

# Template for Designing a Text Assignment

**Text name:** "Seedfolks"

**Objectives for this text:** Students will

- Identify Problems and Solutions
- Identify Steps in a Process
- Recognize Point of View
- Compare and Contrast Characters

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>	<ol style="list-style-type: none"> <li>1. Think about the title of the book - what do you predict the story is about?</li> <li>2. Have students do a "Talking Drawing" - discuss drawings.</li> <li>3. Quickwrite: Describe your neighborhood? What does it mean to be neighbors? What are some things that could turn a neighborhood into a community? Do you think your neighbors would welcome an opportunity to get to know each other better?</li> <li>4. Share quickwrites in large group.</li> <li>5. Introduce the story and objectives.</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. Do a Story Board activity with chapter one (pg. 35 Write Path).</li> <li>2. There is a problem getting water to the garden; how do the neighbors come together to solve the dilemma? What other problems might/do they encounter? How are they overcome?</li> <li>3. Hang a large piece of paper on the wall. Identify and chart the steps that bring the community together.</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. Compare and Contrast; select five characters from the book. For each character consider the following: what is the character's ethnicity? What plant did they select to grow, and why? What brings the character to the garden? What does the character gain from taking part in the garden?</li> <li>2. Have students select any two characters and a Venn diagram comparing their lives. What are the similarities?</li> <li>3. Think about the different voices the author gave each of the characters. Describe the ways they are different by how they tell their stories. Does the way they tell their stories show you anything about their personalities? An event was described by two different characters. How did these descriptions differ? What is the cause of the different perspectives?</li> <li>4. Take SRI quiz for "Seedfolks".</li> </ol>

**Standards this lesson addresses:** e1b1, e1b2, e1b4, e1c1-3, e2b, e3b, e5a2, e5a5-7

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