

Beowulf Lesson Plan

Description

Students will practice writing narratives with descriptive details by participating in engaging activators and by examining text, images, and audio recordings through reading Beowulf.

Prerequisites

Introduction to Book Builder and how to use built in scaffolds; introduction to how to work collaboratively in a group; knowledge of Common Core standards with an emphasis on how elements of a story interact.

Grade 7: English/language arts

Common Core focus:

- *RL3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).*
- *W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*

Instructional goals:

Learners will identify the setting (time/place) in Beowulf and analyze how differences in setting impact the movement of a plot.

Learners will write short narratives, adding enough effective detail about a Grendel, so a listener could visualize him with accuracy.

Objectives:

- Learners will be able to identify the setting in Beowulf whether they choose to focus on the text, images and/or Book Builder versions of the story.
- Learners will be able to identify two ways that setting creates conflict and therefore advances the plot.
- Learners will be able to revise passages of Beowulf to maintain the setting and plot, but will include more descriptive details about Grendel so a reader could visualize the monster.

Variability

Engagement

Students will be participating in a writing workshop, where they will demonstrate effective use of detail, or imagery. The do-now activator will be a "lame" menu projected on the screen. Students will have to justify (a previous vocab word) what they would order and why. This will be difficult as there is no imagery (alas, the point of the lesson). This will segue into a mini-lesson on imagery using multiple means of representation and manipulatives. This will allow visual,

auditory, and hands on learners to access a lesson on imagery while also promoting engagement and collaboration.

7. Provide options for recruiting interest: Menu activity, paper bag activity - relevance and value.

8. Provide options for sustaining effort and persistence: Assignments always have standard on top of page and we review standards at the beginning of every class. All students will have a rubric for the writing assignment aligned to the language in the Common Core. At the end of class, students will self-assess and set goals for the next writing assignment. Students will present in Jigsaw groups and there is a concerted effort to increase student talking time. Also, while students are working in groups, I will be constantly walking around the room to give feedback and address any misinterpretations before students present to classmates.

9. Provide options for self-regulation: End of class self-assessment with questions about their contribution to the learning environment.

Representation

Next, we will read an excerpt from *Beowulf*. I will play the professional reading of the text first, so students can hear it read well. They may choose to read along in their text. The purpose for reading will be to hear the correct pronunciation of the antiquated vocabulary. Next, students will jigsaw, reread, and paraphrase the poem and focus on how elements of the poem interact. During this read, students may read silently, use the online Book Builder, sit with me in a small group to read the story, or may listen to the audio recording again. Hopefully they will note that there are no specific details given about Grendel's appearance but that he is portrayed as fearsome and strong. He is a monster who might resemble a person, an animal, or another description.

1. Provide options for perception: Students may read silently, use the online Book Builder, sit with me in a small group to read the story, or may listen to the audio recording.

2. Provide options for language, mathematic expressions and symbols: Read aloud and Book Builder with built in vocabulary prompts.

3. Provide options for comprehension: Activate or supply background knowledge with menu activator. Guide information processing, visualization, and manipulation with imagery Powerpoint, paper bag activity, and artist drawings.

Action and Expression

When students finish presenting their paraphrased lines, they will work alone or in groups to rewrite the poem including specific details (imagery) about Grendel's appearance using a provided rubric and the optional exemplar and scaffolding. Although they will all rewrite, they have a choice about what they want Grendel to be. (see below). When they finish, they may choose to read their descriptions of Grendel out loud in a dramatization while volunteer "artists" in class sketch the portrayals on the document camera. At the end of class, each student will

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complete a self-assessment to reflect on their work and set goals for the next assignment.

4. Provide options for physical action: Physical manipulatives, option of drawing or observing, use of Book Builder on multiple devices (i.e, navigate on iPad with no keyboard or on my computer)

5. Provide options for expression and communication: Templates and exemplars will be available if students choose to use them. Also, optional scaffolding is at the end of the assignment.

6. Provide options for executive functions: Scaffolding built into assignment, post goals and objectives on board and refer to often. Also place objectives on assignment handouts.

Formative Assessment

Student directions: Now that you have paraphrased the poem, add sensory details to paint a picture of Grendel. Insert the description of Grendel at the beginning of the fourth section of the poem.

I have heard,
To, that this monster’s scorn of men
Is so great that he needs no weapons and fears none.
Nor will I.
I have also heard...

➡ **(This is where you need to add a sensory description so we know exactly what Grendel looks like)**

Exemplar:

➡ I have also heard...
Grendel perches on ruby red high heels that click like the tick of a bomb everywhere she walks. Her costume is that of an innocent school teacher, yet her students know that behind her coral buttoned shirt are the lilac, gelatinous tentacles of a Portuguese man-of-war. Her short brown hair spikes out like the back of a stegosaurus, always crossed with two copper bobby-pins. She is sharp and bony, yet her man hands look like they could crush a man’s skull. Her real power hides behind her kind, brown eyes – like hot chocolate, they look warm, but they will burn knowledge straight into you.

Assignment Rubric

Advanced (4)	Competent (3)	Limited (2)	Emerging (1)
Uses precise words and phrases, relevant descriptive details, and sensory language to describe Grendel so readers can visualize exactly what he looks like and why he is so feared.	Uses precise words and phrases, relevant descriptive details, and sensory language to describe Grendel so readers can visualize what he looks like.	Attempts to use precise words, descriptive details, and sensory language, but some words are vague and although the reader can picture some aspects of Grendel, they can’t visualize the monster completely.	Attempts to use precise words, descriptive details, and sensory language, but word choice is vague and readers cannot visualize Grendel.

Optional scaffolding: (Tips to help you earn a 4)

- Start by drawing Grendel and then describe what you have drawn. This will help you to note every detail.
- Use color words or similes and metaphors to explain Grendel's color.

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- Be sure to describe his size. Similes and metaphors are effective ways to give readers a picture of how big he is.
- If you have no idea how to start, use the picture below to help you. Use that shape and size and then think about how to describe it. Add color!

