

Text: “The Dinner Party” by Mona Gardner Goals/Objectives: - Students will make predictions and support their thinking with evidence from the text - Students will analyze character, citing evidence to support their analysis	
Before-During-After Lesson	Lenses of Learning linked to the lesson
BEFORE: - Word splash – independent, share with a partner, choose 2-3 to share with full class - Categorize words from word splash: which words are going to be specific to setting? Character? Plot? – partner/small group, share out with full class - Make some predictions: Where will the story likely take place? Who will the characters likely be? – full group	Meaning-centered Language-based Social Human
DURING: - Chunk the text. Teacher reads part 1 aloud. Purpose for reading: read to confirm or contradict your prediction – full group - Pause after part 1: What has just happened? What is the key word from your word splash list that helps you infer what might be going on? – pair share - Turn and talk – how do you think this story might end? Use the words on the word splash list that we have not yet encountered. - Read part 2 aloud. Purpose for reading: read to confirm or contradict your prediction.	Meaning-centered Language-based Social Human
AFTER: - Summarize: With a partner or small group, list 5 things you learn about a cobra from this story. - Character analysis: Review the three major characters (Colonel, hostess, American). As in most short stories, one of these three turns out to be the hero. Who is the hero in this story? Discuss with your partner and be ready to defend your choice. Share out with full group. - Choose one character who you think is the hero. Identify three character traits that would tend to label him/her as a hero in the story. Cite evidence from the story that is an example of that character trait. – Independent - Three Corners: move to the corner of the room assigned to your hero. Discuss with others who chose the same hero what character traits he or she displayed, and share your supporting evidence. – Small group - Ticket out the door OR Homework: Write a paragraph defending who the hero of the story is, identifying three character traits that make him or her a hero. Cite evidence from the passage to support your response. – Independent	Meaning-centered Language-based Social Human
Lesson adaptations to include all learners:	
Assessment aligned with this lesson:	