

Title: What If...?

Grade Level: 6th grade

Subject Area: Language Arts

Concept: Creative Thinking & Discussion

Target Audience: whole class & small groups

Time Frame: 1-60 minute class period

I. Preparing to Teach

A. Goals:

- CC.6.R.I.5 Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

B. Objectives:

- Students will be able to think about given “what if” scenarios and form their own answer based off their own opinion.
- Students will be able to work cooperatively in groups and express their opinions on each “what if” scenario with a group of their peers.

C. Materials:

- Hunger Games by Suzanne Collins
- What If questions worksheet

D. Resources:

- Collins, S. (2008). *The Hunger Games*. New York: Scholastic Press.
- Orman, T. The Hunger Games Resources. *School Lesson Plans*. Retrieved April 9, 2012, from <http://teachersshare.scholastic.com/resources>

II. Instructional Sequence

- A. Focusing Activity: The students will be sitting at their desks when the lesson begins. The class will briefly discuss the homework, which was reading chapters 22 & 23. Then the teacher will ask, “Have any of you, while reading, thought that if a certain scene or part of the story was different, how it would affect the ending of the book?” Students will respond with yes or no answers. “Well think about this...what if Peeta hadn’t picked the nightlock berries? How would Foxface have died then?” Allow students to think about this question and then call on one or two students to have them share their opinions. Explain to the students that there are really no right or wrong

answers with this type of question. This type of question involves creative thinking and an opinion of someone's.

B. Purpose:

- Explain to the students that it is important to be able to think about scenarios and think about that if they were different how it would affect the outcome of something. For example changing the scene of part of a book might change the whole ending of it. Being about to think creatively is a strong quality to have, especially when writing and discussing in groups. It is also important for students to be able to form their own opinions on a topic and argue to support why they think their opinion is correct in a respectful way when discussing with peers.

C. Instruction:

- The teacher will tell the students, "There are many possible "what ifs" in any type of story. It is up to the reader to think about the "what ifs" and create an opinion of their own."
- The teacher will put the students in groups of 3-4.
- They will hand out the "What if...?" worksheet to each student.
- She will instruct them by saying, "These questions are meant to guide your group discussion. You are allowed to start with whatever questions you would like and from there let the discussion flow. Each group member needs to participate in the discussion and express to the group their opinions. I will be walking around listening to the discussions and participating at certain points."
- After this the teacher then tells the groups to start their discussions.
- The teacher should walk around listening to the discussions of each group making sure that they are staying on task and discussing the proper topics. When appropriate the teacher should ask other questions that might relate to that groups specific discussion to get them thinking about another possibility.
- After about 30-35 minutes of discussion the teacher should say, "Alright class, I heard a lot of great discussions. Now, let's refocus as a whole class and share some of the things that each group talked about."
- Once the class has refocused on the teacher, she should call on each group one at a time and have them share a small part of what they discussed and/or what questions they answered from the worksheet.
- Allowing the students to share their opinions and discussions with the whole class gives the rest of the students who weren't in that particular group the opportunity to hear others opinions and think of those questions themselves.
- Once the whole class discussion has ended the teacher will instruct the students to return to their own desks and prepare for the next lesson of the day.

D. Modeling:

- The teacher modeled the discussion by asking a “what if” question in the focusing activity. This allowed the students to see an example of what they would see on the worksheet and what types of things they would be discussing.
- The teacher walked around the classroom during the discussion participating in each group when appropriate.

E. Checking for Understanding:

- The teacher will check for understanding as she walks around the classroom making sure that all students are participating in the discussion and that they are staying on topic.
- Checking for understanding will also take place when the class comes back together as a whole and talk about what they discussed in their small groups.

F. Guided Practice:

- The guided practice of this lesson was the small group discussions that the students participated in.

G. Independent Practice:

- The students will be instructed that their homework for the night is reading chapters 24 & 25.
- These chapters will be discussed the next day and a quiz will also be given over chapters 20-23.

III. Conclusion: “I am very proud of all of you for participating in today’s discussions and I feel that we brought up and talked about a lot of good and different scenarios. We had a variety of excellent opinions and ideas that were presented to us today throughout our discussions. These ideas and opinions are something to think about while we finish up this book. Remember that tonight for homework you need to read chapters 24 & 25. Also remember that tomorrow in class we will be taking a quiz over chapters 20-23.”

IV. Evaluation

A. Student Evaluation

- Students got to participate in cooperative discussion groups.
- Students were asked to use their imagination and think about different scenarios and how they affect the outcome of the story.
- Students were evaluated by the teacher as they walked around listening to the discussions and making sure everyone was participating.

B. Teacher Evaluation

- Had every child caught up on the reading and knew what scenario their group was discussing?
- Was every student thinking about the scenarios, forming their own opinions, and participating in the discussion?

- What evidence do I have to support that the students achieved the objectives for this lesson?
- Will this lesson easily connect to tomorrow's lesson?