

# Template for Designing a Text Assignment

**Text name:** The Last Book in the Universe

**Objectives for this text:** Students will

- Understand and discuss literacy concepts
- Illustrate characters and scenes from book
- Study unfamiliar vocabulary
- Increase their SRI scores

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;"><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>	<p>The title of this book alone seems to get kids "hooked". Reluctant readers are thinking... "Maybe this is the <u>last</u> book I'll have to read!"</p> <ul style="list-style-type: none"> <li>• preview by discussing possible reasons for title... What will the book be about?</li> <li>• Teacher reads aloud the first three chapters... stopping to ask questions about names, settings and unfamiliar words.</li> </ul>
<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>	<p>As we go further into the book we are taking turns with teacher reading for the first ten minutes of class (this includes modeling the questioning technique to fully understand the story) and then students reading silently.</p> <p>Activities include:</p> <ul style="list-style-type: none"> <li>• character descriptions - web graphic organizer for each main character.</li> <li>• students illustrate various scenes (ex. Spaz's cube in the latch) and choose a different character to illustrate.</li> </ul>
<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>	<p>During the reading we continue to predict what will happen next. The students also add to their timeline of main events as they progress in their reading. When they come to the end of the story:</p> <ul style="list-style-type: none"> <li>• a "quick write" of thoughts and feelings after last page - use this to write reflective essay.</li> <li>• discussion on theme - design small poster on theme.</li> <li>• create a vocabulary quiz of new words.</li> <li>• prepare an announcement for students that will be posted on the school intranet to promote this book.</li> <li>• create class bulletin board in class of illustrations and theme.</li> </ul>

**Standards this lesson addresses:**

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

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

**Standards this lesson addresses:**

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

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