

Supporting Gifted and Talented Students in your Classroom

Lesson Plan Template

1 SUMMARY INFORMATION

YOUR NAME & SURNAME: DAJANA JELAVIĆ

TITLE OF YOUR LESSON: **LITERARY TWEETS-** Exploring Literature through Twitter

TIME FRAME: Three class periods of approximately 45 minutes each

SIZE OF CLASS: The lesson plan can be adapted for a class of any size, but it is particularly effective in smaller to medium-sized groups to facilitate meaningful discussions during the Twitter chat.

OTHER RELEVANT REMARKS: Ensure that students have access to the internet and the necessary technology (computers or mobile devices) for the Twitter activities.

The choice of the literary text should align with the ongoing curriculum or current reading materials, allowing for a seamless integration of this lesson plan.

SHORT DESCRIPTION OF THE LESSON AND HOW IT FITS INTO YOUR ONGOING CURRICULUM: The "Literary Tweets" lesson plan is a three-part exploration of literature through Twitter-based activities. It fits into the ongoing curriculum by providing a creative and interactive way for gifted EFL students aged 15 to engage with literary texts. By analyzing, creating character tweet profiles, and participating in a Twitter chat related to the chosen literary text, students deepen their understanding of literature while enhancing their English language skills. This lesson plan integrates literature and technology, aligning with the curriculum's goal of fostering critical thinking, creativity, and language proficiency.

Learning objectives:

- Improve English language skills, including reading comprehension, writing, and critical thinking.
- Analyze and interpret literary texts, identifying key literary elements and themes.
- Apply literary analysis skills to create concise and engaging tweets.
- Develop character profiles that demonstrate an understanding of character traits, motivations, and development.
- Engage in meaningful discussions and exchanges of ideas through a Twitter chat.
- Reflect on the impact of social media on literature-related discussions and analysis.

Explanation of why this lesson plan is inclusive, with a specific focus on meeting the needs of academically gifted students:



This lesson plan is inclusive because it caters to the diverse needs of academically gifted students aged 15. By incorporating Twitter, this lesson plan taps into their interests and strengths, offering a dynamic and inclusive approach to literary analysis and language development. It allows these students to excel while providing opportunities for growth and engagement for all learners in the class.

2 ACTIVITIES

In the following section you are asked to describe the different activities which make up your lesson plan. You can add more activities by simply copy-pasting the above activity box for as many times as you require for your lesson plan.

ACTIVITY 1	
LITERARY ANALYSIS TWEETS	
<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom's Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>Improved understanding of the literary text. Enhanced critical thinking and analytical skills. Enhanced writing and communication skills. Application of literary analysis concepts. Familiarity with using Twitter as a platform for academic discussions.</p> <p>Skills and Competencies Developed: Close reading and textual analysis. Crafting concise and impactful written responses. Selecting and incorporating evidence from the text. Engaging in discussions within Twitter's character limit. Digital literacy and social media etiquette.</p> <p>In this activity, students are actively engaged in reading, analysis, and critical thinking as they create concise literary analysis tweets. The teacher serves as a facilitator, guiding students in their analysis and ensuring that the Twitter-based</p>
<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>30 MIN</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>Read and analyze specific sections of the literary text assigned to them. Craft concise literary analysis tweets that reflect their understanding and insights.</p>
<p>Role of the teacher</p>	<p>Select the relevant literary text or excerpt for analysis.</p>



	<p>Assign specific sections or aspects of the text to individual students.</p> <p>Facilitate the creation of literary analysis tweets.</p> <p>Encourage thoughtful discussion and analysis of the tweets shared by students.</p> <p>Guide students in using Twitter as an academic platform, ensuring appropriate etiquette and relevance to the text.</p> <p>Use evidence from the text to support their tweets.</p> <p>Participate actively in the discussion when sharing tweets with the class</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required?</p> <p>Choose the tool(s) and explain how you will use it.</p>	<p>Internet-connected devices for accessing Twitter.</p> <p>Projector or screen for displaying tweets to the whole class.</p> <p>The chosen literary text or excerpt in digital or print format.</p> <p>Access to the classroom Twitter account or individual student Twitter accounts.</p> <p>Any relevant teaching materials or aids for introducing literary analysis concepts (e.g., character analysis guides, literary devices reference).</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>1. Introduction (5 minutes):</p> <p>The teacher introduces the activity by explaining that students will be analyzing and discussing various aspects of the selected literary text using Twitter. The importance of concise and impactful communication within Twitter's character limit is emphasized.</p> <p>2. Literary Text Selection (5 minutes):</p> <p>The teacher selects a relevant short literary text or excerpt from a text the class is currently studying. This text will serve as the basis for analysis.</p> <p>3. Assignment of Literary Aspects (5 minutes):</p> <p>The teacher assigns specific sections or literary aspects of the text to individual students. For example, one student might analyze character development, while another focuses on symbolism.</p> <p>Each student receives a section of the text to analyze and a set of guiding questions related to their assigned aspect.</p> <p>4. Analyzing the Text (10 minutes):</p> <p>Students read and closely analyze their assigned sections of the literary text.</p> <p>They consider how their assigned aspect contributes to the overall meaning of the text and identify specific examples from the text to support their analysis.</p> <p>5. Crafting Literary Analysis Tweets (10 minutes):</p> <p>Students create concise tweets (limited to Twitter's character limit) that encapsulate their understanding and analysis of the text.</p>

	<p>They use evidence from the text to support their tweets and ensure clarity and impact in their communication. The teacher encourages students to use appropriate hashtags related to the literary text or aspect they are analyzing.</p> <p>6. Sharing and Discussion (10 minutes): Students take turns sharing their literary analysis tweets with the class. The tweets are projected on a screen for all to see.</p> <p>After each tweet is shared, the class engages in a discussion facilitated by the teacher. Students may ask questions, provide feedback, or offer alternative interpretations.</p> <p>The teacher guides the discussion to ensure that it remains focused on the literary analysis.</p> <p>7. Reflection and Closing (5 minutes): In a brief reflection session, students share what they learned from this activity and how it deepened their understanding of the literary text.</p> <p>The teacher emphasizes the value of using Twitter as a platform for academic discussions and encourages students to continue exploring literature through social media.</p>
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ACTIVITY 2

CHARACTER TWEET PROFILES

<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom’s Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>Learning Outcomes: By the end of this activity, students should be able to:</p> <ul style="list-style-type: none"> Analyze and understand a literary character's traits, motivations, and development. Create engaging and authentic character profiles in a concise format. Demonstrate creativity in character interpretation and portrayal. Apply their literary analysis skills to character development beyond the text. <p>Skills and Competencies Developed:</p> <ul style="list-style-type: none"> Literary analysis and interpretation Creative writing and character development Critical thinking and inference Concise communication and summarization Digital literacy (using Twitter for creative purposes) <p>The teacher encourages students to use appropriate hashtags related to the literary text or aspect they are analyzing.</p> <p>6. Sharing and Discussion (10 minutes): Students take turns sharing their literary analysis tweets with the class. The tweets</p>
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<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>Approximately 30 minutes within the second class period.</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>Students are assigned a character from the literary text. They are responsible for creating a fictional Twitter profile for the assigned character. Students must develop a profile picture, bio, and tweet content that reflects the character's personality, thoughts, and experiences. They engage in a creative exploration of their character's traits and motivations based on the text's content.</p>
<p>Role of the teacher</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>The teacher provides guidance and clarifications regarding the character profiles and Twitter activity. The teacher may facilitate discussions or peer-sharing sessions to encourage creativity and character interpretation. They monitor and support students' progress, ensuring that profiles align with the character's portrayal in the text.</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<p>Computers or mobile devices with internet access for accessing Twitter. Access to the chosen literary text for reference. Projector or screen for sharing and discussing students' character tweet profiles (optional).</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>Students delve deeper into their understanding of the literary characters from the chosen text. They take on the roles of character developers, crafting Twitter profiles that provide insights into the character's inner world.</p> <ol style="list-style-type: none"> 1. Each student is assigned a specific character from the literary text. Ensure that the characters assigned represent a diverse range of personalities, motivations, and traits. 2. Students are given time to revisit the text and gather information about their assigned character. They should note key character traits, actions, and motivations as depicted in the text. 3. Using this information, students create a fictional Twitter profile for their assigned character. This profile should include: <ul style="list-style-type: none"> A profile picture or image representing the character. A Twitter bio that captures the essence of the character's personality or role in the story.

	A series of tweets that reflect the character's thoughts, reactions, or experiences as they might be expressed on Twitter.
<h2>ACTIVITY 3</h2> <h3>LITERARY TWITTER CHATS</h3>	
<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom's Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc).</p>	<p>Demonstrate a deeper understanding of the chosen literary text.</p> <p>Develop critical thinking skills through real-time discussion and analysis.</p> <p>Engage in meaningful peer-to-peer exchanges of literary insights.</p> <p>Practice concise and effective communication in English.</p> <p>Reflect on the impact of social media on literary discussions.</p> <p>SKILLS: Critical thinking and analysis Effective communication Active listening Digital literacy Reflective thinking Vrh obrasca</p>
<p>Time</p> <p>What's the estimated duration of this activity?</p>	30 min
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>Students actively participate in the Twitter chat.</p> <p>They share their interpretations, questions, and insights related to the literary text.</p> <p>Students use appropriate hashtags to tag their contributions.</p> <p>They engage in respectful and thoughtful interactions with peers.</p>
<p>Role of the teacher</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>The teacher facilitates the Twitter chat, guiding the discussion and ensuring it remains focused on literary analysis.</p> <p>The teacher monitors the chat, responds to student contributions, and asks probing questions to stimulate discussion.</p> <p>The teacher provides feedback on the quality of students' contributions, encouraging deeper analysis.</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<p>Students require access to computers or mobile devices with internet access.</p> <p>The teacher should have a computer or device for monitoring and participating in the chat.</p>



	<p>The classroom or individual Twitter accounts set up in Activity 1 will be used for the chat. A designated hashtag related to the literary text or theme should be established and shared with the class.</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>Preparation: The teacher sets up the Twitter chat, including the chosen hashtag. Students should have read the assigned portion of the text and be prepared to discuss it.</p> <p>Initiating the Chat: The teacher or a designated student initiates the chat by posting a question or discussion prompt related to the literary text. Students respond to the prompt by tweeting their thoughts, insights, questions, or comments while using the designated hashtag.</p> <p>Real-Time Discussion: As the chat progresses, students engage with each other's tweets, responding to ideas, asking follow-up questions, and providing additional insights. The teacher monitors the chat, intervening when necessary to guide the discussion and ensure it remains focused on literary analysis.</p> <p>Reflect and Conclude:</p>

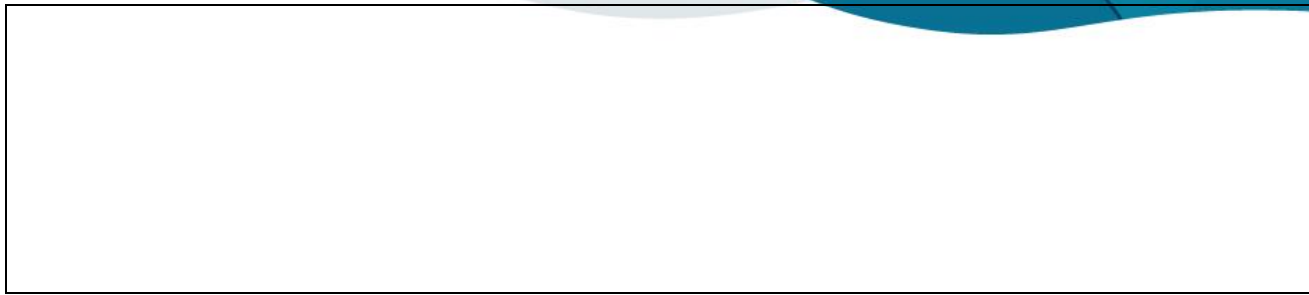
Assessment

How will students be assessed on their learning?

Formative and Summative Assessment:
Use a combination of formative assessments (e.g., ongoing feedback during the activities) and summative assessments (e.g., final reflections or presentations) to comprehensively evaluate student learning.

The summative rubric for evaluating students' overall performance considers their active participation, the quality of contributions, effective use of Twitter, character tweet profiles, reflection on social media impact, and their overall contribution to the learning experience.

Self-Assessment
Teacher Feedback



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