

# Template for Designing a Text Assignment

**Text name:** *So Far from the Bamboo Grove*, chapters 4-7 (Developed by Bahrain High School)

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

- Choose quotes as evidence for conclusions and opinions.
- Use the vocabulary list to infer the major events of the next four chapters.
- Choose one role and work to make sure all members understand the important points in the story.
- Gain confidence by fulfilling one job description in the *Lit. Circles*.
- Write a letter to me that tells about their experience reading this book in a *Literature Circle*.

<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. Have students review all notes from chapters 1-3 and discuss significant character traits of Hideyo, Yoko, Ko and their mother. Which character do you like best?</li> <li>2. Do you see a hero emerging? Who do you think it will be? Review the quotes you chose with <i>Post-it</i> notes in your book. Choose one of your quotes that supports your opinion for your choice of favorite character.</li> <li>3. Use <i>Story Impression</i>, p.19, on the following vocabulary word list: attire, commotion, dehydrate, munitions, ominous, ransacking, &amp; reminisce. Include the 5 strategies used in <i>Reflective Teaching</i>: predict, clarify, question, summarize &amp; visualize.</li> <li>4. Finally introduce a social skill for the <i>Literature Circles</i>. I plan to use the following: *Work to make sure all members understand.</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 chapter 4, I will gradually move into <i>Literature Circles</i> before they choose their roles as listed on p. 56, <i>The Write Path</i>.</li> <li>2. As they move into chapters 5, 6 &amp; 7, I will gradually give the students more responsibility.</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. When the students complete chapter 7, they will write a letter to me as described on p. 57. (They will do this via email.)</li> <li>2. As I read their letter, I will insert my response and email it back to them.</li> </ol>

## **Standards this lesson addresses:**

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

**E1; E2b; E3b; E5a.1, 2, 3, 5, 6, 7, 8 & 11**

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