

Lesson Plan: Collaborative STEAL

80 Minutes

Objective(s):

Students will write an explanatory text to examine the development and motivations behind Meg's change, so they are analyze her character traits on a collaborative STEAL chart to prepare.

Common Core Standards Addressed:

W.7.4. Write explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Assessments:

Formal: STEAL chart, essay

Informal: small group discussion, whole class questioning

Materials Chromebooks, [A Wrinkle in Time](#) by Madeleine L'Engle, personal STEAL charts, [collaborative STEAL chart](#), [prompt](#), [rubric](#), [example essay](#), [outline template](#)

Instructional Strategies and Learning Tasks

Warm-Up: Work on personal STEAL chart (*A STEAL Chart maps out a character's development by finding evidence and interpreting his/her Speech, Thoughts, Effects on others, Actions, and Looks. Students find examples of each letter within each chapter for an entire text.)

Collaborative STEAL: Students work with their partners, they find their names on the collaborative GoogleSheet, they discuss their evidence/interpretations from their personal charts, then they choose the one that best represents the chapter, they verify that it has a character trait from the academic language sheet, if not they add one. (*Note- this lesson is differentiated because I paired up the students and gave the higher performing ones more chapters to work on, whereas the lower performing students received one chapter to work on so they could focus on the academic language and discussion).

- teacher shows copy/paste feature
- model how partner discussion looks, explain that you should discuss the evidence/interpretation you have put on your personal STEAL and choose one that best represents the chapter. Explain that the collaborative STEAL will only include Speech and Actions.
- refer students back to their Character Traits list
- remind them that since this will be shared with the class, they should check for convention errors (*Note: I do lessons on grammar most days using PearDeck, in which students take their own Cornell Notes based on the slides, and are immediately assessed with live activities including multiple choice, short answer, etc.)

Color-Coding: Students will color code the chapters that they completed, green=positive character trait, red=negative character trait, yellow=neutral character trait. Then when we zoom out, we have a visual of how Meg has changed/developed over the course of A Wrinkle in Time.

- teacher models how to color code and explains difference between positive/negative/neutral
- teacher leads discussion on what they notice about the chart once we've zoomed out
- Questions: What do you notice? Why is mostly red at the beginning? What happens that makes her turn green at the end? Why is there a little spot of red in the middle- what happens in the novel during that time? So now that we see Meg has changed, what do you think makes her change?

Transition- Great work! Now that we have studied Meg's change, we are prepared to write our essay. We are going to go over an example essay of what you will be writing and using a rubric to grade.

Essay: Students will bring up the prompt on their computers and read it silently to themselves. Then they will learn how the outline and the rubric works and read an example essay so they can evaluate it themselves.

- teacher brings up essay, demonstrates each portion of outline
- explain that evidence can be of any STEAL, not just the Speech and Actions from the collaborative STEAL today
- shows rubric and how to grade on it
- directs students to sample essay, demonstrates how to split screen for easy maneuverability
- ***Note-** The essay is differentiated, because I give students the option for an 8th grade extension, requiring more evidence and interpretation. Students can choose to challenge themselves! (Click on the student names for samples links for from both spectrums of learners: [Emily](#) is a higher performing student, [Yuliana](#) is a lower performing student.)

Closing: Thank you, students! We will begin writing our essays tomorrow!

ELD and Other Special Needs Strategies

- differentiation in Collaborative STEAL chart for each level
- color coding of chart for visualization of Meg's development
- modeling of essay and practice with rubric so students have exposure to evaluation criteria