

Text name: *The Last Book in the Universe*

Objectives for this text: Students will

- examine context clues to develop vocabulary
- explain causes and effects of events in the story
- make connections between the text, prior knowledge, personal experience, and other texts
- analyze characters' traits and their relationships with other characters
- write an analytical response to literature (character analysis)
- synthesize ideas in the story by creating a project, researching a related topic of their choice, and presenting their research in a 10 minute oral presentation with student prepared visual aids

<p>Stage of Reading</p>	<p>What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).</p>
<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 	<p><u>Whole Grp</u>: Have students think about the first book they remember reading or favorite books that were read to them. Share experiences with a partner or in a journal.</p> <p><u>Sm.Grp</u>: Do Janet Allen activity Things We Can Write. Then have them imagine a world where writing and reading do not exist and discuss how life would be different.</p> <p><u>Whole Grp</u>: Look at cover w/students & have them write predictions of story. Discuss.</p> <p><u>Indiv.'s/Partners</u>: Using transparency of vocab. found early in text (see vocab. list), have students guess the meanings & compare notes with a partner.</p> <p><u>Whole Grp</u>: Read aloud Chapter 1. As they follow along, have students jot down the coined words, beginning a dictionary for the Urb (to be maintained while reading novel).</p> <p><u>Whole Grp</u>: Hypothesize what has caused such changes in Spaz's world & encourage them to find causes and effects of the changes as they read.</p> <p><u>Whole Grp</u>: What if the world as we know it was destroyed? (Possible computer research on world destruction: earthquakes, Caldera volcanoes, meteors, nuclear war, biochemical warfare, etc.) What changes? Show clip of <i>Mad Max Beyond Thunderdome</i>.</p> <p><u>Sm.Grp</u>: How would you live? Discuss & devise plan of action. Present to class.</p>
<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 	<p><u>Whole Grp</u>: Have students keep a list of new words they encounter and their possible meanings. Share w/class during discussion times & clarify meanings as a result.</p> <p><u>Whole Grp</u>: Continue discussion as reading, making connections to prior experience.</p> <p><u>Partners</u>: Paired read alouds. Question each other for understanding &</p>

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

<ul style="list-style-type: none"> • make connections to prior learning and experience • summarize/paraphrase 	<p>clarification</p> <ol style="list-style-type: none"> 1) Using computers and other class resources, find examples of powerful words or passages & create a list of important info/documents/works to present to class. 2) What events would you want to preserve through writing? Discuss & validate for class. <p><u>Whole Grp</u>: How are mindprobes similar to books? How does reading or writing allow you to escape from real world (Read Emily Dickinson's "There Is No Frigate...")?</p> <p><u>Sm.Groups</u>: Look at Ryter's definition of literary immortality (p.89). What books or characters do you think have or should achieve literary immortality?</p> <p><u>Indiv.'s</u>:</p> <ol style="list-style-type: none"> 1) At times during the book have students create storyboards for a particular series of events or a specific character setting. 2) Use Story Map (see <i>Write Path</i>, p. 45) as reading to track significant events 3) Keep list of characters Spaz encounters & write a brief description of each encounter & what the effect (outcome) was. 4) Use Character Map (see Janet Allen) to identify & relate characters
<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 	<p><u>Indiv.'s</u>:</p> <ol style="list-style-type: none"> 1) Create Cause & Effect (see <i>Write Path</i>, p. 44) poster from major events in text 2) Create Character Analysis Pyramid (www.teach-nology.com/test_parser/html_parser.php) OR Personality Crest (see Expository Writing section of <i>other Write Path</i>, pp. 80-82) for one of main characters 5) Oral Presentation: Choose one project from Rodman Philbrick's website to research and present to class in 10 minute oral presentation with student prepared visual aids (see http://www.rodmanphilbrick.com/teaching.html#freak) Some Students may wish to write a chapter from Spaz's book since Ryter never finished writing his book and told Spaz, "You're the last book in the universe." Have them think about his future, his past, and his relationships. Will he use writing as an escape, a way to imagine himself back in Eden, a way to gain power? What events would Spaz want to preserve? When students finish encourage them to read each others' stories, looking to see what purpose writing has for Spaz in their partner's story. <p>Suggested Reading/Supplementary Materials: "Harrison Bergeron," by Kurt Vonnegut; <i>The Stand</i>, by Steven King; <i>Brave New World</i>, by Aldous Huxley; <i>Fahrenheit 451</i>, by Ray Bradbury; <i>Lucifer's Hammer</i>, by Larry Niven; <i>The</i></p>

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	<i>Copper Elephant</i> , by Adam Rapp; <i>The Terminator</i>
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Standards this lesson addresses:

E1c

E2b.2-3

E3b

E3c.3 & E3c.5-6

E4a

E5a.6