Paideia Seminar Lesson Plan

Text:  

Amazing Grace by Mary Hoffman

Grade/Subject

Early ES / ELA

Ideas, Values:

Perseverance, Courage, Imagination

Pre-Seminar Content

Launch Activity:

Begin a class discussion surrounding the question: What does it mean when people “use their imagination”?

Inspectional Read:

Inspect the book, and predict the genre.

Background Information:

Share as appropriate: Mary Hoffman won a scholarship to James Allen’s Girls’ School in Dulwich, England. From there she went to the University of Cambridge to study English at Newnham College and then spent two years studying Linguistics at University College London. In 1998 she was made an Honorary Fellow of the Library Association.
for her work with children and schools. She worked at the Open University for nearly five years, contributing to courses for teachers on reading, language and children's literature. For eighteen years she was Reading Consultant to BBC Schools TV's Look and Read series and wrote the teaching scripts. She has been a freelance, self-employed professional writer and journalist since the mid-90s. She has been nominated for the post of Children's Laureate, 2011–2013.

🌟 Vocabulary:

Read the story aloud. Make sure that all vocabulary is defined as needed for students, including amazing, audition, imagine (imaginary, imagination), fairy tales, adventure stories, courage, perseverance

🌟 Analytical Read:

Read the story again, and challenge students to retell the story using the structure Somebody – Wanted – But – So - Then – Finally (see example below)
Pre-Seminar Process

- Define and state purpose for Paideia Seminar.
- Describe the responsibilities of facilitator and participants.
- Have participants set a Personal Goal.
- Agree on a Group Goal.

Seminar Questions

Opening (Identify main ideas from the text.):

- Think of an alternate title for this story. Write it down before coming to the seminar circle. (round-robin response)
- Why is that a good title? (spontaneous discussion)

Core (Analyze textual details.):

- What was “amazing” about Grace? (Refer to the story)
- According to the text, did Grace have a good imagination?
- Did Grace show courage in this story? Explain.
- Did Grace show perseverance? How?

Closing (Personalize and apply the ideas.):

- Have you ever had to persevere? Tell about that time.
Recall the meaning of the three concept words: Perseverance, Courage, and Imagination.

Assign three corners of your classroom to each of the three concept words respectively: Perseverance, Courage, Imagination.

Have students go to the corner of the room depending on which of the three traits they think Grace best personifies. Turn and talk to a partner to explain what you think, and listen to your partner’s reason.

After reading and discussing *Amazing Grace*, write about which trait you think is the best word to choose to describe Grace in this story. Support your opinion with evidence from the story.
Brainstorm:

Students will share thoughts about what the writing task is asking and how they might respond.

Structure the Writing:

Write your story about Grace and the trait that you chose. Draw a picture to go with your story that shows Grace in the story.

First Draft:

Have students write the first draft of their argumentation stories. Refer to the original text in order to include key points.

Collaborative Revision:

Have participants work in pairs to read their first drafts aloud to each other with emphasis on reader as creator and editor. Listener says back one point heard clearly and asks one question for clarification. Switch roles. Give time for full revisions.

Edit:

The teacher should edit students’ pieces for conventions and spelling. Take the opportunity to reteach any specific conventions strategies you have identified your students needing. Give time for full revisions resulting in a final draft.

Publish:

Display the argumentation stories on a display in the classroom or in the hall.

This Paideia Lesson Plan was created by:

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