Novel Study Chapter 9 and 10 Lesson Plan

Subject Area: English Language Arts

Standards:

Standard - CC.1.2.2.A - Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Standard - CC.1.3.2.C - Describe how characters in a story respond to major events and challenges.

Standard - CC.1.3.2.G - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

Standard - 8.3.2.A - Identify groups and organizations and their contributions to the United States.

Standard - 8.2.2.D - Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.

Learning Goal: Students will be able to analyze the challenges faced by pioneers on the Oregon Trail.

Focus: Chapters 9 and 10 of Ranger in Time: Rescue on the Oregon Trail

Lesson Objectives:

Students will be able to read Chapters 9 and 10 with purpose and understanding.

Students will be able to answer *who, what,* and *where* questions and make a prediction about the next chapter.

Students will be able to compare present-day historical landmarks to what they looked like in the 1850s.

Materials/ Resources Needed:

- *Ranger in Time*: Rescue on the Oregon Trail book
- Novel Study worksheet for Chapters 9 and 10
- Powerpoint
- Clipboard
- Pencil

Anticipatory Set:

Students will be asked about the previous chapters of our reading. They will answer questions about Ranger and what they believe will happen in this chapter.

Prerequisite Knowledge:

Students will need to have read chapters 1-8 to read this lesson's chapters.

Teacher Introduction:

We will start by going over unknown vocabulary words that students will see during the lesson. I will also introduce phrases that students might not be familiar with.
With the powerpoint, we will look at what the landmarks that students will read about in the novel looked like in the 1850s as well as what they look like today. Students will make comparisons about the landmarks today and what they looked like to the pioneers.
Students will be assigned partners to read the assigned chapters. When they are done reading, they will answer the Novel Study worksheet page.

Independent Practice:

Students will work with their partner to read Chapters 9 and 10 and complete the questions on the worksheet. When they are done, they can continue to read the novel.

Adaptations:

For my gifted students, I will partner them together so they can read and answer the questions at their own pace. When they are done, they are encouraged to continue reading until all of their peers are done.

I will pull a small group of struggling readers so they can get the support they need while reading and answering questions.

Assessment:

Students will turn in their worksheet page as a formative assessment before it gets added to their packet.

Closure:

I will ask questions about the sequence of events and details from the text. Students will be encouraged to look back in their novels to answer the questions. I will ask students to share their predictions about what happens in the next chapter.