

Template for Designing a Text Assignment

Text name: Tears of a Tiger

Objectives for this text: Students will

- Identify elements of a specific literary form (i.e.: haiku).
- Apply problem solving and critical thinking to literature study, composition activities, and real-life situations.
- Participate in discussion.
- Demonstrate responsibility for individual and group learning activities.
- Communicate an understanding of literature.
- Use the writing process to develop examples of haiku.

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 • develop vocabulary • look at text structure • generate questions • anticipate assumptions 	<ul style="list-style-type: none"> • Gallery Walk: Post pictures/quotations/familiar lyrics on butcher paper around room that evoke an emotional response that is present in the novel (sorrow, guilt, grief, anxiety, depression, love, hope, etc.). Have students visit each exhibit and respond to prompt and/or responses on each sheet. Conduct a class discussion of each exhibit, and come to a consensus on the emotion evoked from each piece. • Read aloud poem in book (found on page just before Ch. 1). In small groups, students will discuss the following questions: 1. What key words in the poem evoke an emotional response? 2. What is the mood/feeling of the poem? 3. What do you think the last line means? 4. What pattern(s) can you identify within this poem? Share/discuss.
<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 • make connections to prior learning and experience • summarize/paraphrase 	<ul style="list-style-type: none"> • Following the discussion, point out that this poem is an example of haiku. Brainstorm on the board, "What is haiku?" Define haiku. Cover "rules" (may wish to provide attached handout). Put students back into groups; each group becomes the "expert" group for one of the rules. Then give every group a new example of a haiku. The expert group determines how rule is followed. One member of each group reads the haiku aloud and another member explains how their rule is demonstrated in the example. • Using the identified Gallery Walk emotions, each student chooses one on which he/she will focus and uses a graphic organizer (attached) to brainstorm for an original haiku. • Students use brainstorms to compose their own haiku. Students should write a minimum of three variations on the same emotion, integrating key words/ideas from their brainstorms. Experimentation at this stage of the process is key. Self analysis: students refer to "Rules" handout to edit and polish. Each student selects his/her favorite piece and creates a working draft. • Students return to expert groups and individual haiku are circulated among groups to check for rules and provide feedback. Once all haiku have been read within groups, each student should read one haiku and answer the following questions: 1. What is the mood/feeling of the poem?

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

	<p>2. What key words in the poem evoke an emotional response? 3. What might you title this piece? 4. What is a strong image in the poem? 5. What image/idea did you not understand or was not specific enough? The peer editors then return the poems to the writers. Writers then edit again, considering all of the feedback provided, and create a final draft. These may be illustrated. Poems should be published in a book, slideshow, or display.</p> <ul style="list-style-type: none"> • While reading the novel, students should use the graphic organizer (attached) to cite examples from the text where the various emotions (from the Gallery Walk) and others identified are displayed.
<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 	<ul style="list-style-type: none"> • After reading the novel, re-read the haiku at the beginning of the book. Discuss again, comparing/contrasting original ideas to current impressions. Link answers to book. • Discuss emotions graphic organizer, adding shared examples to the sheets. • Use the same writing process to compose a new haiku that is relevant to the novel, centered on an event, character, or action found in the book.

Standards this lesson addresses:

E1a: The student reads at least twenty-five books or book equivalents each year.

E1c: The student reads and comprehends informational materials to develop understanding and expertise.

E1c.1,2,3,4: The student produces written or oral work that restates or summarizes information, relates new information to prior knowledge or experience, extends ideas, makes a connection to related topics.

E2b: The student produces a response to literature.

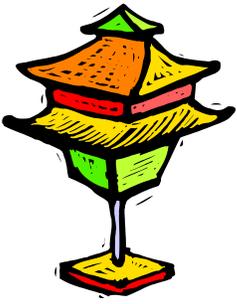
E3b: The student participates in group meetings.

E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work and selects the structures and features of language appropriate to the purpose, audience, and context of the work.

E4b: The student analyzes and subsequently revises work.

E5a: The student responds to poetry using interpretive, critical, and evaluative processes.

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.



The "Rules" of Haiku



- Haiku is a traditional form of Japanese poetry that is unrhymed and concise.
- Haiku generally follow a pattern of characteristics which are described below:

"Rule" 1: 17 syllables

3 lines

Pattern of 5-7-5

"Rule" 2: Contains some reference to nature, often a "season" word.

"Rule" 3: Refers to one specific event and the emotion of that moment.

"Rule" 4: Presents the event as happening now, not in the past.

Other things to keep in mind:

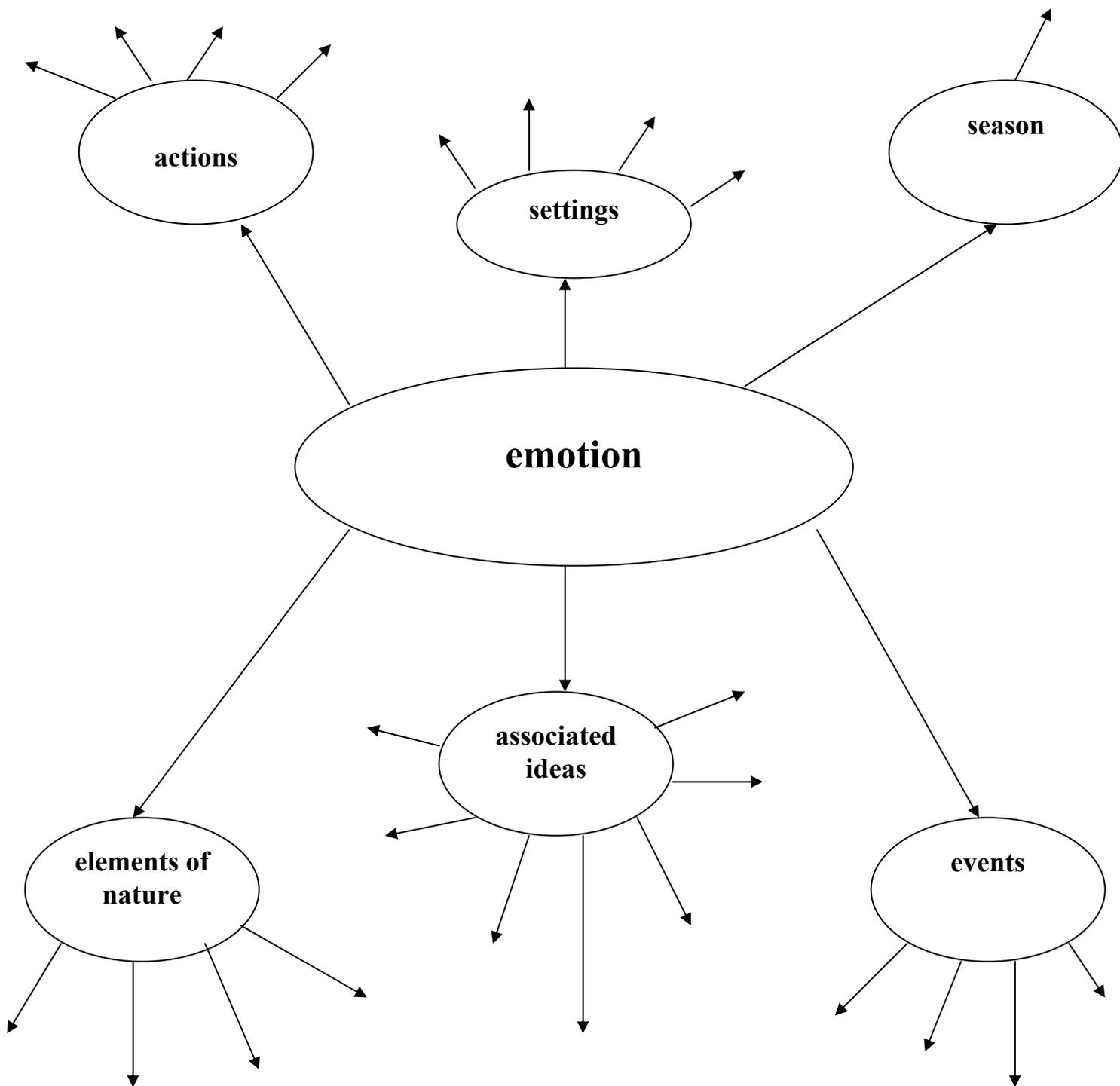
- Haiku are so short that every word is important.
- Haiku does not rhyme.
- Haiku usually only consist of one complete sentence.
- Look for the "season" word and the emotion that is conveyed.



Into/Through/Beyond strategies page 12 *Write Path*)



Graphic Organizer: A Brainstorm for Haiku



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

