

Template for Designing a Text Assignment

Text name: *So Far from the Bamboo Grove*, chapters 8-11

Objectives for this text: Students will

- Engage in writing tasks that allow them to document their reading, discover what they are learning from their reading, and move deeper in their comprehension and interpretation of the text.
- Use the vocabulary list to infer the major events of the next four chapters.
- Take notes on *Post-it* notes and post them in the text next to the passage. Students will use these to create dialectical journal entries.
- Interact with the text & with one another's thinking in small groups.

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
<p style="text-align: center;">INTO</p> <ul style="list-style-type: none"> • get students "into" the text • build/tap into prior knowledge • predict/preread • develop vocabulary • look at text structure • generate questions • anticipate assumptions 	<ol style="list-style-type: none"> 1. Use <i>Reader Response Journal</i>, p.37, item 4, to answer the following questions: Why do groups of people sometimes reject others and treat them as enemies? What are some ways that people respond to rejection? 2. After reading chapter 10, answer the following questions: How do you want this story to end? How do you think it will end? Choose quotes that help you predict the ending. 3. Use <i>Story Impression</i>, p. 19, to list and learn the following vocabulary words: frolic, hibachi, prestigious, sarcastic, resolve, rejection, & bullying.
<p style="text-align: center;">THROUGH</p> <ul style="list-style-type: none"> • help students process their reading as they move "through" it • monitor understanding • determine main and sub ideas • make connections to prior learning and experience • summarize/paraphrase 	<ol style="list-style-type: none"> 1. Read to learn how Yoko responds to her new classmates. Use <i>Post-it</i> notes as described on p. 37. Later, we will use these to begin a <i>Dialectical Journal</i>, p. 38-40. (The dialectical journal notes and <i>Post-it</i> notes will be used in the prewriting stage for the culminating <i>Timed Writing</i> activity.) 2. Notice Yoko's struggles to survive. How does this struggle cause her to mature from a young girl to a young woman? What does Yoko's behavior reveal about her character?
<p style="text-align: center;">BEYOND</p> <ul style="list-style-type: none"> • help students clarify, reinforce, and build on their understanding as they move "beyond" the text • graphically organize the text's ideas • evaluate a text's or author's argument • compare/contrast ideas • connect to other texts • apply the information 	<ol style="list-style-type: none"> 1. How did you respond to the way Yoko was treated by her classmates? Do you think you would have reacted the same way Yoko did? Give reasons and quotes for your answers. 2. After reading the end of the story, what do you think is resolved? Unresolved? 3. Why do you think Yoko stopped the story now? 4. Read about Yoko's life today. Discuss the events that might have occurred after the end of this book. Make inferences about how she met her American husband and moved to the USA. 5. Use pages 150, 151 to set up a <i>Timed Writing Prompt</i>. (See separate attachment.) <p>As a culminating writing activity, students will write a scene where the three children meet ten years later. Originally, I planned to make this topic my <i>Timed Writing Prompt</i> but felt I needed to do more scaffolding of writing as a process, before taking on this topic. I want them to do some role playing before they write this.</p>

Standards this lesson addresses:

E1; E2; E3; E4; & E5

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)