unit.	<ul style="list-style-type: none"> -Assessed on an individual basis for progress. -Rubric made in collaboration with students. -Students prepare written arguments -Teacher prompts when needed

			<p>-Students will be allowed to have conversation partners that will help them clarify points and build on their statements.</p>
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Relevant theories and/or research best practices

In this lesson, students will practice “Justify[ing] a stand or decision and “Draw[ing] connections among ideas” (Armstrong, graphic) in their discussion of specific literary features used by Rowling and SEL situations in the text. These tasks represent higher level thinking and a progression from the recall and understanding expected of the same students in the first lesson in the unit.

“In an inclusive community, students talk about who they are, how they are the same, how they are different, and what they need from friends and classmates” (Sapon-Shevin, 2007, p. 149). This inclusive practice is reflected in the collaborative design of a rubric for rules of engagement and meaningful contribution to discussions of SEL topics in this lesson. Students will be able to suggest rules that will help them feel safe and included in discussions. Additionally, students will make personal connections to the text and share personal experiences and opinions openly with classmates during this SEL and discussion-centered lesson.

Although this novel was written over two decades ago, its effects are felt in the culture of adults today. “These novels function as a “... a theatre of values, characters and stories, permitting interpretation and re-interpretation of humanity’s profoundest dilemmas, so these novels seem to operate in modern scholarship and popular culture” (Curthoy, 2014, p. 24). The SEL situations in the novel function as metaphors for real life social issues and can therefore be used to discuss socioemotional issues going on in the world today. This will be seen in students’ discussion of personal experiences and real life SEL situations that they connect to events in the novel and use as evidence for their claims in the discussion.

References

Armstrong, P. (date unknown) “Bloom’s taxonomy”. Vanderbilt University. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Curthoys, A. (2014). The magic of history: Harry Potter and historical consciousness. *Agora*, 49(4), 23–31.
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Sapon-Shevin, M. (2007). *Widening The Circle: The Power of Inclusive Classrooms*. Beacon Press, Boston, MA.

Unit Prompts

This is a supplemental document for the Harry Potter 4th Grade ELA unit plan. It will serve as a bank of thoughtful, open-ended prompts to aid in partner, small group and whole-class discussions of the novel, including ELA and SEL topics. Portions of this list or the entire list may be shared with select students or the entire class, dependent upon the progression of the lessons and student understanding of SEL and ELA concepts.

Each group will be assigned the same prompts, with revisions based on the students' current ability to discuss literature and SEL concepts. The most advanced groups will receive the prompt, with all parts included, and be told to discuss that prompt. The teacher will check in to ask questions that help students clarify and extend their thinking. Groups who need extra support to divide contribution evenly will have specific sections of the prompts assigned to different members of the group. This is meant to assign responsibilities and help ensure that everyone in the group is contributing to and benefiting from the conversation. Groups that struggle to grasp the SEL or ELA topic being discussed will receive the same main prompt, but only one of the parts a, b, and c. This is meant to help those groups focus on a narrower aspect of the discussion topic.

Chapter 1:

1. Vernon, Petunia and Dudley Dursley place a high value on normalcy, as shown by their fear of the Potters, including Harry.
 1. What does it mean to be normal? Is it the same as being accepted?
 2. How important is being normal, to you? To your family?
 3. How do you react when something out-of-the-ordinary happens?
2. How responsible is it of Dumbledore to leave baby Harry on the Dursley's doorstep?
 1. Is Professor McGonnagal partially, equally, or more responsible for leaving Harry there? What about Hagrid?
 2. Do you think their conversation tells us everything we need to know to judge the situation and the responsibility of their actions? What else might we need to know?
 3. What would you do if you were in charge of keeping baby Harry safe? Is it more important that he is raised around others of his own kind; or that he is hidden? What other information might be helpful in deciding what to do?
3. The beginning of this chapter is told from the point of view of Vernon Dursley. It changes to a third party observing the three wizards outside number 4 Privet Drive.
 1. Does one perspective give us more or less information than the other?
 2. Which perspective do you prefer and why?
 3. Is it easier to judge the actions of characters from the first perspective or the second? Which perspective gives you more information about the effects of the characters' actions? How does this effect your perception of the character?

Chapter 2:

1. You have just made a new friend. He says he lives on number four Privet drive, in the upstairs bedroom. He says he lives with his cousin who is very strange and who scares him and his parents. You have heard of his cousin, Harry, who doesn't quite fit in. Your friend enjoys remote control cars and video games, and does not enjoy reading.
 1. What can you do to make your new friend feel welcomed in our classroom?
 2. You are working with your new friend on a book report. How do you suggest dividing responsibilities to play to one another's strengths in the project?
 3. Would you see your new friend as a mean person, or as a student a lot like you? Explain how your similarities and differences to the character effect this opinion.

2. You have just met a new friend and he tells you his bedroom is the cupboard under the stairs on number four Privet drive. He tells you he lives with his aunt and uncle and that they are never very nice to him. You have heard of his older cousin and his group of friends who bully kids like Harry. He enjoys reading fantasy novels and learning about the way things work; and does not enjoy learning about history.
 1. What can you do to help your new student feel welcomed in our classroom?
 2. You are working with your new friend on a history report. How do you suggest dividing responsibilities to play to one another's strengths in the project?
 3. Would you see your new friend as a victim, or as a student a lot like you?
3. You have just moved into a house in a quiet neighborhood. Everything seems normal- it's a nice place, not very exciting. Your parents come back from a night out with their new friends, Vernon and Petunia. Your mom says that Petunia has a lovely garden and all the information on the neighborhood. Your Dad says Vernon is a successful businessman at a local company and offered to give him a tour some time. Your parents tell you the name of their new friends' son and nephew, who are in your grade at school.
 1. How would you respond to your parents if your new friend was the boy from prompt #1?
 2. How would you respond to your parents if your new friend was the boy from prompt #2?
4. You are walking to school and a strangely dressed person greets you in the street. They are more friendly than the average person. This happens two or three times over a couple of days. What do you do? Each group member choose one action to defend and discuss. Every action should be discussed at least once.
 1. You are friendly to the person but don't ask any questions. Why did you choose this line of action? What do you predict will happen?
 2. You are friendly to the person and ask about their strange behavior. Why did you choose this line of action? What do you predict will happen?
 3. You tell your parents, Mrs. Avery Guthrie, another adult, and/or your friends about it. Why did you choose this line of action? What do you predict will happen?

Chapter 3:

1. What would you do if you got a Hogwarts letter in the mail?
 1. Would you believe it was real? How would it feel?
 2. What would your parent/guardian do if they found it in the mail?
 3. What would you do if you believed it was real but your parents didn't?
2. Was the punishment Harry received after the zoo reasonable?
 1. How would you feel if you were Vernon or Petunia, and a Boa Constrictor got loose while your son was in the same room? How would you react?
 2. What would you do if you were Vernon Dursley and several strange occurrences happened in quick succession? Would you believe your family was in danger? How do you think your parents would react?
3. How would you feel if you were a child in these circumstances?
 1. Would you trust Hagrid when he showed up?
 2. If you were Harry, what hypotheses might you have about why these things were happening? If you were Dudley, how would you feel about your cousin's behavior, your parents' behavior? Would you still feel safe?
 3. Would the way you interacted with your family members remain the same or change if the things happening in the book began happening to you? Compare how you believe you and your family would behave to the behavior of the characters in the book.

Chapter 4:

1. Here we see Hagrid for the second time. Do you feel he acted appropriately in this situation?
 1. Was he kind to all parties involved?
 2. Given what we know about Harry and the Dursleys, was Hagrid justified in his treatment of all parties involved?
 3. What further information might we need to accurately assess the way Hagrid acted in this situation? Was there anyone else involved that wasn't present in the scene?
2. Put yourself in Harry's shoes.
 1. Would you believe Hagrid?
 2. Harry received a lot of new information in this chapter. How does he deal with this new information? Would you employ other coping strategies than he did?
3. Define family- search google, physical dictionary, or other resource. Look at all definitions provided.
 1. How would you personally define a family?
 2. Do the Dursleys act like a family? Do they treat Harry as a part of the family?
 3. Compare the Dursley's treatment of one another, their treatment of Harry, Hagrid's treatment of the Dursleys, Hagrid's treatment of Harry, and Harry's treatment of Hagrid so far. Which of these, if any, would you classify as the type of treatment you see in a healthy family? Defend your categorization.

Beginning in Chapter 5, prompts become less detailed and more pen-ended.

Chapter 5:

1. How do you think the Dursleys felt and acted after Harry and Hagrid left the hut?
2. We discussed the effect of point of view in chapter one. We decided together that the point of view of this novel is third person limited, focusing on Harry's experience. Discuss how the story would be different if told from
 1. Third person omniscient
 2. First person- Harry, Hagrid, Dudley, Vernon and Petunia
3. What might be the significance of Olivander's statement: "... It so happens that the phoenix whose tail feather is in your wand, gave another feather — just one other. It is very curious indeed that you should be destined for this wand when its brother — why, its brother gave you that scar"(Rowling, 1997).

Chapter 6:

1. After Harry came back from school shopping with Hagrid, the Dursley's behavior toward him changed. Discuss the following
 1. The ways in which the interactions between Harry and the Dursleys changed
 2. Whether this was a good change, a bad change, or a neutral change
 3. What it might feel like to live in the same house from the perspectives of: Dudley, Harry, Vernon, and Petunia
2. Hagrid gets to see Harry and spend time with him. Discuss how Hagrid might feel when he drops Harry back off with the Dursleys; and during this month before school begins.
3. We meet a new character in this chapter. What might you assume about Ron given his description? Make predictions about his relationship with Harry going forward.

Chapter 7:

1. We learned in this chapter that Hogwarts students are sorted immediately into four different houses. Refer to the statement made by Professor McGonagal about the sorting ceremony on page, paragraph....
 1. Hypothesize about the pros and cons of sorting students into houses
 2. Discuss the role of student choice in the sorting ceremony. Refer to Harry's sorting on page, paragraph... to inform your discussion.
 1. Further prompts: Do students have a choice? If someone has a choice, but feels like they don't have one-- if no one tells them they are allowed to choose-- is it still their choice?

2. We see a first glimpse of Professor Snape, the Potions Master, in this chapter.

What predictions can you make about the relationships between Snape and other characters? Defend your position.

- a. What information might we be missing about Snape? Is the author trying to persuade us to see Snape in a specific way?
 1. Further prompts: Whose point of view are we seeing in this scene?

Chapter 8:

1. Compare Harry's first week of classes with your first week of grade 4, or your first week in the middle school. Think about similarities between his interactions and yours.
2. In this chapter, we see a contrast between the main characters' interactions with Professor Snape and Hagrid. What differences do the two characters, Snape and Hagrid, exhibit that have an effect on how the students perceive them. What factors, other than their immediate behavior, might we need to consider in deciding *why* the students perceive the two characters so differently?

Chapter 9:

1. As the students prepare for their first flying lesson, there is a contrast in their preparation. Students from wizard households (Ron, Malfoy) seem confident, but those from muggle households (Harry, Hermione) are nervous.
 1. Other than coming from a non-wizarding background, what might affect a student's preparation for a lesson like this one?
 2. What are some situations in your own life that are similar to this one? Did you feel more or less prepared than others?

Chapter 10:

1. Compare the following different types of fear and danger faced by the students which the stories follow:
 1. New and challenging classes with a large workload
 2. Struggling for acceptance among their peers and teachers
 3. Magical creatures and secrets within the walls of the schoolHow do these different challenges affect the students? Compare the ways you do, or would, deal with these situations to how the characters deal with them.

2. Discuss the actions of HARRY, Ron and Hermione in this chapter. What emotions are behind their actions, and caused by the actions of other characters? Describe their relationship at the end of chapter 10.

Chapter 11:

1. The first Quidditch match is between Gryffindor and Slytherin. There is a clear rivalry between these two houses.

1. Discuss what we have learned about the characteristics of students in these houses and how one might get sorted into one or the other. Make a hypothesis about why there is a rivalry between the houses.
2. Discuss the virtues and qualities in each house (Gryffindor, Slytherin, Hufflepuff and Ravenclaw); and how these characteristics may or may not affect the interactions between students and professors in the same house; and the interactions of characters in other houses.
 1. Further prompt: Go beyond observations like “Hufflepuffs and Ravenclaws don’t fight” to make hypotheses about how the values and tendencies of people placed in the different houses can affect their relationships with others within their house and without.
2. Harry, Hermione and Ron are suspicious of Snape. Hagrid, however, does not believe Snape was out to harm Harry during the Quidditch match. Discuss possible reasons for Hagrid’s differing perception of Snape.

Chapter 12:

1. In this chapter, the main characters choose between following school rules and taking actions that they believe are for the greater good.
 1. Discuss “for the greater good”. You may want to search for the definition of this term. Before you search for it, try to break it down word-by-word; and consider the context to see what you think it means.
 1. Further help: “The greater good” in context- “During the pandemic, we all made sacrifices for the greater good. We found ways to have fun at home; and maintained contact with loved ones while staying physically distanced”.
2. We are introduced to the mirror of Erised in this chapter, which has the inscription “Erised stra ehru oyt ube cafru oyt on wohsi”.
 1. Decode this inscription and put it into your own words.
- a. In addition to being a magical artifact, the Mirror of Erised is a tool, or device, used by the author. Discuss why an author might use a tool like this.

Chapter 13:

1. Harry, Ron and Hermione are having a very exciting year at Hogwarts. We know from previous discussions that the point of view from which the story is told affects how we perceive the events therein. Consider how the semester at Hogwarts has gone; and the behavior of these three students from the perspective of other characters. You may want to consider the point of view of Neville, Professor McGonagal, or Professor Snape.
2. Harry, Ron and Hermione see Professor Quirrell as a victim. Discuss the effects of viewing someone as a victim.
 1. Further prompt: You receive a message about a local biking accident:
-Tom and John ran into one another while riding bikes in opposite directions on a narrow bike path. Luckily no one was seriously injured. John’s bike, however, sustained some damage; and Tom skinned his elbow. They were both upset by the incident.
-Tom is pretty upset. Yesterday, he got a skinned elbow when someone named John ran into him on his bike. John wasn’t injured at all.

How would your reaction and perception of Tom and John be different, depending on which one of these messages you received?

Chapter 14:

1. ‘One theme of this chapter is “secrets”. Find some examples of secrets being kept or told in the chapter and sort them into categories, based on how they affect the characters.
 1. Further prompt: Think about how each secret could change the story if the person keeping the secret told everyone about it, or maybe just one person. Was the secret important? Harmful? Did it have an impact on the relationships between characters?
 2. Is it ever “okay” or acceptable to keep secrets? Think about the grey area from chapter 12 and “the greater good”.
2. Consider the behavior of adults toward Harry. How do Snape and Filch’s mistrust and mean behavior affect his actions and attitudes? How do Professor McGonagal, Dumbledore and Hagrid’s behavior affect his actions and attitudes? Compare this with your relationships with adults in your own lives, in and out of school.

Chapter 15:

1. During this chapter, Neville gets in trouble while trying to help Harry. Compare this to a time in your own life when you or someone else got in trouble for something you did with good intentions. How does this affect your perception of Neville?
2. In this chapter, we learn that someone is harvesting unicorn blood. Look up the definition of this word: “Duality”. Then use this word in your discussion of the effects of drinking unicorn blood

Writing prompts

Lesson 1

1. Reflect on the effect of point of view on a reader’s perception of a story and its characters.

Consider:

Would this be a different story if told from Dudley, Vernon or Petunia’s POV?

Whose POV is the story told from? Would you choose the same POV if you had written this story?

Student Reflection on discussions:

Group size:

Group members:

Summary of my engagement in today’s discussion:

2. I spoke most of the time

3. I listened most of the time

4. I was thinking about other things

5. I spoke some and listened some

A connection my group discussed:

Something I’d like to bring up next time:

Anything I wanted to discuss but we didn’t:

Other notes:

3. Use the following chart to organize your observations of characters’ motivations, behaviors and impact:

Definitions:

Antecedent means the event that happened just before something a character does; a possible cause of the character’s actions (including but not limited to the behavior of other characters)

Behavior is the character did just after, and possibly as a reaction to, the antecedent

Change refers to the effect of the character’s behavior. Is there anything that happened, or didn’t happen (including the behavior of other characters) specifically because of the character’s behavior?

Occurrence	Antecedent	Behavior	Change
Example	Harry hears something at the door	Harry opens the door	An owl flies in through the now-open door

Lesson 2

Opinion pieces for discussions in lesson 3

Student Reflection on discussions:

Group size:

Group members:

Summary of my engagement in today’s discussion:

1. I spoke most of the time
2. I listened most of the time
3. I was thinking about other things
4. I spoke some and listened some

A connection my group discussed:

Something I’d like to bring up next time:

Anything I wanted to discuss but we didn’t:

Other notes:

Lesson 3

Reflections on large group discussions

KWL chart

Lesson 3 discussion prompts, same as writing prompts for lesson 2:

Discussion 1:

Who is/are the villain/s in this story?	Who is/are the hero/s in this story?
Who is causing the conflict? What are they doing that is causing conflict? How is it affecting other characters? What are we told about this/these character/s? What are we NOT told about this/these character/s (what are we inferring)?	Who is attempting to resolve the conflict? What actions are they taking to resolve conflict? How are their actions affecting other cha What are we told about this/these character/s? What are we NOT told about this/these character/s (what are we inferring)?

Discussion 2:

What are the “grey areas” in this story?

- When do characters in the story have to choose between what is generally accepted as right and what they believe is right?
- Explain the character/s’ decision and possible reasoning. Include what we know, information that might be missing, and what we infer.
- Connect the character/s’ experience with grey areas to a situation in your own life. Consider whether you and the character acted similarly, and how your reasoning is similar or different.

Unit Planning Commentary

Content Standards and Methods

The content standards addressed in this unit are English Language Arts (ELA) standards, determined by the National Governors Association Center for Best Practices in the Common Core State Standards (2010). They are some of the standards that students are expected to master by the time they complete the fourth grade. In the fourth grade, teachers are expected to support their students in the pursuit of fourth grade standards, regardless of the students’ current level. That is why I have worked in scaffolds for students who need extra support while working toward grade level standards. Specifically, the unit focuses on the following Common Core Standards:

- Common Core ELA reading anchor standards of
 - key ideas and details, craft and structure
 - responding to literature;
- Common Core ELA writing anchor standards of
 - text types and purposes
 - range of writing;

- Common Core ELA speaking and listening anchor standard of
 - comprehension and collaboration.

The following tables detail how these reading, writing and speaking & listening ELA standards were addressed in each of the three lessons in this unit.

Reading Standards

Common Core Standard (NGACP, 2010)	Application In the Unit
<p>Key ideas and details 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text Standard RL. 4. 3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’ s thoughts, words, or actions)(NGACP, 2010, p. 16)</p>	<p>Sets a specific skill for students to practice in order to achieve mastery of this anchor standard. This standard is addressed in lesson 1 of the unit. Students use textual evidence to describe the characters and settings in the first chapters of the novel. This takes place during the student discussion and whole class sharing portions of the lesson, wherein students respond to discussion prompts in student groups and elaborate on their thinking in teacher-led discussions.</p>
<p>Craft & Structure 6. Assess how point of view or purpose shapes the content and style of a text</p>	<p>This standard is also addressed through student responses to discussion prompts designed to help them compare and contrast different points of view and how an</p>

<p>Standard RL. 4. 6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations(NGACP, 2010, p. 16)</p>	<p>author’s use of this tool can affect the reader’s interpretation of the events and characters in literature. These prompts are explored in in their literature circle groups in lesson 1.</p>
<p>Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures (p. 16).</p> <p>Standard RL. 4. 11 Recognize, interpret, and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, personal events, and situations (NGACP, 2010).</p>	<p>This is addressed throughout each lesson in the unit, as students are encouraged to make connections between events in the text and events in their personal lives. Some prompts explicitly direct students to make connections to their personal lives. Some prompts allow for personal connection, and the students are encouraged through teacher promptsinteraction to make connections to their personal experiences to support their view about social emotional situations in the novel.</p>

Common Core Standard (NGACP, 2010)	Application In the Unit
<p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences (NGACP, 2010)</p>	<p>In each lesson, students responded to self reflection writing prompts in their personal reading journals. The students also write their questions and connections they notice between literary and SEL elements of the unit that they notice in these journals. The students refer back to these reflective journal entries for use in their opinion writing pieces in lesson 2 of the unit.</p>
<p>Text Types & Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (NGACP, 2010).</p>	<p>The focus of lesson 2 is for students to practice using textual evidence and personal experience to justify their opinions regarding socioemotional situations in the novel.</p>

Speaking and Listening Standards

Common Core Standard (NGACP, 2010)	Application In the Unit
<p>Speaking & Listening:Comprehension and Collaboration1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (NGACP, 2010).</p>	<p>This was the focus of the unit as a whole. Students begin practicing discussion, with the aid of specific discussion prompts, in small groups of three to five peers, in their literature circle groups assigned during the first lesson. As the students progress in their discursive skills, they begin discussing more open-ended prompts; and combine their literature circles to form discussion groups of approximately ten students in lesson 2. Finally, the third lesson is built around two whole-class discussions, in which students discuss and defend their opinions regarding socioemotional situations in the text.</p>

Socioemotional Learning

The focus of this unit is twofold. One focus is for students to get training and practice in thinking reflectively about literature in order to participate effectively in literature discussions. The other focus is for students to receive explicit instruction and meaningful practice in the socioemotional skills of relating literature to personal experiences and thinking deeply about the socioemotional situations and themes represented in a text in order to participate effectively in discussions about socioemotional topics. The text here also serves as a scaffolding tool by providing a pathway from discussion focusing on academic topics into discussions about socioemotional issues.

The transfer goal for the socioemotional learning aspect of this unit is for students to . make connections between SEL situations and lessons conveyed by the author and discussed in class; and apply those lessons in SEL situations in their own lives. Socioemotional learning is a practice that is best achieved through the integration of socioemotional skills instruction and practice in each aspect of a child’s academic career. Therefore, the socioemotional learning taking place in this unit is meant to be a part of a curriculum that integrates self reflection, relationship building and explicit instruction and practice with the goal for students to “... understand, manage and express the social and emotional aspects of one’s life” (Elias et. al, 1997, p. 2).

Socioemotional learning has been shown to “... lead to better health and prevent behavioral issues in children and adolescents. Moreover, SEL fosters important skills that help students’ entire developmental process” (Wallender, Hiebel, PeQueen, & Kain, 2020). This type of learning is especially important for students today and in the near future as they navigate the

global COVID-19 pandemic and its effects. “As public conversations around COVID-19 increase, children may worry about themselves, their family, and friends getting ill with COVID-19” (NCIRD, June 2020). The skills practiced in this unit and in a fully SEL integrated curriculum will serve to strengthen students as they function and grow in a tumultuous world climate.

Conclusion

This unit is designed to be flexible enough to be tailored to a variety of third to fifth grade ELA classrooms. Although I have used J. K. Rowling’s *Harry Potter and the Sorcerer’s Stone*, a similar unit could be employed using a number of other novels with SEL themes and written at a third through fifth grade reading level. While the unit follows a clear progression from focusing on specific literature tools used by the author and small group discussions, to opinion piece writing and larger group discussions, to discussion of literary and SEL themes in a whole class discussion, the lessons themselves can take more or less time, spanning more or fewer days than I have allotted here, in order to fit the learning needs of students in a specific classroom.

This unit is meant to be one piece of a year-long academic curriculum that incorporates ELA learning integrated with socioemotional learning. Implementation of this unit will be successful only with extensive consideration of the skills that students will need in the beginning of the unit, such as the ability to respond to simple prompts in writing; and the skills students will have practiced and hopefully mastered by the end of the unit, such as whole class discussion. As with any curriculum plan, it should be modified to fit the needs of the specific students in your classroom.

References

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