

Text Assignment Design

Text name: *Things Not Seen*

Objectives for this text: Students will

- Analyze and describe characters
- Describe and give examples of internal and external conflict
- Make predictions
- Paraphrase and summarize selections from the text
- Read orally from the text
- Identify words that reflect specific feelings and ideas

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 	<p>Students will:</p> <ul style="list-style-type: none"> * Quickwrite and discuss a strange experience in the students' lives * Quickwrite and discuss an experience when students were at home alone * Quickwrite and discuss a dream that students have had * Discuss changes that take place with parents when children become adults * Make predictions about following chapters based on what students have read * Generate a list of questions about the main character based on his invisibility
<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 	<p>Students will:</p> <ul style="list-style-type: none"> * Produce a character "skeleton" chart for the main character * Participate in guided reading of the chapters with discussion of daily reading objectives * Read passages aloud and discuss examples of daily reading objectives * Write short reflections of what they have read and share with the class. * Work in groups to identify key reading objectives in a passage * Discuss development of characters and relate to changing events in the story * Discuss emotions of characters and analyze their motivations

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

BEYOND

- 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

Students will:

- * Develop a story map of the sequence of events in the chapter
- * Work in groups to produce a "movie script" of selections in the book
- * Write an alternate ending to the story
- * Draw a map tracing the main character's travels
- * Write a short version of the story from the point of view of one of the other characters
- * Develop a second character chart to note changes in the character at the beginning and end of the story
- * Compare and contrast this story with characters in *Hidden Talents*

Standards this lesson addresses: E1b.1, E1b.2, E1b.3, E1b.4, E1c.1, E1c.2, E1c.3, E1c.4, E2b, E3a.2, E3a.3, E3a.4, E3b.4, E3b.5, E3b.6, E3b.7, E5a.

Filename: Wuerzburg HS
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Plans\Things not seen
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Comments:
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Change Number: 4
Last Saved On: 10/29/2003 12:56 PM
Last Saved By: JRivers
Total Editing Time: 0 Minutes
Last Printed On: 10/29/2003 12:56 PM
As of Last Complete Printing
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Number of Words: 403 (approx.)
Number of Characters: 2,300 (approx.)