

ELA Lab

Text name: Tears of a Tiger (Yokota High School)

Objectives for this text: Students will

- Read for cause and effect
- Search for patterns or form in the text
- Understand Intertextuality through reader response and writing exercises
- Identify complex structuring of text
- Create a vocabulary bank
- Identify and understand the terms character, setting, theme, style
- Express understanding of the selection through various forms of 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;">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. Read aloud opening <i>Tears of a Tiger</i> / Have students predict what they think the novel is about. Discuss and write. 2. Journal entry #1 after reading <i>A man shrieks in pain, crying to the universe. Panic is abrupt.</i> See attached for journal response prompts. 3. Students will research drunk driving laws on YAB/ and teen suicide and present to class. See attached. 4. Stroll through the novel, visually. Identify writing styles. 5. Rating Vocabulary Form - see attached 6. Visit SharonDraper.com for author information
<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. Complete reader response notes in the form of Cornell Note Taking for each section assigned. See list of sections/Journal Prompts. 2. Identify unknown vocabulary - individual word lists to share with group to create a word bank. Building paragraphs. 3. Journal questions to respond to - see attached. 4. Inspiration Mapping or Outlining to visualize Intertextuality. See attached plan. 5. Character Mapping to prepare for character analysis 6. Reading check quizzes - summary prompts (see attached) as well as, Reading Counts! Computer quizzes. 7. Define character development, setting, theme, and style in novels.
<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. Define intertextuality and create writing projects. See attached. 2. Journal 3. Visualize their school and compare to our school. 4. Address the title of this novel - find meaning 5. Write a letter to a character in the novel. See attached. 6. Review the two sequels to this novel for further reading.

Standards this lesson addresses: See Backward Design for this Lesson

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

Filename: Template_Yokota_Plan
Directory: K:\Shared\HQ
Websites\Ed\instruction\curriculum\lars\ela_lab\Lesson Plans\Tears of a
Tiger\Yokota
Template: C:\Program Files\Microsoft Office\Templates\Normal.dot
Title: Template for Designing a Text Assignment
Subject:
Author: Michelle Mullen
Keywords:
Comments:
Creation Date: 10/21/2003 9:29 AM
Change Number: 4
Last Saved On: 10/29/2003 1:27 PM
Last Saved By: JRivers
Total Editing Time: 2 Minutes
Last Printed On: 10/29/2003 1:27 PM
As of Last Complete Printing
Number of Pages: 1
Number of Words: 396 (approx.)
Number of Characters: 2,260 (approx.)