

## 21<sup>st</sup> Century Healthy Living Lesson

Grade: 10-12 Unit: Home of the Brave Novel Study Post-it Notes Choose an item.

**Driving Question: When you read, how do you connect with the novel?**

### Curriculum Outcomes:

- Making connections
- Reading comprehension
- Communicating point of view and extending personal responses

Choose an item.

**Expected Time:** This is an on-going activity in which students are putting sticky-notes in to their novel as they read to make connections and communicate point of view. Students will transfer their sticky note writings to the Padlet class page weekly so that students can read each other's personal responses.

### Resources:

Novels

Sticky notes

Padlet: [www.padlet.com](http://www.padlet.com) (Teacher will need to set up a teacher account beforehand.)

### Lesson Procedure

Teacher does (I Do):

Teacher will read aloud a part from the novel and show students how to respond to the text as reading. The teacher will read, stop and orally share what she/he is writing on the sticky note as a personal response. The teacher should repeat this a number of times, responding in different ways on the sticky note.

Teacher screencast:

<http://www.youtube.com/watch?v=5GVrRPGdCw0>

**Give students examples of sticky-note starters:**

*"I felt like this when..."*

*"I can picture...."*

*"This makes me feel..."*

*"I like/ don't like this part because..."*

*"This reminds me of...."*

*"I am confused here because...."*

*"I thought about...."*

*"I wonder ....."*

### 21<sup>st</sup> century skills

- ☐ find, validate
- ☐ remember, understand
- ☐ collaborate, communicate
- ☐ analyze, synthesize
- ☐ critical thinking
- ☐ evaluate, leverage
- ☐ create, publish
- ☐ citizenship

<p>Individual student work (You Do):</p> <p>Students will be doing silent reading (teacher can read aloud with those students that may be struggling). Students can use their translator apps on the phones. Each student will be at different places in the novel but hopefully are all starting Part Two in this lesson.</p> <p>As students are reading, they will complete three sticky notes with personal responses. Students will be guided to use three different starters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> create, publish</li> <li><input type="checkbox"/> citizenship</li> </ul>
<p>Group work (We Do):</p> <p>During the last 30 minutes of the class, each student will go to the teacher's Padlet board page. My example is: <a href="http://padlet.com/lleyte/pz2o3i6ibr5h">http://padlet.com/lleyte/pz2o3i6ibr5h</a></p> <p>Once there, they will be shown how to insert their own notes by double-clicking on the board. Each sticky note has a title, which can be their personal response and underneath the title students will write the quote and the page. Students do not put their names on their post-its for anonymity and comfort in sharing their personal responses.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> create, publish</li> <li><input type="checkbox"/> citizenship</li> </ul>
<p>Class share (We Share):</p> <p>Class will read each other's sticky notes at the end of the lesson and as they put in other responses throughout the novel reading throughout the upcoming weeks.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> <li><input type="checkbox"/> create, publish</li> <li><input type="checkbox"/> citizenship</li> </ul>
<p><b>Lesson Wrap Up:</b></p> <p><b>Look at the Padlet board together to read the responses put in during that lesson. Remind students that they need to put in their post-it notes on Padlet at the end of each week. Students should have 15-20 post-it notes throughout the novel when they are finished.</b></p>	
<p><b>Differentiation/Modification/Enrichment:</b></p> <p><b>Teacher will read aloud with some students.</b></p> <p><b>Teacher can create a word bank for lower level students as they find vocabulary words that they struggle with. (They could use an app such as <a href="http://www.coursenotesapp.com/app/">http://www.coursenotesapp.com/app/</a> or Evernote <a href="https://evernote.com">https://evernote.com</a> to take notes about vocabulary.</b></p>	
<p><b>Assessment: 2-3 sticky notes by the end of this lesson to show understanding of how to respond to readings using three different personal note responses.</b></p>	
<p><b>Follow-up</b></p> <p><b>These post-it notes will be used in a double-entry journal lesson at the end of the novel</b></p>	

