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| **Title and Author: Finding Audrey by Sophie Kinsella** | |
| **Grade:11** | |
| **Reading Level: 3.9** | **Lexile Level: 540** |
| **Key Understanding**:  Student will understand how a child deals with social anxiety and grows as a teenager diagnosed with it. | |
| **Suggested number of days: \_\_\_3\_\_\_\_\_Common Core ELA Standards:**  [CCSS.ELA-LITERACY.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [CCSS.ELA-LITERACY.L.11-12.4](http://www.corestandards.org/ELA-Literacy/L/11-12/4/): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.  [CCSS.ELA-LITERACY.L.11-12.5](http://www.corestandards.org/ELA-Literacy/L/11-12/5/): Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  [CCSS.ELA-LITERACY.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/): Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-LITERACY.RL.11-12.4](http://www.corestandards.org/ELA-Literacy/RL/11-12/4/):Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. | |
| **IEP Goals lesson addresses**  By November, Ashley will increase her listening comprehension skills when retelling a story by increasing her overall score to be in the Skilled range on the Fiction Retelling Scoring Form with 80% accuracy. | |

**Baselines**

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| **Student** | **Vocabulary** | **Story Grammar/Comprehension** | **Written Language** |
| **Ashley** | **⅗ Tier 2 words familiar** | **Comprehension and grammar are low as she speaks in mostly phrases or run-on sentences.** | **Written language is low as she speaks in random, disconnected thoughts that are not always complete sentences.** |

**Materials:**

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| **Finding Audrey by Sophie Kinsella**  **Youtube**  **Reading A-Z Fiction Retelling Scoring Form**  **PDF version of Chapter 1 for ELL students and Students with a language disability** |

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| **Before Reading** |
| **Cultural Supports, Building Background**  Student will watch a video on social anxiety disorder to build the background about the disability that some students have to live with. Social Anxiety Disorder: A Devastating Look Inside The Minds of Social Anxiety Disorder Sufferers: https://www.youtube.com/watch?v=sgo6kwaAXSc |
| **Connecting Activity: (Questions, Conversation about topic):**  Questions to help probe students to think about social anxiety:   * What do you know about social anxiety? * What do you think when you see kids your age that do not talk to others or are afraid to talk in class? * For those of you who have friends who may have social anxiety, how do you include them in group events without putting too much pressure on the social aspect? * What are some questions you have about social anxiety? |
| **Genre Set-Up, Bridging Conversation, Think-Aloud, Setting Purpose**  **(What strategy are you highlighting in your lesson)**   * **Making a Connection** * **Making Inferences** * **Prediction** * **Visualize** * **Questioning** * **Prior Knowledge** |

**Vocabulary**

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| **Word** | **Contextualize Word**  ***In the story…..*** | **Definition**  **( kid friendly)** | **Example beyond story** | **Bridge to story**  *Picture* |
| **Alpha** | **He’s alpha in a lot of ways, I suppose. Only Mum is *even more alpha*. She’s strong and bossy and pretty and bossy.** | **Having the most power in a group of people** | **By going to the gym regularly, you can see many alpha males showing off lifting weights with friends.** | Image result for alpha female |
| **Peering** | **This time, though, I don’t think Mum or Dad has even heard Rob’s oh-so-witty joke. Mum is still moaning “Where did I go wroooong?” and Dad is peering at her anxiously.** | **Looking closely or carefully because something or someone is difficult to see** | **My neighbor is always peering over the fence into my yard.** | Image result for peering over fence |
| **Commentaries** | **Please don’t break the compute, Mrs. Turner,” he says, trembling. “It has all Frank’s backed-up game commentaries on it. They’re so funny.” He turns to Frank. “They’re really funny.”** | **A spoken description of an event as it is happening** | **Every morning, I listen to the radio commentaries of the personnel on Cat Country 98.1.** | Image result for game commentaries |
| **Cajoling** | **“I’ve tried talking!” Mum lashes back. “I’ve tried cajoling, arguing, pleading, reasoning, bribing… I’ve tried everything! EVERYTHING, Frank!”** | **To persuade someone to do something** | **I was cajoling my friend to come to the country concert with me but she does not like country music.** | Image result for cajoling |
| **Precariously** | **It’s balanced precariously on the window ledge.** | **Not safe, strong or steady** | **During construction, the equipment was precariously placed on the shoulder of the bridge.** | Image result for Precariously on a window ledge |

**Comprehension Strategy**

**Before Reading**

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| **Make a connection** | Make inferences | Prediction |
| Self Monitor | **Prior Knowledge** | Questioning |
| Identify Important Information | Visualize | Synthesis |

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| Comprehension Strategy | Language ( What you say to support, teach the comprehension strategy) |
| Make a connection/ Prior Knowledge | “They talk about “body language,” as if we all speak it the same. But everyone has their own dialect. For me right now, for example, swiveling my body right away and staring rigidly at the corner means, “I like you.” Because I didn’t run away and shut myself in the bathroom. I just hope he realizes that.”  Using this quote from the book I will highlight how body language can be just as effective as talking in a situation especially for someone who suffers from social anxiety who may not want to talk to someone they do not know. Using the clip from Mr. Bean, students will watch how body language portrays a big part in how someone can be perceived.  https://www.youtube.com/watch?v=QVuBFQ\_qstc |

**During Reading**

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| Make a connection | **Make inferences** | **Prediction** |
| Self Monitor | Prior Knowledge | **Questioning** |
| Identify Important Information | **Visualize** | Synthesis |

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| **Post It #** | **Comprehension or Vocabulary** | **Language you will use to teach, focus or probe for understanding** |
| **Pg. 1** | Visualize | Students will be asked to visualize the computer leaning off the window sill. They will be asked to draw a picture of what they think the computer looks like on the window sill. |
| **Pg. 2** | Tier 3 Vocabulary- pounds | The currency used in the United Kingdom |
| **Pg. 3** | Make Inferences/Questioning | Students will come up with a list of questions they think the neighbors have who are watching the family fight about the computer. |
| **Pg. 6** | Prediction | Students will form a list of what they think will happen, if anything, to the computer and with the fighting between the mom and Frank. |

**After Reading**

**Comprehension Questions**

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| **Bloom Taxonomy**  **Question Type** | **Question:** *Have a mix of questions* |
| **Knowledge** | **Who are the members of Audrey’s family?**  **What game does her brother play?** |
| **Comprehension** | **How would you compare the personality of Audrey’s brother and her mom?** |
| **Application** | **Create a home environment that would be ideal for Audrey, or someone with social anxiety.** |
| **Analysis** | **What ideas justify Audrey’s mom throwing the computer out the window?** |
| **Synthesis** | **What could be an alternative consequence for Frank instead of his mom throwing the computer out the window?** |
| **Evaluation** | **What is your opinion of Frank when it comes to spending his day playing video games?**  **What choice would you have made if you were in Audrey’s mom’s shoes?** |

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| **Culminating Writing Task** |
| Teacher directions and activities to prepare students for writing:   * Teacher reads prompt and activity to students before they start the lesson. * Students do a practice story telling of an event that happened in their life recently with a partner. * Students each write a their own retell for the first chapter. * Students get into pairs and work towards the prompt together and hand in one final product. |
| Prompt: Based on the two story retells in each pair and using inferences, write about how Audrey, Frank, and her mom will interact in the next few chapters, events that will occur and how Audrey’s social anxiety will come more apparent throughout the book and what role it plays. |
| Scoring notes or Sample response:  See attached essay rubric |

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| **Differentiation Options (modify by content, process, and/or final product)** | |
| English Language Learners (ELL) | * ELL student should be provided with a copy of chapter 1 with the tier 2 and 3 vocabulary words highlighted so the students can look for them as the teacher gives instruction on them. * ELL student can verbally do the story retell as a partner or teacher copies down important notes from the retell. * ELL students should be paired with a non-ELL student when working in pairs towards the culminating writing task. * ELL students should be provided with an audio version of the book after the teacher does the read aloud. |
| Language learner disabilities | * Students who have a language disability should be provided with a copy of chapter 1 with the tier 2 and 3 vocabulary words highlighted so the students can look for them as the teacher gives instruction on them. * Students who have a language disability should be given the option of a written or oral story retell depending on what area they have a strength in. * Students who have a language disability should be paired with a student without a language disability when working in pairs towards the culminating writing task. * Students who have a language disability should be provided with an audio version of the book after the teacher does the read aloud. |

**Any visuals or other supporting documents that you feel support this lesson.**