

Text name: *Tears of a Tiger* (Developed by Alconbury High School)

Objectives for this text: Students will

- Read, comprehend, and demonstrate an understanding of the novel
- State major themes and make inferences from textual material
- Paraphrase and summarize selected portions of the text
- Determine word meaning and expand knowledge of grade-level vocabulary presented in text

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"> - Start off the class with a read aloud. Use a poem or reading dealing with a related theme to <i>Tears of a Tiger</i>. (I used two short poems) Discuss feelings expressed in the readings and how they parallel those in the text. - Discuss/study both the book cover and title for <i>Tears of a Tiger</i>. Using both the title and the cover, what can you tell about the person on the front cover picture? - Have students develop questions based on the title and cover about possible characters, themes, setting, plot, etc. - Anticipate/predict what the text is about/who is the "tiger"/and who cried. - Discuss personal difficulties, how people deal with the many problems of life <ul style="list-style-type: none"> - personal loss, frustration, peer pressure, weakness, mistakes in judgment - Flip through the book, have students consider the novel's structure to discover methods the writer uses to create realism and interest - personal letters, high school and city newspapers, dialogue, various types of fonts, etc. - Anticipate level of language/specific terms that might be used in the novel
<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"> - Read Aloud. Based on the previous day, the students asked to bring in a poem of their own to read. Students read/discuss each ("Jabberwocky," "The Raven," and several love poems). Read aloud of Frost's "The Road Not Taken" continuing into student discussion of life's choices. - Review events in previous days reading for understanding - Modeled, shared and guided reading. Teacher and student reading of short pieces from the novel. Act out dialogue in book with students taking individual characters' parts. - Discuss the effectiveness of the author's use of dialogue and description - Question students on and discuss various themes developed in the novel - Rephrase/summarize passages from the text. Check for comprehension of plot action as well as inferential understanding of statements in text - Contrast events in the story to experiences of the students. - Develop word bank. Determine word meaning of unfamiliar vocabulary using context clues, and other attack strategies.
<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 	<ul style="list-style-type: none"> - Review day's reading, story plot and changes in each character. Use graphic organizers to chart changes in each of the story's characters, develop a timeline of events, and list themes presented throughout the text. - Have students anticipate and predict actions that will occur in the next portions of the story - Relate daily reading back to the novel's title and cover. Is the author successful/effective in developing the story? Are the story and the dialogue realistic? Did your original predictions about the story and the cover turn out to be correct? Does this story remind you of any other stories or novels?

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

<p>argument</p> <ul style="list-style-type: none">• compare/contrast ideas• connect to other texts• apply the information	
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Standards this lesson addresses:

E1a The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile grade of the individual student

E1b.1 Makes and supports warranted and responsible assertions about the text;

E1b.4 Makes perceptive and well developed connections

E1b.5 Evaluates writing strategies and elements of the writer's craft

E1c.1 Restates or summarizes information

E1c.3 Extends ideas

E1c.4 Makes a connection to related topics or information