

## Template for Designing a Text Assignment

**Text name:** Tears of a Tiger

**Objectives for this text:** Students will

- Will write descriptively about a place
- Will use sensory details in the descriptive writing
- Will recognize and evaluate descriptive writing in this novel
- Will recognize and evaluate descriptive writing in their independent reading book
- Will compare the two author's use of descriptive writing

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;"><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>	<p>As a group, students will</p> <ul style="list-style-type: none"> <li>• think about Burger King where many of them eat lunch</li> <li>• we will brainstorm details about its characteristics</li> <li>• we discuss senses and how we might use our sense of sight, hearing, taste, and touch to add to the description making the mental picture for the reader more clear and interesting</li> <li>• we look at a model of descriptive writing (EX) Read 180 descriptive writing tips -story "Mamma Mia's Pizzeria"</li> <li>• we find evidence of descriptive writing in this piece and categorize it according to the sensory details described</li> <li>• we use the descriptive writing guidelines of: 1. Naming the place you are describing 2. Including sensory details about how the place looks, smells, sounds 3. Give details about how you feel about the place 4. Put the details in special order as if you were giving a tour</li> <li>• we organize the prewriting of a paragraph describing some location of places that we've read about in <u>Tears of a Tiger</u> (ex.) inside the car, the locker room after the game ,or in the psychologist's office</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> </ul>	<ul style="list-style-type: none"> <li>• We write the rough draft of the paragraph using sensory details to put a clear and vivid picture in the reader's mind</li> </ul>

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

<ul style="list-style-type: none"> <li>• make connections to prior learning and experience</li> <li>• summarize/paraphrase</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>• We find paragraphs in the novel that describe places. Did the author use sensory details? How does the author's description help you "see" or get a mental picture of this place?</li> <li>• Use the independent reading book to find a descriptive paragraph. Does the author use sensory details to describe the place?</li> <li>• How do the two authors compare in their use of sensory details in their descriptions?</li> </ul>

**Standards this lesson addresses:**

**E1a, E2f.5, E4b,.E4b.1, E2c.4**