

Tears of a Tiger Lesson Plan

Text name: Tears of a Tiger

Objectives for this text: Students will

- make inferences and draw conclusions about fictional characters and themes. E5a.6
- produce work in at least one literary genre, following the conventions of that genre. E5b
- demonstrate an understanding of the rules of the English language in written work. E4a
- * read and comprehend informational materials to make connections to related topics. E1c.4

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 	<ol style="list-style-type: none"> 1. Listen to the first page of the story; then do a cluster diagram predicting who might be affected by the accident and what some of the possible effects might be. 2. Examine the text structure and note the format: no quotation marks for dialogue, no expository passages, inclusion of different types of writings in the novel: newspaper articles, poems, essays, letters.
<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 	<ol style="list-style-type: none"> 1. As students read, they are to note the date of the chapter and list any effects of the accident on the characters. Submit the notes after reading for two periods and compare them to a sample of teacher made notes. Continue reading and taking specific notes on effects noted. Submit notes again when finished with the book. 2. Invite a former police officer to come in and speaker with the students about the legal ramifications and consequences of drinking and driving.
<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 	<ol style="list-style-type: none"> 1. After reading the book and taking notes, add details to the original cluster; then have a class discussion using questions at the back of the book as well as ideas they generate. 2. Do internet research on two of the following topics: SADD; Teenage Suicide; Psychology as a Career. Students will do one research activity as a group and the second by themselves. 3. Write a letter to Sharon Draper (and mail it) or to one of the characters; write a poem about death or friendship ; or write a scene in which two characters meet. 4. Examine the web site www.sharondraper.com to learn more about her books, her life, and other students' reactions.

Standards this lesson addresses: Reading, Writing, Literature, Conventions of Grammar.

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