

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 5/6 ELA	School:	Dragon Lake Elementary
Date:	March 6, 2023	Allotted Time:	75 minutes
Topic/Title:	<i>The Barren Grounds</i> - Novel Study One-Pager		


1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i>
<p>This lesson is part of an extensive ELA novel study of David A. Robertson's book, <i>The Barren Grounds</i>—a fictional story exploring Indigenous culture, identity, belonging, responsibility, community, teachings, and the importance of land and place.</p> <p>During the unit, students have been asked to think critically, creatively, and reflectively while exploring ideas within and beyond the text. The focus has been on building student reading and listening skills to aid in comprehension and connection-making. Students have worked on organizing their ideas and expressing comprehension of the novel orally (in whole-class and small group discussions), visually (in shoe box dioramas showcasing their favourites scenes), and in writing (via sketch-noting, word collecting, informal journaling, responses to comprehension questions, and in paragraphs summarizing their favourite scenes and how the characters have changed and evolved from the beginning of the story to the end). Students were also responsible for writing a book recommendation that included a review, hook, new blurb for the back cover, an illustration for the front cover, and a rating (out of 5 stars).</p> <p>In this lesson, students will be introduced to their final task for <i>The Barren Grounds</i>: a "Novel Study One-Pager." Students will be asked to take a close look at the novel and analyze the characters, quotes, and actions, and connect them to a theme. Students can choose from the following themes: identity, belonging, responsibility, community, teachings, or land & place, and then represent their understanding on one piece of paper using quotes, pictures, doodles, and examples from the novel. This must be done thoughtfully, in a creative and unique way.</p>

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
<ul style="list-style-type: none"> ✓ COMMUNICATION – Communicating ✓ COMMUNICATION – Collaborating ✓ THINKING – Creative Thinking ✓ THINKING – Critical Thinking ✓ THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity ✓ PERSONAL AND SOCIAL – Social Awareness and Responsibility 	<p> Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding by their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.</p> <ul style="list-style-type: none"> • Students will be active listeners, make connections, and ask clarifying and extending questions when appropriate. • Students will share their thoughts and ideas and try to connect them to others' thoughts and ideas.



Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

- Students will work respectfully in the shared space.
- Students will express their ideas and help others feel comfortable to share theirs so that all voices are included.



Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflecting on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality. People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

- Students will interact with text and think “outside of the box” using their own ideas, or ideas they gained in discussions with peers.
- Students will incorporate different ideas and perspectives into their work, creating thoughtful, creative, and unique one-pagers.



Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

- Students will ask questions, gather information, and make judgments about the text and how it relates to a theme.
- Students will explore with a purpose in mind and use what they have learned to extend their thinking.
- Students will tell or show others about their thinking.
- Students will reflect on their work and experiences.
- Students will give, receive, and act on feedback.

	<p>PS Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.</p> <ul style="list-style-type: none"> • Students will demonstrate respectful and inclusive behaviour when exploring and discussing Indigenous culture and history. • Students will make a concerted effort to understand the themes of the novel (i.e., identity, belonging, responsibility, community, teachings, and land & place) and develop a knowledge of interconnectedness—among people, place, land, and animals.
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<ul style="list-style-type: none"> ✓ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. ✓ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ✓ Learning involves recognizing the consequences of one's actions. ✓ Learning involves generational roles and responsibilities. ✓ Learning recognizes the role of Indigenous knowledge. ✓ Learning is embedded in memory, history, and story. ✓ Learning involves patience and time. ✓ Learning requires exploration of one's identity. ✓ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p><i>The Barren Grounds</i> is a fictional story that explores Indigenous culture and hard truths about Canada's history and its effects on the present. Students will need to think critically and reflectively while exploring these ideas - both within and beyond the text (comprehension and connection). The novel study guide used in this unit is rooted in the FPPL and deliberately addresses the Calls to Action of the Truth and Reconciliation Commission of Canada, specifically the call to "integrate Indigenous knowledge and teaching methods into classrooms (clause 62) and "build student capacity for intercultural understanding, empathy and mutual respect" (clause 63). Throughout the unit, students will be asked to make connections to belonging, land & place, responsibility, teachings, community consciousness, and identity – all topics they will be discussing first so that they can write about them with meaning later. Students will be asked to stretch themselves in the exploration of story and their own words. These learning outcomes will take patience and time and students will be reminded that it will get easier the more they practice and push themselves out of their comfort zones.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

(choose course under Curriculum, match lesson to one or more Big Ideas)

<p><i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i></p> <p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <ul style="list-style-type: none"> How does sharing different perspectives help us extend our understanding and make connections through text? <p>Language and text can be a source of creativity and joy.</p> <ul style="list-style-type: none"> How does writing about the things we read help us understand text more meaningfully?

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

<p>Curricular Competencies: <i>What are students expected to do?</i></p>	<p>Content: <i>What are students expected to learn?</i></p>
<p>In this lesson, students are expected to DO the following:</p> <p>Comprehend and connect (reading, listening, viewing):</p> <ul style="list-style-type: none"> Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking. Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. Recognize how language constructs personal, social, and cultural identity. Construct meaningful personal connections between self, text, and world. Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> Exchange ideas and viewpoints to build shared understanding and extend thinking. Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. 	<p>In this lesson, students are expected to KNOW about:</p> <ul style="list-style-type: none"> Story/text – forms, functions, and genres of text. Strategies and processes – reading strategies; metacognitive strategies; writing processes. Language features, structures, and conventions – paragraphing; sentence structure and grammar; conventions. <div data-bbox="933 1207 1421 1617"> </div>

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

At the beginning of the lesson, we will discuss theme and the various themes highlighted throughout the novel. Students are expected to engage in this whole-class discussion before breaking off into small groups to discuss the themes that stood out to them. After sufficient time, the class will come back together and students will be asked to share their thoughts (i.e. what they discussed in relation to theme). Students are expected to participate, extend their thinking, and consider different perspectives. Student understanding will be **formatively assessed** at this time.

Students will then listen and follow along while the teacher reviews the assignment, presents the criteria (see below), provides exemplars, and explains the rubric.

The criteria for the assignment is as follows:

- 2+ symbolism images
- 1 image of the main character
- 3 quotes from the novel
- 1 other quote
- 2 text-to-world or text-to-self connections
- 1 excerpt from the novel

Each of these requirements must connect to your chosen theme!

Students will be given time to work on the assignment today, as well as in the next 3-4 ELA blocks.

During each block, the teacher will support and provide feedback to students and encourage students to engage in peer review, feedback, and editing (as was practiced with their scene summaries and character evolution paragraphs). Students will then submit their one-pagers at week's end to be **summatively assessed** against the following rubric:

One-Pager Novel Study Rubric		Name: _____		
	Emerging	Developing	Proficient	Extending
Connections	Project does not go beyond literal comprehension of the text.	Project includes one or two examples of interpretation, connections, and/or synthesis, but does not explain thinking.	Project includes 3+ examples of interpretation, connections, and/or synthesis that go beyond comprehending the text and are explained.	Project demonstrates rich, well-explained thinking that goes beyond the text via interpretation, connections, and/or synthesis.
Illustrations/ Symbolism	Illustrations have no relevance to the theme or the novel.	Some symbolism is demonstrated through the use of illustrations and the pictures are all related to the novel.	The project uses symbolism to connect to theme through illustrations.	Demonstrates a deep understanding of the use of symbolism through illustrations. Both theme and connections are represented.
Theme	Project does not demonstrate comprehension of the text's theme - details and examples do not connect to a chosen theme.	Project demonstrates comprehension of the text's theme - details are not clear and minimal examples are provided.	Project demonstrates good comprehension of text theme using details from the text and providing examples of setting, events, characters, and literary elements.	Project demonstrates excellent comprehension of text theme using details from the text and providing detailed examples of setting, events, characters, and literary elements

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

It is essential that all students be included in this lesson and its tasks. Effective UDL strategies (tailored to the classroom and students) will be utilized to ensure that the assignment is accessible to all learners. The lessons will aim for a lively pace, consist of explicit oral and visual instruction, and be interwoven with technology and hands-on activities to engage all learners. Composite tasks will be broken down, and the robust whole-class and small-group discussions will be geared toward an intensified understanding of the task and the content. Additional support and voice to text software will be made available to students who need it (i.e. rather than do written work directly on the poster-paper, these students could use voice to text software and have the teacher print and glue their text onto the paper; or if they would rather write directly on the paper like their peers, I could scribe what they want to say onto a scrap piece of paper that they can then transfer to their poster-papers in their own printing).

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Hard copy of the book, *The Barren Grounds*, by David A. Robertson (more than one if possible)
- Digital copy of the book, *The Barren Grounds*, by David A. Robertson
 - post to Google Classroom so that students can find their 3 quotes and 1 excerpt without having to share the hard copies
- Slideshow outlining the assignment (self-made and included with this lesson)
- Classroom Smartboard to display slideshow.
- Chromebooks or access to a computer lab w/ voice-to-text software
- 11x17 white paper (one per student – plus extras)

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i>	<p>Cue ALL students that it is time for ELA, referencing the visual schedule.</p> <p>When students are seated, organized, quiet, and have eyes on, say:</p> <p>“Today, we will begin our final ELA task involving <i>The Barren Grounds</i>—a novel study one-pager. This task will focus on theme and theme development. You will need to look closely at the novel and analyze its characters, quotes, and actions, and connect them to your chosen theme—either identity, belonging, responsibility, community, teachings, or land & place. You will represent your understanding of the theme thoughtfully and creatively on a piece of 11x 17 paper using quotes, pictures, and an excerpt from the novel.”</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
BODY: <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: Ask students, by a show of thumbs, if they remember what theme is (remind them that we watched a short video on theme earlier in the unit).</p> <p>STUDENTS DO: Give a thumbs up (I know what theme is), thumbs down (I don't know what theme is); or thumbs sideways (I sort of know).</p> <p>I DO: Review the video, “Theme: English for Kids” from Mind Blooming at: https://www.youtube.com/watch?app=desktop&v=xwkKB1zpRXE and talk about how theme refers to a story's deeper meaning, how all works of literature contend with certain complex ideas using theme, and how there are countless ways to approach the theme of a story. Talk about how theme is different than the moral of the story or the topic of the story. Make sure that students understand that theme is not one word, rather it is a sentence that describes the central idea(s) that a piece of writing explores. Talk about how authors usually look at theme and explore it using story elements such as character, setting, and plot—allowing the reader to infer meaning.</p> <p>WE DO: Throughout this review, I will have engaged students in discussion, asked and answered questions, and kept students on task and students will have participated and contributed to the discussion as appropriate.</p> <p>I DO: Bring up slide 1 of my slideshow:</p> <div data-bbox="506 1509 1276 1879" data-label="Diagram"> <p style="text-align: center;"><u>One-Pager Novel Study</u></p> <p style="text-align: center;"><i>The Barren Grounds</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Belonging</div> <div style="text-align: center;">Land & Place</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Teachings</div> <div style="text-align: center;">Responsibility</div> <div style="text-align: center;">Identity</div> <div style="text-align: center;">Community</div> </div> </div>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (65 min)</p>

	<p>I DO: Discuss themes related to belonging, responsibility, teachings, identity, community, and land & place. Talk about how these single words can conger up several different themes in <i>The Barren Grounds</i>, how the author uses the characters, settings, and plot to showcase and develop them, and how we (as readers) made inferences about them while we were reading the novel.</p> <p>I DO: Ask students to turn to the person beside or behind them to discuss these six words and the themes they give rise to, how they were developed, and which ones stood out to them. Let students know that they have the next five minutes to discuss and that once the time has elapsed we will be coming together to share.</p> <p>STUDENTS DO: Pair and share for five minutes; focus on the topic at hand.</p> <p>I DO: Circulate, formatively assess student understanding, monitor discussions, and re-direct off-task behaviour.</p> <p>WE DO: After the five minutes has elapsed, come back together as a class.</p> <p>I DO: Call on each student and give them an opportunity to share which theme(s) in the novel stood out the most (probing them to provide an example of how they saw that theme develop throughout the novel).</p> <p>STDUENTS DO: Share their thoughts and ideas with the class.</p> <p>I DO: Acknowledge student responses. Once everyone has had a chance to share, thank the class for their participation and praise their contributions.</p> <p>I DO: Bring up and go over slide 2 and 3 of my slideshow:</p> <p>The purpose of a one-pager assignment is to take a closer look at a novel and analyze the characters, quotes, and actions, and connect them to <u>theme</u>.</p> <p>You should represent all your thoughts on one piece of paper by using quotes, pictures, doodles, and examples from the novel in creative and unique ways.</p> <p>The criteria for the assignment is as follows:</p> <ul style="list-style-type: none"> ● 2+ symbolism images ● 1 image of the main character ● 3 quotes from the novel ● 1 other quote ● 2 text-to-world or text-to-self connections ● 1 excerpt from the novel <p>Each of these requirements must connect to your chosen theme!</p>	
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I DO: Discuss how students can find the 2+ symbolism images and the image of the main character (i.e., using their imaginations and their creativity); as well as how they can find the 3 quotes and 1 excerpt (i.e., using computer lab time to look through the digital copy of the book on Google Classroom), and the text-to-world or text-to-self connections (i.e., using their critical and reflective thinking skills).

STUDENTS DO: Listen and pay attention.

I DO: Ask students if they have any questions or concerns.

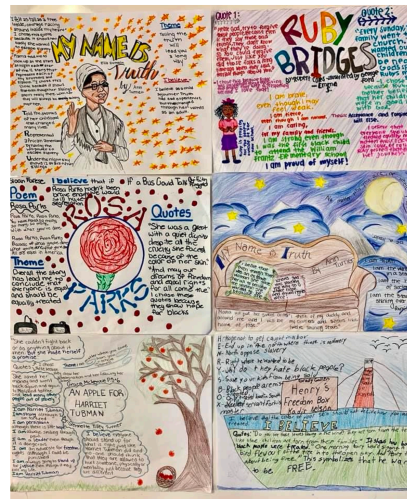
STUDENTS DO: Raise questions and/or concerns.

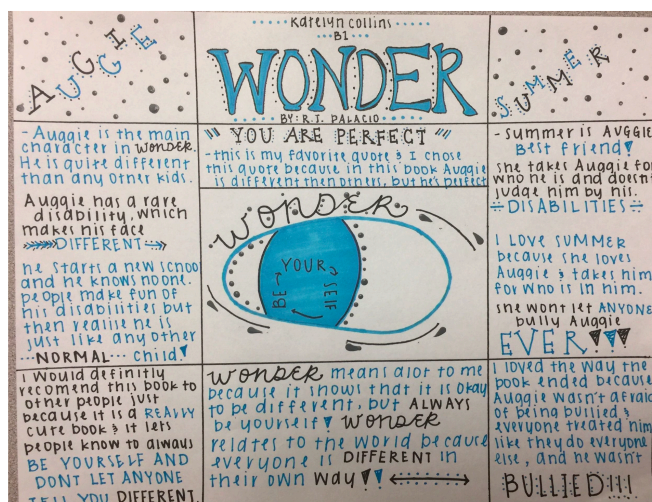
I DO: Answer student questions and concerns.

STUDENTS DO: Listen attentively.

I DO: Bring up and go over slides 4-8 of my slideshow, focusing on how each exemplar has the title of the book clearly visible, in addition to the author, and theme, as well as symbolic images and illustrations. Highlight the quality of work (i.e., neat and easy to read print, fine-lined, colourful and attractive) and reinforce that expectation. Remind students that they have several blocks to work on this assignment, so they should not be rushing to get through it—no “free time” will be awarded to early finishers who have not met the expectations; students will be asked to re-do if they hand in something with little/no effort.

Exemplars





I DO: While reviewing the exemplars, I will have engaged students in discussion, asked and answered questions, and kept students on task.

STUDENTS DO: Students will have participated, asked questions, and contributed as appropriate.

I DO: Bring up and go over slide 9 of my slideshow (final slide), which outlines how the assignment will be assessed:

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Illustrations/ Symbolism	Illustrations have no relevance to the theme or the novel.	Some symbolism is demonstrated through the use of illustrations and the pictures are all related to the novel.	The project uses symbolism to connect to theme through illustrations.	Demonstrates a deep understanding of the use of symbolism through illustrations. Both theme and connections are represented.
Theme	Project does not demonstrate comprehension of the text's theme - details and examples do not connect to a chosen theme.	Project demonstrates comprehension of the text's theme - details are not clear and minimal examples are provided.	Project demonstrates good comprehension of text theme using details from the text and providing examples of setting, events, characters, and literary elements.	Project demonstrates excellent comprehension of text theme using details from the text and providing detailed examples of setting, events, characters, and literary elements

I DO: Ask students if they have any questions or concerns.

STUDENTS DO: Raise questions and/or concerns.

I DO: Answer student questions and concerns.

I DO: Inform students that they have the rest of today's block to work on the assignment. They must decide on their theme and then they can start looking for quotes and excerpts on Google classroom (computer lab time is booked) or work on adding the name of the novel, author, chosen theme, and/or illustrations on their poster-paper.

	<p>I DO: Tell students where they can find the 11x17 white paper if they want to start on that part of the assignment (point to front shelf). If they want to start looking for quotes or an excerpt, they should grab a loose-leaf piece of paper so that they can write the quotes down and keep track of them as they go. If they are looking for quotes, all they need is a pencil; if they are starting on the creation of their posters, they should bring their toolkits with pencil, eraser, markers, a ruler, etc.</p> <p>WE DO: Transition to the computer lab where students can spend the remainder of the ELA block either working on (1) adding details to their poster-paper (i.e., title of novel, author, theme, images) or (2) finding the quotes and excerpts they want to include on their novel study one-pagers.</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>Cue students that it is nearing the end of ELA.</p> <p>Ask students to log off of the computers, push in their chairs, and collect all the materials they brought with them (pencils, toolkits, papers with transcribed quotes, etc.). Once they have done this, they can line up quietly. If students have started their posters, they should give them to me and I will keep them safe until our next ELA block.</p> <p>Once ready and lined up, walk back to the class.</p> <p>Cue ALL students to move on to the next activity/scheduled task</p>	<p>Wrapping it up! (5 min)</p>

REFLECTION

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on ways you modeled & acted within the Professional Standards of BC Educators & BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<p>The instructional portion of this lesson went really well, with students engaged and asking questions during the whole group discussion, as well as fully participating in the pair and share. While I was teaching the lesson, I could tell that most students needed further clarification and direction on pin-pointing theme so I provide 1-2 theme examples related to each of the main topics that were suggested in my slideshow (i.e. belonging, community, identity, responsibility, teachings, and land & place). This helped students get going, especially those who normally find it hard to begin tasks. I also provided a loose-leaf sheet of paper to every student to get them to start jotting down theme ideas and one-liners before we headed to the lab.</p> <p>Once in the lab, most students began looking for quotes and that is when the lesson got more challenging. Several (overly reliant) students got overwhelmed by the idea of looking through the book for quotes, saying that it was impossible and comparable to finding needles in a haystack. I then found myself looking through a hard copy of the novel, pointing students in the right direction, calling out quotes and page numbers. Still, with 27 of them, and only one of me, I could not get to everyone. As such, I will be spending this evening going through the novel and making note of page numbers that tie to each theme so that I can have suggestions at the ready for tomorrow's ELA lesson. To that end, I would definitely do this lesson and this project again, but I will better prepare myself for this speed bump and have directions to quotes at the ready.</p>