

## Template for Designing a Text Assignment

**Text name:** Seedfolks by Paul Fleischman

**Objectives for this text:** Students will

- \* Read to discover how the characters in Seedfolks through a series of cause and effect relationships change not only their own lives, but also the life of their neighborhood.
- \* Write a narrative through which they put themselves in the story and gardening becomes a source of satisfaction.
- \* Demonstrate an understanding and ability to use the rules of English grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

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>We will plant some seeds or plants in around our building at the edge of the soccer field and care for these plants.</p> <p>We will observe the ripple effect by dropping stones into a tub of water. Students will be asked to write a brief description of their observations</p> <p>I will make copies of the first six chapters and do a one minute book pass with each chapter. The goal will be for the students to discover why each character become involved with the garden project. Students will fill out the attached chart during the chapter pass.</p> <p>After the chapter pass students will discuss and make a prediction about how the characters in the story become connected.</p> <p>I will then do a mini-lecture on cause and effect relationships and use one of the <b>Read 180</b> cause and effect lessons from the</p>

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

Reading Strategies book to review and practice identifying cause and effect relationships. This strategy will then be compared to the ripple effect.

### THROUGH

- 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

This part of the instruction will be based Reciprocal Teaching as described in The Write Path Teacher's Guide. I would ask the students to think about why Kim decides to plant lima beans as I read the "Kim" chapter and they follow along.

After I finish reading we will discuss why Kim plants the lima beans. Next I will model the reciprocal teaching strategy of making a prediction. I will have the students brainstorm a list of facts and clues about Kim. Students will be asked what they think will happen next based on what they read during the chapter pass and what they have learned about Cause and Effect Relationships. After this discussion, students will write down their predictions.

I will then hand out copies of pages 49-51 of The Write Path. This introduces Reciprocal Reading and describes the roles of Predictor, Visualizer, Clarifier, Questioner, and Summarizer. I will point out that we just completed the prediction step in the process. We will then brainstorm ways to complete the visualization step and each student will be responsible for doing one of the agreed upon visualization activities. Next I will model the role of clarifier by using context clues to figure out what the vocabulary words latched, gnawing, and hovered mean. Next students will summarize the chapter by finishing the following sentences:

Kim planted the seeds because \_\_\_\_\_.

The last step for this first day will be to model the questioner's role. See attachment Kim questions for information. We would discuss questions 1-4, but I would leave question #5 unanswered. Students could go on the internet and get information about Vietnam to answer the following question:

Why do you think the family left Vietnam and how did the father die?

As we end for the first day, I will tell the students that we will read and discuss this book two chapters each period. And each class period a student will prepare to lead the discussion for one of the activity steps. Preparation for leading these activities will normally be done during class time and will be part of their grade, but since we are short of time that day student n my seminar or who would come to my seminar will be the predictor, visualizer and carifier for the next two chapters. I will work with these students during seminar to plan the activities for the "Anna" and "Wendell" chapters.

Each class period we will read two more chapters. Students will rotate taking each of the 5 reciprocal reading roles. How well they prepare and implement their roles will be part of their grade. Part of each class period will be spent with me helping with and checking student preparation for implementing a Reciprocal Reading role.

On Day 2 I will model the role of Summarizer by grouping important nouns and verbs and telling how they are related.

See attachments "Questions for Kim's chapter" and Schedule and Points for reading Seedfolks .

**BEYOND**

- 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

The first activity in the beyond stage will be use to a Cause and Effect Graphic organizer that would have a place for each chapter in Seedfolks. I will give students the list of flag words for Cause and Effect relationships that is on p.47 of The Write Path book. We will use one of these phrases to introduce a summary of each charater's part in the story. I will start this with teacher modeling but then will give more control to the students. After the chart was completed, they will write a paragraph which summarizes the whole book. In the final draft emphasize would be put correct use of the rules of English grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

The second activity would be for students to write an extension chapter adding themselves to the story. I would use pages 180-181 in The Write Path book as the foundation for this assignment. In addition from The Write Path, I would do instruction on the following:

Converting Telling Writing to Showing Writing (p.184)

Creating a Character (p.185)

Story Openers (p.186-187)

Story Proposal (p188)

The rubric for grading this will be an adaptation of the grading Scale on page 189.

Students would be graded on completion of each step in the writing process.

The lesson plan for this writing assignment will be done on the writing template in the near future.

**Standards this lesson addresses: E1a: E2c.1,2,3,4: E4a.1-6**

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