Grade 7: Module 3: Unit 3: Lesson 12
Coda: What Gives My Story Power?
Celebrating Student Work
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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.7.2)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)

Supporting Learning Targets

• I can analyze how the content, theme, images, and language in a classmate’s story give the work its enduring power.

Ongoing Assessment

• Closing Reflection

Agenda

1. Opening
   A. Return Children’s Books (5 minutes)
2. Work Time
   A. Silent Gallery Walk (20 minutes)
   B. Celebrations (10 minutes)
3. Closing and Assessment
   A. Closing Reflections (10 minutes)
4. Homework
   A. Independent reading.

Teaching Notes

• Today students will have a chance to read and celebrate each other’s powerful stories. Consider how you might make this day feel more celebratory.

• If you do not have all the stories evaluated and ready to return with written feedback, you may still do the Silent Gallery Walk. You may want to skip Opening A and add 5 minutes onto Work Time A. Be sure to recollect and keep the student work at the end of Closing and Assessment Part A.

• During Work Time A, so that students who read quickly have plenty of material to evaluate, consider augmenting the student work with *Turning the Page, Frederick Douglass: The Last Day of Slavery*, your own children’s book (if you test-drove the assignment), and/or children’s books from other classes.

• The celebrations in Work Time B can be a wonderful way to reinforce the collegiate culture in your classroom. Think carefully about how you can structure it so that all students will feel celebrated. Ahead of time, you may want to ask some of your stronger students to be prepared to give positive feedback for students who do not always get celebrations. Or you may prepare a celebration for each student so you can be ready to mention a student that another student has not.

• The homework for this lesson is flexible and will depend on the needs of the class.
  – Consider assigning a more robust reflection as homework.
  – If students could benefit from doing another draft of the book, consider assigning revisions.
  – If you’ve launched a new independent reading project (see Lesson 9 Teaching Notes), they can read.

• In advance: Review the Gallery Walk protocol (See Appendix).
Lesson Vocabulary | Materials
---|---
• Students’ children’s books (completed in Lesson 10; returned today with feedback)
• Sticky notes (10 per student)
• Closing Reflection (one per student)

Opening

A. Return Children’s Books (5 minutes)
• Return students’ children’s books with your feedback. Give students a few minutes to react to their feedback.
• Ask them:
  * “What are three ways you tried to make your story a powerful story?”
• After a few moments, invite them to turn and talk with a partner about the elements of their own story that they think make it a powerful story.
• Collect students’ children’s books and put them in a pile at the front of the classroom.

Meeting Students’ Needs
## Work Time

### A. Silent Galley Walk (20 minutes)
- Distribute **sticky notes** to each student. Direct students’ attention to the learning target. Invite them to turn and talk briefly to discuss how this target connects to those in Lesson 11.
- Listen for students to note that today they will do the same work they were doing with *Turning the Page* in Lesson 11. Instead of collecting it on a chart, they will be noting it in the book.
- Instruct them to use the sticky notes to give feedback on the powerful story elements they find in peers’ stories. Remind them that often the reason a phrase or a piece of text is powerful is because it relates to an overall theme. Challenge them to note that link. They may also note parts of the story that they particularly liked, that evoked a strong feeling, or that helped them understand the story of Frederick Douglass in a new way.
- Depending on the needs of your class, you may want to specify a number of sticky notes to use (i.e., “Leave three notes in each story you read.”) or create some exemplars to share before students begin.
- Remind students of the norms of a Gallery Walk and that the class will be silent for 20 minutes. After they are done reading one story, they should silently return it to the front of a class and get another. Encourage them to thoughtfully read as many of their classmates’ stories as they can, but let them know they needn’t race through. As long as they are reading during the entire Gallery Walk, they are on task. Assure them they will have time to share out their findings at the end of the class.
- Address any clarifying questions, then begin the Gallery Walk. Invite students to come and grab a story. Participate as you are able. You may want to start with the books that you know will be the most difficult for students to praise.
- When 5 minutes remain, give students a time warning. Encourage them to get to books where there are fewer sticky notes.
- After 20 minutes, end the Gallery Walk and invite students to return their children’s books to the front of the class.

### B. Celebrations (10 minutes)
- Refocus students on the learning target for today’s lesson. Invite students to take a few moments now to celebrate out loud with the class some of the elements of powerful stories they found in each other’s work.
- Depending on the needs of your class, you may want to give more structure for this activity (i.e., cold call on students instead of waiting for students to “popcorn,” or celebrating each student in turn).
- Remember that you want every student to receive some praise.
- At the end of the activity, return the children’s books if you have already assessed them.

### Meeting Students’ Needs
- Use of protocols (such as the Silent Gallery Walk) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge.
### Closing and Assessment

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<thead>
<tr>
<th>A. Closing Reflections (10 minutes)</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>• Give students a few minutes to react to the sticky notes of their classmates.</td>
<td>• Developing self-assessment and reflection supports all learners.</td>
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<td>• While students are reading over their peers’ feedback, distribute the <strong>Closing Reflection</strong>. Direct students to work on it individually.</td>
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<td>• As time permits, invite students to share their reflections with the group.</td>
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### Homework

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<tr>
<td>• Independent reading (see Teaching Notes).</td>
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Closing Reflection
Writing the Children’s Book

Name: 

Date: 

Closing Reflection
Directions: Please complete this task individually.

1. What has been the most powerful story you have read in this module? Why?

2. As a writer, what are three things you’ve learned about how to create powerful stories?

3. What advice would you give to a seventh grader who is about to embark on this module? What are some potential pitfalls? Why? How can they avoid them? What are some potential “ah-ha” moments they may have?