

# Template for Designing a Text Assignment

**Text name:** *So Far from the Bamboo Grove* , Chapters 1-3 (Developed by Bahrain High School)

## **Objectives for this text: Students will**

- Recall what they know about Korean & Japanese history in the early 1900s.
- Predict what the story is about before they start reading by writing a paragraph using list of vocabulary words.
- Make historical, cultural & personal connections
- Review and learn to use the 5 strategies of *Reciprocal Teaching*: predict, clarify, question, summarize & visualize.
- Learn how to choose important quotes to show use of the 5 strategies by using *Post-it* notes.

<b>Stage of Reading</b>	<b>What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).</b>
<p style="text-align: center;"><b>INTO</b></p> <ul style="list-style-type: none"> <li>• get students "into" the text</li> <li>• build/tap into prior knowledge</li> <li>• predict/preread</li> <li>• develop vocabulary</li> <li>• look at text structure</li> <li>• generate questions</li> <li>• anticipate assumptions</li> </ul>	<ol style="list-style-type: none"> <li>1. Use K-W-L, p.21, <i>The Write Path</i>, to tap into prior knowledge about the historical relationship between Japan and Korea in early 1900s.</li> <li>2. Read aloud a short synopsis of the factual history of these two countries while students view a map of Korea, Japan, Russia &amp; China to generate questions at points of ambiguity.</li> <li>3. Since this is an autobiographical story, do the same with a synopsis of the author's early life. As I generate categories with students, I will include "survival" in that list.</li> <li>4. Ask: What qualities do survivors have?</li> <li>5. Use <i>Story Impression</i>, p.19, on the following vocabulary word list: flashbacks, chemise, evacuate, futon, khaki, rucksacks, torrents &amp; survivor.</li> </ol>
<p style="text-align: center;"><b>THROUGH</b></p> <ul style="list-style-type: none"> <li>• help students process their reading as they move "through" it</li> <li>• monitor understanding</li> <li>• determine main and sub ideas</li> <li>• make connections to prior learning and experience</li> <li>• summarize/paraphrase</li> </ul>	<ol style="list-style-type: none"> <li>1. While reading aloud the first chapter of this book, I will stop at designated places to teach and review the five strategies of <i>Reciprocal Teaching</i>, p. 50,51. Follow all specific directions as delineated on p.49, <i>The Write Path</i>.</li> <li>2. While reading chapter two, I will ask the students to stop me when they recognize a chance to predict, clarify, question, summarize or visualize.</li> <li>3. While reading chapter three, each student will choose one of the five roles as we read the chapter aloud. Students will be instructed to stop reading when one of them recognizes something that pertains to their role.</li> <li>4. 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.</li> </ol>
<p style="text-align: center;"><b>BEYOND</b></p> <ul style="list-style-type: none"> <li>• help students clarify, reinforce, and build on their understanding as they move "beyond" the text</li> <li>• graphically organize the text's ideas</li> <li>• evaluate a text's or author's argument</li> <li>• compare/contrast ideas</li> <li>• connect to other texts</li> <li>• apply the information</li> </ul>	<ol style="list-style-type: none"> <li>1. What survival skills does Yoko show us in these first three chapters?</li> <li>2. Should they have waited on Hideyo?</li> <li>3. What do you think would have happened if they had waited on Hideyo?</li> <li>4. Do you think they made the right choice?</li> <li>5. How do you think you would have felt if you were Hideyo's mother? Sister? Brother?</li> <li>6. Use <i>One-Pager</i>, p.66, to help students visualize what they are reading and to help them choose important quotes. The later part of this activity will be my major emphasis because I want them to relate their role to specific quotes in this book.</li> </ol>

**Standards this lesson addresses:**

**E5a.2, 6, 9, 11 & E3b**

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