

Day #7 Lesson Plan

Title: Interviews

Grade Level: 6th Grade

Subject Area: Language Arts

Concept: Create and respond to interview questions and present them to the class

Target Audience: Small groups and whole class

Time Frame: One class period

I. Preparing to Teach

A. Goals:

- SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

B. Objectives:

- Students will create interview questions with a partner. The students will be assigned a role and be expected to present their interview in front of the class.

C. MATERIALS: Paper, pencil, note cards

D. RESOURCES:

- *The Hunger Games* by Suzanne Collins

II. INSTRUCTIONAL SEQUENCE:

A. Focusing Activity: The students will be sitting in their desks as the class starts. At the start of class students will take a quick quiz over chapters 24-27. After the quiz the teacher will say, "Good morning class. Now that we have finished *The Hunger Games* I want to know what you think about the ending." The teacher will allow students to answer. "I want you to think about why the author put in the interview portions of the book. Why do you think that this was a good idea?" The teacher will allow students to answer. "Very good, by having the interview portions in the book the author allowed readers to have some major questions answered."

B. Purpose:

- Explain to the students that they will be creating interview questions and answers in groups of two. They will be assigned a role of Caesar Flickerman or Katniss/Peeta. After the students have time to write out their questions and answer that they will present their interview in front of the class.

C. Instruction:

- “I want you to think about the questions that Caesar Flickerman asked during the final interviews to Katniss and Peeta”
- “Can anyone tell me a few of the questions that Caesar asked?”
 - “When did you realize that you feel in love with him?” (page 368)
 - “How is your ‘new leg’ working out?” (page 368)
- The teacher will give instructions to the class on what they are expected to do
- “I am going to place you in groups of two. One person is going to be Caesar Flickerman and the other person will be either Katniss or Peeta. In your groups you will write out interview questions that you would want to have answered. After your groups think of the questions and answers and write them out, we will present them to the class.”
- “I want you to have actual questions, and answer like the characters would answer. For example, if I were Caesar I would ask the following question: “Did you ever think that there was a chance that you would win the Hunger Games?”
- The teacher will put students in groups
 - **The teacher will make sure that groups consist of students with varied abilities. By doing this the groups will be more equalized. Gifted students will be able to help explain concepts to students who are struggling.
- “When writing out your interview questions make sure that you refer to major events that occurred. You are going to be graded based on your creativity and how well you show your understanding of what happened during the Hunger Games.”
- The teacher will ask the students if understand what they are supposed to be doing.
 - “Can someone tell me what they will be expected to do?”
- The teacher will monitor the groups to make sure that each student is working on the project
- The teacher will ask students questions as they are working
 - Why do you want to ask that question?
 - How do you think that character would respond to that question?
 - Why do you think the audience would want to know that answer?
- The teacher will pass out note cards to the groups as they are working
 - “I am passing out note cards to each group. Feel free to write down any questions/ answers that you want.”
- As the students are getting closer to finishing, the teacher will address the class:
 - “Remember that you will be presenting these to the class. I want you to practice with your partner and make sure that you know what you both are going to be saying.”
- The teacher asks the students briefly what they should remember to do while presenting
- “What are some things that we want to remember while we present?”
 - Speak loudly and clearly
 - Make eye contact with audience
 - Do not read off note cards/ paper

- The teacher will continue to walk around the classroom
- The teacher will have students return to their seats
 - “Class, please return to your seats now”
 - “Can I have a group volunteer to go first?”
- The teacher will call on students to present their interviews and will be graded based off the presentation rubric
- The teacher will make sure that all students are being a respectful audience
- After the class is done the teacher will have the students go back to their seats

D. Modeling

- The teacher give examples of interview questions from the book
- The teacher will give examples of what the questions should be like

E. Check for Understanding

- The teacher will ask students if they have any questions
- The teacher will have a student volunteer to restate what the teacher expects
- The teacher will continuously monitor students work
- The teacher will ask students what they should do while they are presenting
- The teacher will ask students questions as they are working
 - Why do you want to ask that question?
 - How do you think that character would respond to that question?
 - Why do you think the audience would want to know that answer?

F. Guided Practice

- Students will be working in small groups on creating interview questions
- Students will be required to come up with both questions and answers
- Students will present their interviews to the class

G. Independent Practice

- Students will write out their interview in dialogue format
 - Student will be given a blank story map worksheet
 - Students should fill in the story map with information from another book that they have read in class this year. The teacher will refresh the students memory of the books that they have read.

III. Conclusion: “Great job today class! Your posters looked awesome, it appears that you all understand *The Giver* and the concept of story maps. For homework tonight I want you to create another story map about a different book we have read this year. We have read *The Phantom Tollbooth*, *The Outsiders*, and *Roll of Thunder, Hear My Cry*. Please select one of these books and fill out the story map. Tomorrow we will discuss these story maps and then move on to writing summaries.”

IV. Evaluation

A. Student Evaluation: The teacher will collect the story maps that the students have filled out and evaluate them based on whether or not the students filled in the appropriate information for each area on the story map. The in-class group story map will be evaluated based on participation of the students.

B. Teacher Evaluation:

- How did I know that the students achieved the objectives?
- What changes can I make to increase student involvement and success, when I teach the lesson again?
- How will I use this lesson to connect to tomorrow's curriculum?