

# This is a 2-day lesson

	STUDENT PREPARATION	CFU/TAPPLE
<b>Learning Objective</b> <ul style="list-style-type: none"> <li>Skill(verb)concept(noun)</li> <li>Student will do during Independent Practice</li> </ul>	Students will interpret and evaluate the impact of ambiguities in a text (Reading 3.8)	What are we going to interpret and evaluate?  What are we going to do with ambiguities in a text?
<b>Activate Prior Knowledge</b> <ul style="list-style-type: none"> <li>Univ. Exp: Already know</li> <li>Sub-skills: Review</li> </ul>	Some movies or T.V. shows end unclearly, where you have to guess the ending. For example 'Inception' makes me wonder about whether the main character is in reality or the dream state.	Connect to Learning Objective  What is a movie or show you've seen that left you unclear?
	CONTENT PRESENTATION	
<b>Concept Development</b> <ul style="list-style-type: none"> <li>WHAT: Define/Rule</li> <li>Critical Attributes</li> <li>Example/Non-example</li> </ul>	<p>Please open your texts to P. 297. Let's read the Literary Focus section on Ambiguity. Ambiguity is a quality that allows something to be interpreted in several different ways.</p> <p>For Example, turn your texts to P. 22, The ending of the Most Dangerous Game. The last sentence tells us who won the final dual for that story. But lets remove the final sentence.</p>	<b>RAJ</b> What is ambiguity in your own words? I have a question what if the author left that last sentence out? Who would win Rainsford or General Zarloff, and how would you know? Or would there be a for sure answer. Does that make it Ambiguous? P/S and be ready to tell me why you choose your answer.
<b>Importance</b> <ul style="list-style-type: none"> <li>WHY: Pers/Acad/Life</li> </ul>	<p>Understanding and recognizing ambiguity is important because:</p> <ol style="list-style-type: none"> <li>1) In real life sometimes our friends or family could be ambiguous, and we may want to ask for clarification.</li> <li>2) In other subjects such as Math and Science we may deal with theorems or problems that may have more than one solution or way of solving, and that in a way could be confusing to us.</li> <li>3) In many forms of art, such as movies, stories, T.V. shows the writers often leave the ending ambiguous in order for us a viewers or readers to want more from the story, or have discussions about our thoughts.</li> </ol>	<b>*Whiteboard*</b>  Which one of these have you experienced or relate too the most? Write a 1,2, or 3 on your whiteboard. Or a 4 if you have an idea or experience where you have encountered ambiguity.
<b>Skill Development</b> <ul style="list-style-type: none"> <li>HOW: Steps/ Maps</li> <li>Explain/Model/Demo</li> <li>Teacher</li> <li>Loop with Guided practice</li> <li>All variations</li> </ul>	<p>Pass out Ambiguity Chart, Interactive Reader Teacher's Edition P. 271</p> <ol style="list-style-type: none"> <li>1) Look for parts of the text that are unclear.</li> <li>2) Write down that section in the first square of organizer.</li> <li>3) Infer, (guess) 2 possible interpretations from this section.</li> <li>4) Analyze which is more powerful in showing ambiguity.</li> </ol>	Verify that students can execute the steps. Process question: How did I solve this problem. Reading <i>Lady or the Tiger</i> pg. 297-305 Explicitly model on Ambiguity chart, 1 <sup>st</sup> section of story that may be ambiguous from text. Using steps to

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		fill out the chart.
<b>Guided Practice</b> <ul style="list-style-type: none"> <li>• Whole class</li> <li>• We/together</li> <li>• Rule of Two</li> <li>• All variations</li> </ul>	<p>Using same steps as Skill Development, Guide students through either use of a pair share, or whiteboard type of CFU questions, the next section of the story. Students use steps to fill out second piece of Ambiguity Chart.</p>	<p>White boards*</p> <p>REQUIRE ANSWERS IN COMPLETE SENTENCES THAT USE ACADEMIC LANGUAGE!</p> <p>HAVE OTHER STUDENTS REPEAT THEIR PEERS' ANSWERS</p> <p>ASK FOR ADDITIONAL INTERPRETATIONS</p>
<b>Closure (final CFU)</b> <ul style="list-style-type: none"> <li>• Verify learning</li> <li>• Prove ready for Indep. Prac. (80%+)</li> </ul>	<p>1) What do we call a technique by an author that allows something to be interpreted in several different ways? (Independent, on W/B's)</p> <p>2) Here's a quick little story, which ending is more ambiguous. A husband came home from working all day. Usually when he got home, his family would be there waiting for him and they would make dinner together and eat. Today when he got home no one was there.</p> <p>A) He found a letter on the counter in which his wife wrote. "Took the kids to the store for some groceries. Be back in about 20 minutes."</p> <p>B) The man looked and saw that the front door was left open. (Independent on W/B)</p> <p>3) Tell your partners one important thing you learned today about ambiguity.</p>	<p>*Concept question</p> <p>*Skill question</p> <p>*Importance question</p>
INDEPENDENT PRACTICE		
<b>Independent Practice</b> <ul style="list-style-type: none"> <li>• Students practice, 80%</li> <li>• Feedback=intervention</li> </ul>	<p>Students complete last section of Ambiguity Chart. On back of page students write a 1 paragraph summary on the following question.</p> <p>Unlike 'The Most Dangerous Game,' where we know the final outcome, why do you think Frank R. Stockton choose not to tell us as the readers what the final outcome of the story is. What impact does that have on you as a reader? And what do you think he was trying to accomplish? What is the least effective use of ambiguity in the story by the author? What is the most effective use of ambiguity in the story by the author?</p>	<p>Review above and begin IP DAY 2...</p>
INSTRUCTIONAL NORMS		
<b>Check for Understanding</b> <ul style="list-style-type: none"> <li>• Teach first</li> <li>• Ask specific question</li> <li>• Pause (wait 3-10 sec)</li> <li>• Pick non-volunteer</li> <li>• Listen to response</li> <li>• Effect feedback (echo, elaborate, explain)</li> </ul>	<p>Pair/Share A-B, B-A</p> <p>Whiteboards: Chin-it</p> <p>Use complete sentences</p>	<p>Track with Me</p> <p>Read with Me</p> <p>Listen to Learn</p>