

Template for Designing a Text Assignment

Text name: I, Hungry Hanah Cassandra Glen

Objectives for this text: Students will

- Develop a love of literature through Read-a-Louds
- Identify and further develop their knowledge of vocabulary used by authors to build characters
- Understand characterization
- Interview a partner and develop an essay emphasizing their characterization knowledge. Strengthen use of writing process.

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 	<ul style="list-style-type: none"> • Read aloud short story to students. • Discuss words and phrases authors use to paint mental picture and associations. • List words on board and discuss their associations, meanings, synonyms and antonyms. (vocabulary building/expansion).
<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 	<ul style="list-style-type: none"> • Introduce characterization and introduce graphic organizer, "Flushing-out of a character" on overhead. • Give students a xeroxed copy of story to follow as teacher rereads story to students. (Guided Reading.) • Using G.O. on overhead, elicit from students words and ideas used by author to build main character, Hanah..
<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 	<ul style="list-style-type: none"> • Have students work with a partner to complete another G.O. on Crow, another major character. (Shared Writing) • Using overhead and blank G.O. record students responses that they identified as words and ideas used by author to build Crow's character. • Time writing in journals which analyzes and expands on their synthesis of the story and applied to their lives. • Expand students' knowledge of characterization by having students interview a partner using an interview form. • Have students use the writing process to develop an essay on their partner applying the characterization skills learned earlier.

Standards this lesson addresses:

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

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Directory: K:\Shared\HQ
Websites\Ed\instruction\curriculum\lars\ela_lab\Lesson Plans\Hungry Hanna
Template: C:\Program Files\Microsoft Office\Templates\Normal.dot
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