

Template for Designing a Text Assignment

Text name: Holes (Med District)

Objectives for this text: Students will

- Have an understanding of lit terms: personal narrative, flashback, foreshadowing
- Identify and understand problem/solution as it relates to cause and effect writing
- Be able to structure a plot outline
- Analyze one or more characters—specifically Stanley and Zero

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
INTO	
<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 	<ul style="list-style-type: none"> • read aloud: news article on DC teen sniper John Malvo • see what class remembers of incident and what they think the consequences of Malvo's actions should be • introduce Juvenile Justice quiz (Go to www.amnestyusa.org and type in Juvenile Justice quiz at the search site on left side; click on AIUSA:Rights...and click on War on Juveniles—quiz is there and click on it) • discuss/list new vocab terms dealing with the quiz • read aloud the quiz and make sure students have an understanding of terminology
THROUGH	
<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 	<ul style="list-style-type: none"> • have students list unfamiliar vocab words from quiz, look up definitions and add to journal • once students understand what the quiz is asking, have students apply knowledge to quiz • share answers and discuss • tie quiz to Stanley's situation in <u>Holes</u> • How is Camp Green Lake a juvie center? Apply their answers to the quiz taken
BEYOND	
<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 	<ul style="list-style-type: none"> • prepare a sheet with the vocab terms from the juvenile justice quiz scrambled (good web site: teach-nology.com) • students must identify/unscramble the terms and clarify meanings • Relate quiz points to the storyline, ie: rehabilitation—Will digging holes make bad boys "good"? prejudice—Will students see any prejudice against Zero? Who's guilty? • Jigsaw portions of text and have students responsible for creating plot outline to share w/class • Essay: How do the boys in the novel compare/contrast to the movie version?

Standards this lesson addresses:

- ELA: Read 25 books
- ELA.4: makes connection to related topics or information
- E2c3: creates an organizing structure
- E2b.7: provides a sense of closure to the writing---comparing book to movie version; character analysis (specifically Zero and Stanley)
- E3b.9: division of work (jigsawing on plot outline)
- E4a.6: usage (essay)