

Who Moved My Cheese?

Text name: Who Moved My Cheese? (A Read Aloud Text)

Objectives for this text: Students will

- Produce a reflective journal/essay that analyzes a situation of significance. E2f.2
- Produce a response to literature that is evaluative. E2b.2
- Participate in group meetings and give reasons in support of opinions expressed.E3b.6
- Produce a narrative account (fictional or autobiographical). E2c

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. Write a journal entry about a change they had no control over and how they felt about it. 2. Guess what the visual aid, a block of cheese, represents in connection to the title of the book; listen to the inside cover info; examine a teacher made poster with pictures representing metaphors for cheese in life; enjoy eating the cheese served with crackers. 3. Discuss the terms parable, metaphor, symbol, and fable.
<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. List vocabulary words encountered during the reading and write definitions. 2. Divide sheets of unlined paper into four sections and draw a block of cheese in each section. While listening to the story, copy down sayings that were written on the wall. 3. On the backs of the paper, make personal applications to some of the sayings.
<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. Pick a 3x5 card out of a basket with a question pertaining to the meaning of the story, answer the question, and share a personal application. 2. Re-read the journal entry written earlier and analyze whether the response to change was similar to or different from that of characters in the story. 3. Write a 5-6 sentence review of the book and give it a rating. 4. Extra Credit: Write a poem about change; write an essay about how the ideas in the book have affected personal views about change; make a collage of pictures/words depicting personal cheese; write a fable or a parable.

Standards this lesson addresses: Speaking, Listening, and Viewing; Writing, and Conventions of Grammar

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