

During Reading Strategy: Double-Entry Journals
Microteaching Lesson Plan
Grade Level 10

Title of Lesson	Double-Entry Journals - A “During Reading” Strategy
Focus Standards	<p>Standards relating to comprehension, retention, and connections between reading and writing</p> <p>10.1.2.1 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</p> <p>10.1.2.2 R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups</p> <p>10.1.4.1 R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</p> <p>10.1.5.1 R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</p>
Essential Questions	<ol style="list-style-type: none"> 1. How do readers interact with, comprehend, and reflect on texts? 2. How can reading strategies aid students in engaging with ELA as a disciplinary practice? <p>(As teachers, we would also reflect on our own about what we can do to guide students to interpret and respond to texts.)</p>
Learning Objectives/ Essential Understandings	<p>List 1-2 specific objectives -- what will learners know or be able to do after your lessons? Consult Bloom's Taxonomy to select appropriate verbs.</p> <p>Learners will know how:</p>

	<ol style="list-style-type: none"> 1. Double-ended journals assist in reading comprehension. 2. Texts can be interpreted in different ways by different readers. <p>Additionally, the students will be able to explain how they can apply double-entry journals to actively engage with texts.</p>
Prior Knowledge/ Pre-assessment	<p>What are you assuming learners already know? If you plan to find out what they know before you begin your lesson, how will you do so?</p> <ul style="list-style-type: none"> • Students will need to know how to read and draw inferences from texts. • Students will need to know how to conduct small group conversations.
Lesson Opening	<p>How will you begin your lesson in order to get learners to be motivated?</p> <p><u>2 Minutes:</u> Welcome to the first day of our discussion of Mary Shelley's <i>Frankenstein</i>. Before we discuss the text, we wanted to introduce a reading strategy that might be useful in your understanding and active comprehension. We are beginning the lesson with this strategy because we want to demonstrate how all of us approach the text individually with different backgrounds and assumptions which influence our reactions.</p> <p>Then we will read the first page of <i>Frankenstein</i>, responding to the text in our double-entry journals.</p> <p>After that, we will break into our small groups to share our reflections with each other before closing out the class as one large group.</p>
Learner Engagement and Participation	<p>How will you engage learners in your lesson? How will they be participating? Describe the specific learning activities you are planning. (This is where the bulk of your lesson plan design will go.)</p> <p><u>*Adapted from Adlit.org*</u></p> <p><u>2 Minutes:</u> Step 1: Double-Entry Journal Intro</p> <ul style="list-style-type: none"> - Slide of what a Double Entry Journal is - Students fold a piece of paper in half, lengthwise. - In the left hand column, the students write a phrase or

	<p>sentence from the selection that was particularly meaningful to them, along with the page number.</p> <ul style="list-style-type: none"> - In the right hand column, the students react to the passage by writing personal responses to the quotes on the left. The entry may include a comment, a question, a connection made, or an analysis. <p><u>5 Minutes:</u> Step 2: Introduce a passage of <i>Frankenstein</i> to the students.</p> <ul style="list-style-type: none"> - Discuss the Double-Entry Journal technique and model the procedure including specific guidelines for writing. - Inform students to make journal entries whenever a natural pause occurs in their own reading practice, so that the flow is not interrupted constantly. - Model with the journal entry sample from Shel Silverstein <p><u>5 Minutes:</u> Step 3: Students individually practice Double-Entry Journal</p> <ul style="list-style-type: none"> - Students read the selected text, which will be projected onto the screen and be available in the lesson slide for reading from their laptops. - Practice Double-Entry Journal. <p><u>5 Minutes:</u> Step 4: Students share their responses with their literature discussion group (base groups).</p> <ul style="list-style-type: none"> - Students can make connections, challenge each other's thoughts or raise questions. <p><u>1 Minute:</u> Step 5: Come together for large-group discussion.</p> <ul style="list-style-type: none"> - As a large group, each group will have the opportunity to share their responses or questions that came up from small group discussion (time-restrictive in the mini-lesson, but will be included in actual lesson taught at a school). <p><i>Note: We are allocating one minute to this step because we are only explaining to the class what step 5 would entail in a secondary classroom.</i></p>
<p>Supporting Materials/Resources</p>	<p>Resources used during lesson:</p> <ul style="list-style-type: none"> • Information will be shared with the class using this GoogleSlide Presentation. Content will include an explanation of double-journal entry as a reading strategy and an excerpt from <i>Frankenstein</i>.

	<ul style="list-style-type: none"> Students will each need a sheet of paper and a pen to complete the double-journal entry. <p>Sources used:</p> <ul style="list-style-type: none"> https://www.adlit.org/in-the-classroom/strategies/double-entry-journals Shelley, Mary. <i>Frankenstein</i>. Signet Classic, 1963.
Technology Integration	<p>Are you using technology to enhance this lesson? If so, how (refer to PICRAT, SAMR, etc.)? If you decided not to use technology for this lesson, what is your reason?</p> <ul style="list-style-type: none"> Utilizing GoogleSlides, and having the mobility of moving the lesson to an online learning format if needed. (Through Zoom, breakout rooms and Google Slides) If a classmate is joining virtually, they can coordinate with their base groups through the Zoom chat feature. We will also have Google Slides available to be shared with anyone joining in virtually.
Post-assessment	<p>How will you assess that learners met your objectives? (This can happen in class or it can happen later on.)</p> <ul style="list-style-type: none"> Observing students' double-entry journals (left side contains text reference, right side contains reflection) Listening to the comments students make about their reflections to the text while in small group discussions Asking questions in response to their reflections of the text when in the large group discussion As part of their reading homework, we will ask students to engage with this reading strategy. In the next lesson, we will reflect as a class how students' felt the strategy enhanced and/or detracted from their reading comprehension as a way to evaluate our teaching and gain feedback.
Lesson Closure	<p>How will you end your lesson?</p> <p>We will conclude our lesson on September 22 after step 3 noted above (small group discussion). We will explain that, were we to execute this lesson plan in a classroom with our secondary students, we would move from step 3 to step 4</p>

	<p>(large group discussion) before concluding the lesson.</p> <p>Students would be asked to incorporate double-entry journaling as they read the first two chapters of <i>Frankenstein</i> for homework, and to bring their journals and <i>Frankenstein</i> to the next class.</p>
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Slides:

1. Title (Sierra)
2. Overview/Agenda (Sierra)
3. Double-Entry Journal Description (Sierra)
4. Example of Double-Entry Journal (Theresa)
5. Excerpt of *Frankenstein* (Theresa)
6. Sharing Out and Wrapping Up (Theresa)