

Template for Designing a Text Assignment

Text name: Touching Spirit Bear (Developed by Albritton JHS)

Objectives for this text: Students will

- Use strategies to be active readers such as relate to the text, question and predict.
- Summarize story/character through poetry.
- Maintain a reading log.
- Reinforce lessons learned from the book by applying them to their own life.

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 • look at text structure • anticipate assumptions 	<ol style="list-style-type: none"> 1. Word Play – using words from Chapter 1, students will predict what the book is about. Students may work in pairs. They will look up any unfamiliar words. Share predictions and vocabulary with the class. 2. Examine the book cover and read the back. Compare student predictions with the new information and generate questions about the story.
<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 	<ol style="list-style-type: none"> 1. Monitor daily understanding with discussion questions from www.altedinfo.com. Questions encourage students to put themselves in the book and to relate the book to their own life. Several questions also allow students to predict. 2. How to lesson – how to notice clues that time/setting have changed in the book. 3. Help students process the reading by listening to the audio recording of the book while they follow along in the text. 4. Monitor reading comprehension with open notebook quizzes – where students are allowed to use reading logs and worksheets while taking the quiz. (Teacher made) 5. Maintain a reader's log – using starters such as "I wonder, I don't

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

<ul style="list-style-type: none"> • determine main and sub ideas • make connections to prior learning and experience • summarize/paraphrase 	<p>understand, I like, I think, I feel sorry for” etc.</p>
<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 • apply the information 	<ol style="list-style-type: none"> 1. In reader’s log, write down immediate reaction to the ending and book over all. 2. Write an “I am” poem as one of the characters or items from the book. 3. Choose one as a test grade: One pager, draw totem pole, or carve a totem pole. Include a writing to explain the totem pole. All projects will be shared with the class.

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| <ul style="list-style-type: none">• connect to other texts | |
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Standards this lesson addresses:

- E1a – reading log and one of 25 books to read for the year
- E2a.4 - using appropriate facts and details
- E3b. – participating in group talks
- E3c. – delivers individual presentation

Language Arts Lab (9th grade) – 1st and 6th periods – Dawn Troop
Lesson Plans for August 11 – 15, 2003

Weekly Objectives:

- To establish classroom expectations and procedures
- To get to know each other
- To determine individual lexile scores and writing ability
- To share reading attitudes and favorite reading books

Monday, 11th

1. Complete student info sheets. Collect
2. Students share their expectations of this class and I share the course information sheet
3. Dr. Seuss *Oh The Places You Will go* (large or pop up book – depending on time)
4. Journal: To which places will you go? Why? How? What are your dreams for the future?

Homework – bring in at least one book that is important to you, you will share it Wednesday
- get info sheet signed

Evaluation – Teacher observation

Tuesday, 12th

1. Collect info sheet for hw grade, keep for class notebook
2. Student Bingo – What we have in common
3. Explain 2 voice poems, then watch Honeybee video.
4. Then in partners, create a Venn Diagram together. Write own poem based on the diagram. Share in groups, then with whole class.
5. Extra Credit if will record for our tape.

HW – bring books or visual of books

Eval – Student participation

Wednesday, 13th

1. Share my favorite books, reading only one and share my reading history.
2. Allow students to share their books.
3. Complete and discuss what we read from A to Z.
4. Discuss purpose for reading. Write reasons on an overhead

HW – Bring book if didn't today

Eval – Student participation

Thursday, 14th

1. Students read, if didn't yesterday
2. Complete reading survey

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

3. Brainstorm and discuss what good readers do while they read
4. Review good reading strategies
5. Reading logs – explain and hand out

Eval – teacher observation

Friday, 15th

1. Warm up – Word play for Touching Spirit Bear
 2. Share predictions
 3. Read back cover and examine the front. Compare new info to our predictions
 4. Begin listening to the tape. Write in reading log one impression or thought. Use starters from Allen.
- Eval – student participation