

Text: *Tears of a Tiger*

Objectives for this text:

The student will...

- Utilize technology (Inspiration) to explore words and their associations
- Participate in critical literature discussions, paying special attention to conflict as well as to characters and their actions throughout the novel.
- Pose thought-provoking questions about the characters in the text.
- Expand their own understanding of a topic, raise questions that challenge both themselves and their classmates, and participate in the normal give-and-take of a learning community.
- Reflect about what they have read and learned through writing poetry.

Stage of Reading	What I'll have the students do to support their reading and learning at this stage (i.e. Strategies)
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<p>Into</p> <ul style="list-style-type: none"> • Get students “into” the text • Build/tap into prior knowledge • Predict/pre-read • Develop vocabulary • Look at text structure • Generate questions • Anticipate assumptions 	<p>Utilize <i>Things We Can Read From A-Z</i> and <i>Concept Ladder</i> → <i>Teen Suicide</i> (Janet Allen) to build interest in <i>Tears of a Tiger</i> and to generate discussion leading into the reading of the text.</p> <p>Whole group brainstorming session utilizing <i>Inspiration</i> software to examine what might cause a person to take his/her own life.</p> <p>Examine Power Vocabulary List (<i>Power V</i>) and ensure understanding of vocabulary through group discussion.</p>
<p>Through</p> <ul style="list-style-type: none"> • Help students process their reading as they move “through” it • Monitor understanding • Determine the main and sub ideas • Make connections to prior learning and experience • Summarize/paraphrase 	<p>Use Double Entry Journals to promote active reading, questioning, and summarizing through written responses to the text.</p> <p>Facilitate a deeper understanding of the plethora of problems associated with drinking and driving by conducting research through EBSCO. Students will then present their articles through the Socratic Seminar instructional strategy.</p>
<p>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 	<p>Share poems relating to drinking and driving (e.g <i>The Accident</i>; <i>Somebody Should Have Taught Him</i>). Why are poems an easy way to express complicated feeling?</p> <p>Assign the Scholastic Reading Inventory (SRI) quiz to help monitor student understanding of the text.</p> <p>ONE-PAGER: Create poetry that reflects some aspect of the novel. The poem can be personal in nature or it can be a response to a character or event in the novel.</p> <p>Write a letter to one of the characters in the book explaining your feelings about the events in the novel.</p>

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| <ul style="list-style-type: none">• Apply the information | |
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NOTE: This lesson is the skeleton of a series of lesson that have been created to facilitate the teaching of *Tears of a Tiger*, by Sharon Draper.

Standards this lesson addresses:

Reading

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- *E1c.1 restates or summarizes information;*
- *E1c.2 relates new information to prior knowledge or experience;*
- *E1c.3 extends ideas;*
- *E1c.4 makes a connection to related topics or information.*

Writing

E2b: The student produces a response to literature that:

- *E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;*
- *E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;*
- *E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;*
- *E2b.4 demonstrates understanding of the literary work through suggesting an interpretation.*

E3 Speaking, Listening, and Viewing

E3b: The student participates in group meetings, in which the student;

- *E3b.2 actively solicits another person's comment or opinion;**
- *E3b.4 responds appropriately to comments and questions;*
- *E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;*
- *E3b.6 gives reasons in support of opinions expressed.*