

Considering "Charles": Pictograms, Annotations, Reading Strategies, and Multimodal Responses

Literacy Practices

K20 Center, Jane Baber, Gage Jeter, Jennifer K. Lubke, Lesli Dabney
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	8th Grade	**Time Frame**	2-3 class period(s)
Subject	English/Language Arts	**Duration**	90 minutes

Essential Question

How do readers make sense of texts?

Summary

How do you make sense of what you read? In this lesson focused on literacy practices, students engage in a variety of reading strategies. Students consider their reading processes before discovering annotation techniques, and then read and annotate a short story and craft a multimodal response.

Snapshot

Engage

Students create a reading pictogram concerning how they make sense of what they read.

Explore

Students explore annotation strategies, including Beers' and Probst's Signposts.

Explain

Students define reading strategies: clarifying, evaluating, connecting, visualizing, predicting, and questioning.

Extend

Students read and annotate Shirley Jackson's short story "Charles," applying Signposts and other reading strategies.

Evaluate

Students create a Strategy Snapshot, highlighting the reading strategies that helped them most while reading the short story.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
CLR402: Draw logical conclusions in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 8)

8.1.S.2: Engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.
8.2.R.1: Summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.
8.2.R.3: Paraphrase a passage in their own words to demonstrate comprehension.
8.7.W: Create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose.

Attachments

- Card Sort—Considering Charles.docx
- Card Sort—Considering Charles.pdf
- Charles by Shirley Jackson—Considering Charles.docx
- Charles by Shirley Jackson—Considering Charles.pdf
- I Notice, I Wonder—Considering Charles.docx
- I Notice, I Wonder—Considering Charles.pdf
- Lesson Slides—Considering Charles.pptx
- Strategy Snapshot—Considering Charles.docx
- Strategy Snapshot—Considering Charles.pdf

Materials

- Lesson slides (attached)
- I Notice, I Wonder handout (attached; one per pair)
- Card Sort (attached; one per group)
- Charles by Shirley Jackson (attached; one per student)
- Strategy Snapshot handout (attached; one per student)
- White copy paper
- Highlighters
- Colored pencils, markers, or crayons
- Internet capable devices (optional)

Engage

Use the attached **Lesson Slides** to introduce students to the lesson. Use **slides 3-4** to introduce the essential question and learning objective.

Distribute copy paper and pencils. Move to **slide 5** and ask students to answer the question:

How do you make sense of what you read?

Give students a moment to write down their thoughts. Introduce students to the Mingle instructional strategy and give them a number for how many peers should be in their group when the music stops. Repeat the strategy a few times to allow students to interact with multiple peers. When complete, ask students to return to their seats and conduct a brief, whole-class discussion about the prompt. Move to **slide 6** and ask students to answer the prompt on the screen:

What is a pictogram?

Allow students a few minutes to write down their thoughts and remind them to write their answers on the same side of the paper as the previous prompt. When they are done, move to **slide 7.** Ask students to read the excerpt on the slide, or read it aloud to them. Move to **slide 8** and instruct students to use the blank side of their copy paper and illustrate what is going on in their minds as they read. When students are finished, direct them to share their work with an elbow partner. If time allows, facilitate a brief, whole-class discussion.

15 minutes

Explore

Transition to **slide 9** and distribute internet capable devices to students along with the **I Notice, I Wonder** handout (attached). Introduce students to the I Notice, I Wonder instructional strategy. Then, pair students and instruct them to watch the videos in the playlist: Notice and Note Lessons. They may access the videos by using the URL on the slide or scanning the QR code. As they watch, direct them to take notes on their handout.

Whole Class Alternative

If you do not have access to internet capable devices for your students, play the video in the playlist as a class. Take time between each video to allow students to discuss with their partner and fill in their handout.

Digital Strategy Option

If you would like to use a digital option for the I Notice, I Wonder activity, consider using this tech-integrated strategy: I Notice, I Wonder with Padlet.

10 minutes

Explain

Teacher's Note: Preparing the Card Sort

Print and cut out the attached **Card Sort** handout for each group. Consider laminating the cards for durability.

Arrange students in groups of 3-4 and distribute the **Card Sort** activity.

Move to **slide 10** and introduce students to the Card Sort instructional strategy. Direct students to sort the cards by matching the strategy to the definition and picture that fits best. When students are done, facilitate a whole class discussion to review the correct matches and clear up any misconceptions. Use hidden **slide 11** to check student work. You may choose to display slide 11 so students can check their own work as well.

25 minutes

Extend

Transition to **slide 12** and distribute copies of **Charles by Shirley Jackson** (attached) along with highlighters.

Introduce students to the Why-Lighting instructional strategy. Then, instruct students to read the short story and highlight any signposts they discover. Encourage them to note any strategies they use in the margins. They should note the strategies by drawing the symbol for it (from the Card Sort) in the margins.

25 minutes

Evaluate

Transition to **slide 13** and distribute the **Strategy Snapshot** handout (attached).

Direct students to choose 4 of the 6 reading strategies that they think were most effective in helping them understand the story: Clarifying, Evaluating, Connecting, Visualizing, Predicting, and Questioning. Instruct students to include one written response and one visual element related to the story for each of their chosen strategies.

Examples

- Clarifying:
  - Written: A sentence about something they found confusing in the story and how they clarified it (e.g., "I didn't understand why Laurie's mom didn't realize he was Charles, but rereading helped me notice she trusted him too much.").
  - Visual: A lightbulb icon or a short timeline showing their thought process for clarifying.
- Evaluating:
  - Written: A statement about Laurie's character (e.g., "Laurie is sneaky because he lies to his parents about Charles.").
  - Visual: A symbol that represents the character traits they identified. For example, a fox could represent sneakiness.
- Connecting:
  - Written: A sentence connecting Laurie to their own experiences or another character/story (e.g., "Laurie reminds me of my little brother who blames imaginary friends for bad behavior.").
  - Visual: An image or symbol that represents the other character/story
- Visualizing:
  - Written: A description of a vivid scene from the story (e.g., "I imagined Laurie shouting and kicking the door open when he came home.").
  - Visual: A small sketch or symbolic image of what you visualized (e.g., a slamming door).
- Predicting:
  - Written: A short prediction about what might happen next (e.g., "Laurie's parents will confront the teacher and learn there is no Charles.").
  - Visual: A comic strip or thought bubble illustrating their prediction.
- Questioning:
  - Written: A question about the story (e.g., "Why didn't Laurie's mom realize the truth earlier?").
  - Visual: A question mark or a web diagram showing related questions.

Resources

- Beers, G. K., & Probst, R. E. (2013). Notice & note: Strategies for close reading. Portsmouth, NH: Heinemann.
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.).Mingle. Strategies. https://learn.k20center.ou.edu/strategy/53
- K20 Center. (n.d.). Why-lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- Peterson, Brent. (2015). Notice and note lessons [Video]. YouTube. https://www.youtube.com/playlist?list=PLAF469SQhojEKgthLS7RlEmk91Slo8ldt
- Rowling, J. K. (1997). *Harry Potter and the Sorcerer's Stone*. Bloomsbury.