

**Text name: Tears of a Tiger (Zama High School)**

**Objectives for this text: Students will**

- Follow along story as it is read aloud by teacher (over several class periods).
- Complete a Character Map chart.
- Identify plot events in the story throughout the reading of the novel
- Write letters to characters.
- Answer comprehension questions at end of novel via tape recorder and teacher interview.

<b>Stage of Reading</b>	<b>What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).</b>
<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>	<ul style="list-style-type: none"> <li>• K-W-L discussion on board</li> <li>• Read back of book and about author</li> <li>• Discuss basketball and urban, American schools</li> <li>• Discuss point of view and narration</li> <li>• Discuss author's use of jargon/slang</li> <li>• Begin read aloud</li> </ul>
<p style="text-align: center;"><b>THROUGH</b></p> <ul style="list-style-type: none"> <li>• help students process their reading as they move "through" it</li> <li>• monitor understanding</li> <li>• determine main and sub ideas</li> <li>• make connections to prior learning and experience</li> <li>• summarize/paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>• After each reading session, typically for about 20 minutes, write letters/log entries about events which occurred.</li> <li>• Continue discussion of events/feelings toward characters.</li> <li>• Begin completing character map and add details as they come about.</li> </ul>
<p style="text-align: center;"><b>BEYOND</b></p> <ul style="list-style-type: none"> <li>• help students clarify, reinforce, and build on their understanding as they move "beyond" the text</li> <li>• graphically organize the text's ideas</li> <li>• evaluate a text's or author's argument</li> <li>• compare/contrast ideas</li> <li>• connect to other texts</li> <li>• apply the information</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students' opinions about the ending. Was it too predictable? A surprise?</li> <li>• Ask what emotions the story generated (ie. Tears, sadness, anger).</li> <li>• Students help question interviews on tape with the teacher. Questions came from the back of the story. Not all questions were asked of each student, but the evaluation conferences was private, only teacher/1 student at a time.</li> </ul>

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

## **Standards this lesson addresses:**

**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 connections to related topics or information.**

**E2b: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:**

**E2b.1 restates or summarizes information; relates new information to prior knowledge or experience; extends ideas; makes connections to related topics or information.**

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