



# Daily Activities for Literature



### Daily Lesson Plans for Literature

#### Lesson 1

**Objective:** This lesson sets the stage for success throughout the TARGET summer project. Students learn about new technologies and learn new ways to interact.

**TEKS:**  
4.A. Use vocabulary to describe clarify ideas, feelings and experiences putting thoughts and feelings into spoken words.  
8.A. Develop vocabulary through listening  
8. B. Develop vocabulary through reading  
14. A. Write to record ideas and reflections  
**TAKS:**

**Suggested Time:**  
45 minutes

**Vocabulary:**  
Adaptations

**Assessment:**  
1. Teacher observe discussions to gauge student understanding of “adaptations.”  
2. Humans Should Definitely Not page

**Suggested Activities:**  
Understanding adaptations  
1. Introduce the summer camp. Introduce vocabulary term “adaptations” and explain that “adaptation” means something like “changing as you go.” Have students compare shoes. Who is wearing tennis shoes? Why? Who is wearing sandals? Why? Go to <http://www.pfflyers.com/history.php> and learn about the very first sneakers, called PF Flyers. Talk about the picture of the PF Flyer sneaker from the 1950’s and the picture of the Z-Coil tennis shoe from 2004. (See Literature Appendix for photographs.) Ask students who might wear each one and why. Ask why they think tennis shoes have changed so much. Ask if they have ever bought new tennis shoes. If so, why? (Talk about needing larger sizes. Talk about wanting to “run faster and jump higher.”) Guide the discussion to help students understand that people adapt to what’s around them so they can be more comfortable, work better and enjoy better health.  
  
Show some of the new technology tools, such as Dana by AlphaSmart, Vernier probes, etc. Lead a discussion of the rules for your classroom based on adaptations that students need to make to be successful during the summer school camp. For example:  
a. Learning how to use the technology  
b. Working with the crickets  
c. Behavior at the zoo

**Resources & Materials:**  
Animals Should Definitely Not Act Like People (Judi Barrett)  
Animals Should Definitely Not Wear Clothing (Judi Barrett)  
**Technology:**  
CPS Unit (to administer pre survey)  
**Internet Resources:**  
PF Flyer  
<http://www.pfflyers.com/history.php>  
Sneaker photographs  
<http://www.pfflyers.com/history.php>  
<http://www.zcoil.com/freedom.cfm>

2. Administer TARGET Pre Survey for students (see CPS section, page 66.)



Lessons 2 – 5 (Note: This set of lessons is abbreviated to allow time for the field trip to the Caldwell Zoo.)

**Objective:** Students respond to literature.

**TEKS:**

- 10. A. Respond to stories and poems
- 10. B. Demonstrate understanding of informational text
- 10. C. Support interpretations or conclusions
- 10. D. Connect ideas and themes across texts

**TAKS:**

- Objective 1: Demonstrate basic understanding of culturally diverse written texts.
- Objective 2: Apply knowledge of literary elements to understand culturally diverse written texts.
- Objective 3: Use a variety of strategies to analyze culturally diverse written texts.
- Objective 4: Apply critical thinking skills to analyze culturally diverse written texts.

**Suggested Time:**

This lesson should be scheduled to allow for the field trip to Caldwell Zoo.

**Vocabulary:**

Book cube  
Reading log

**Assessment:**

- 1. Students share book cubes

**Suggested Activities:**

Esio Trot

1. Introduce Esio Trot with the Text Preview strategy (see Literature Appendix for instructions). Preview the Author’s note (pg 5 – 6) and determine whether your students would benefit from a discussion of the animal cruelty issue brought forward in the note. Read from page 9 through the first paragraph on pg. 21. Be sure to discuss British terminology, such as “flat” for apartment, “titchy” for tiny, and “spinning like a fly wheel.” End with the sentence “Grab it quick!” Ask students to anticipate what Mr. Hoppy might do. Ask what they would do. Show the book cube pattern. Students select one face of the cube to write about the story or illustrate a favorite part. Continue reading. Divide the reading into the following passages:  
pp 21 – 25 (students create own coded message on one face of the reading cube)  
pp 26 – 36 (students create own tortoise catcher on one face of the reading cube)  
pp 36 – 46 (students create “growth chart,” i.e., line graph on one face of the reading cube)  
pp 37 – end (students research life span and growth rate of tortoises – share information on one face of cube)

Classroom Library and Dana by AlphaSmart Reading Log

2. Set up a classroom library for independent reading. Introduce one or two books each day from the classroom library. Set two Danas in the classroom library. Teach students how to keep a reading log in the Date book or use AlphaWord for each reading log. Allow time each day for students to browse books in the classroom library. Select two students each day to record what they read in the Dana Reading Log. OPTIONAL: Partner with another class and beam Reading Log entries between classes.

Life Ropes

Students collect pictures (or use electronic drawing tools) to capture key events in the life of the scientist they are studying. Paste pictures on cards with captions. Punch holes in cards and string together. Hang in the room.

**Resources & Materials:**

Esio Trot (Roald Dahl)

Book cube pattern (see Literature Appendix)  
Life Ropes (see Literature Appendix)  
Text Preview strategy (see Additional Strategies in the Literature Appendix)

**Technology:**

Dana Reading Log (see Literature Appendix for instructions)

**Internet Resources:**

The Official Roald Dahl website  
<http://www.roalddahl.com/index3.htm>



## Lesson 6

**Objective:** Students learn skills for expository reading including pre reading, vocabulary development and comprehension

### **TEKS:**

- 11. A. Distinguish different forms of text
- 11. B. Distinguish fiction from nonfiction
- 11. C. Recognize distinguishing features of familiar genres, including informational texts

### **TAKS:**

Objective 3: Use a variety of strategies to analyze culturally diverse written texts.  
Objective 4: Apply critical thinking skills to analyze culturally diverse written texts.

### **Suggested Time:**

45 minutes

### **Vocabulary:**

### **Assessment:**

1. Students complete iKWL charts
2. Students respond to article with CPS unit

### **Suggested Activities:**

#### Crickets Turn a Deaf Ear

1. Lead a discussion of the types of reading, such as reading for fun, reading to learn, and reading to accomplish something (following directions, for example). Focus on reading to learn. Talk about how to prepare to read for information. Discuss things that might be a problem, such as vocabulary in the article. Show these vocabulary terms and discuss.
2. You may want to use the CPS unit to check for understanding following the reading ([see CPS section, page 67](#)).

### **Resources & Materials:**

#### **Technology:**

iKWL  
CPS unit

#### **Internet Resources:**

Crickets Turn a Deaf Ear – To Themselves (online article)  
<http://news.nationalgeographic.com/kids/2003/08/cricketchirps.html>



Lessons 7 - 8

**Objective:** Students respond to literature. Students write from different perspectives

**TEKS:**  
10. A. Respond to stories and poems  
10. B. Demonstrate understanding of informational text  
10. C. Support interpretations or conclusions  
10. D. Connect ideas and themes across texts  
**TAKS:**  
Objective 1: Demonstrate basic understanding of culturally diverse written texts.  
Objective 2: Apply knowledge of literary elements to understand culturally diverse written texts.  
Objective 3: Use a variety of strategies to analyze culturally diverse written texts.  
Objective 4: Apply critical thinking skills to analyze culturally diverse written texts.

**Suggested Time:**  
This is an ongoing activity.

**Vocabulary:**

**Assessment:**  
1. Students share book cubes

**Suggested Activities:**  
Fun with Adaptations  
2. Take a fun look at adaptations. Read Animals Should Definitely Not Wear Clothing or Animals Should Definitely Not Act Like People. Explain that the book is written from the perspective of a person looking at an animal. What would the book look like from an animal perspective? Have students work individually or in pairs to create pages for a class book titled Humans Should Definitely Not Act Like Animals. (See Literature Appendix for a sample page.)

**Resources & Materials:**  
Animals Should Definitely Not Wear Clothing (Judi Barrett)  
Animals Should Definitely Not Act Like People (Judi Barrett)  
**Technology:**  
Create pages using *MS Word* or *Kidspiration*  
**Internet Resources:**  
The Official Roald Dahl website  
<http://www.roalddahl.com/index3.htm>



## Literature Appendix



Sneaker pictures



<http://www.pfflyers.com/history.php>

<http://www.zcoil.com/freedom.cfm>





## Perspective

### Humans Should Definitely Not Act Like Animals

Because someone might try to fly

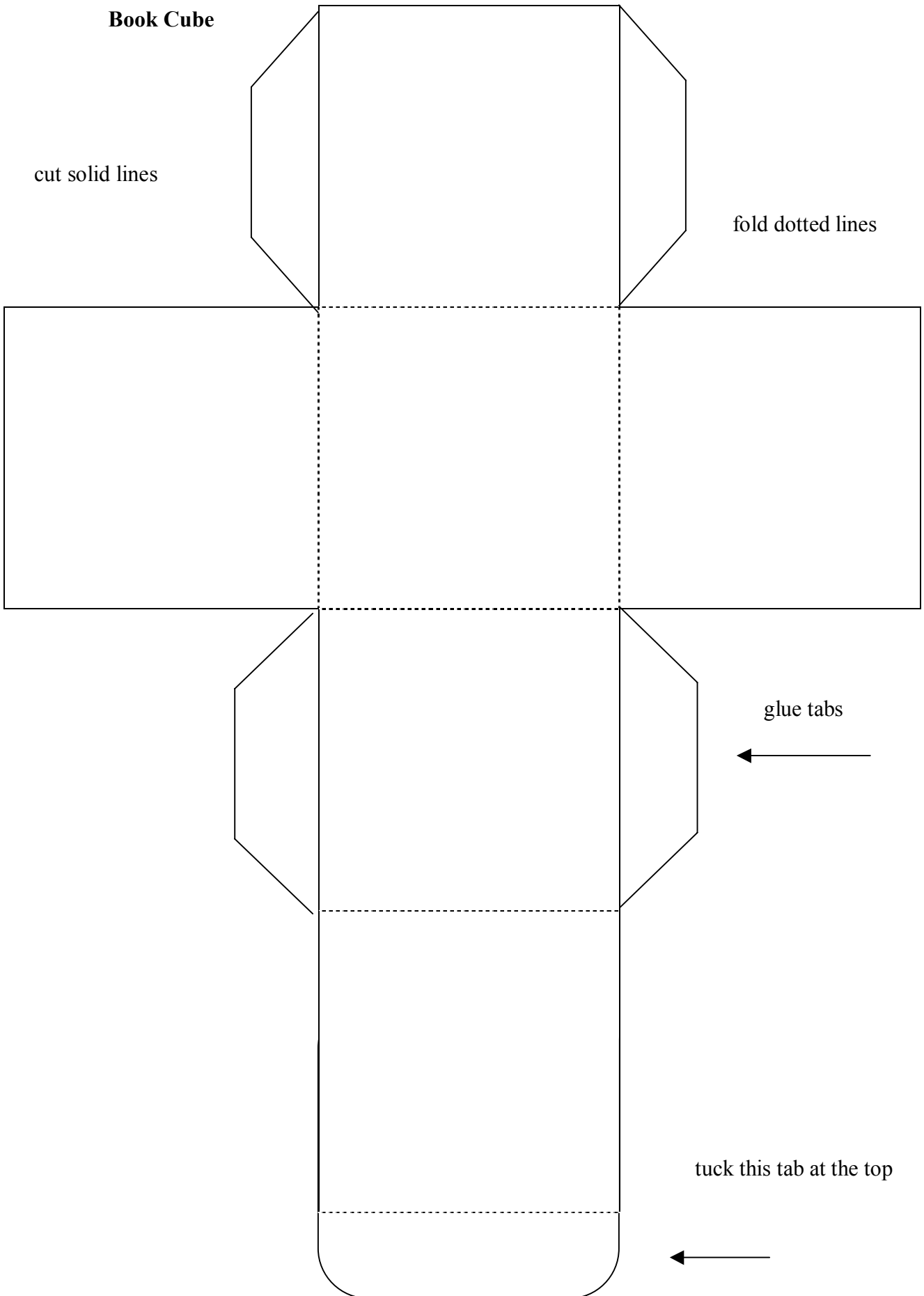




**Book Cube**

cut solid lines

fold dotted lines



glue tabs

tuck this tab at the top

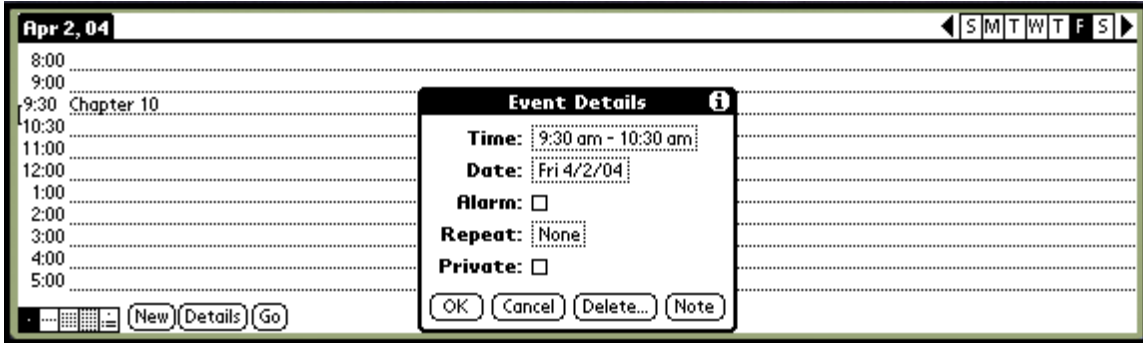


TARGET  
Curriculum



### Dana Reading Log

1. Launch the DateBook, select the day view and tap the class hour.
2. Enter the chapter or page numbers read.
3. Tap the **Details** button.
4. When the Event Details window opens, tap the **Note** button to add notes to the entry.



5. Each day, students read selected chapters, record beginning and ending time for their reading and add a note in the form of a reading journal. You may allow free writing in the journal or use specific prompts. For example:
  - "As I read today, I couldn't help but of think of . . . ."
  - " \_\_\_\_\_ (select a character) reminds me of . . . ."
  - "I empathize with (select a character) because . . . ."
  - "This reminds me of . . . ." (write about similar books, authors, folktales, etc.)
  - " A better ending would have been . . . ."
6. Students print their DateBook Reading Logs using PrintBoy. Here's how:
  - a. Launch PrintBoy (If necessary, tap the Setup Printer button and select the printer and connection.)
  - b. Tap Appointments on the PrintBoy screen.
  - c. Select a single date, a week or a range of dates to print.

Students' chapter entry and notes will print. Like this:

Friday 04/02/04

9:30 am – 10:30 am Chapter 10

Note: I couldn't believe what I read in this chapter! It reminded me of all the great sports movies I've seen. It seems like so many of the sports movies are sad. Like "Seabiscuit" or "The Natural."

Monday 04/05/04

9:30 am – 10:25 am Epilog

Note: This was really interesting. I want to learn more about the legend.



## Life Ropes

### Description

Life Ropes are simple timelines. Students research a person and find graphics, photographs or create electronic drawings to represent key events in the person's life.

### Materials

5" x 8" cards

Hole punch

String

Magazines (preview to remove inappropriate material)

Glue

Markers

Scissors

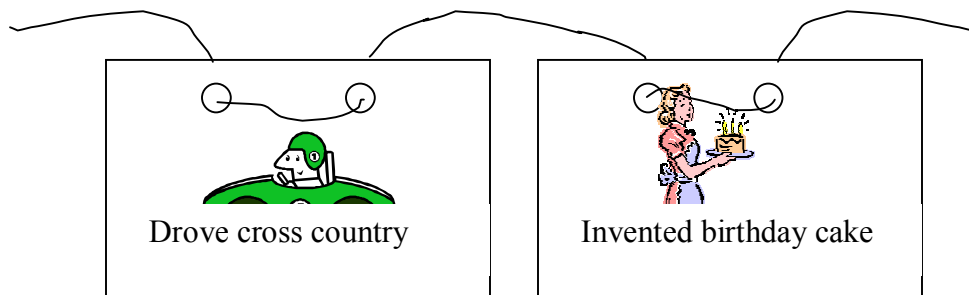
### Preparation

Punch two holes in the top of each card.

Select magazines and electronic resources with appropriate images.

### Procedure

1. Introduce time lines if needed and explain that a Life Rope is a personal timeline.
2. Instruct students to browse resources to locate pictures that represent major events in the life or the person they are studying.
3. Paste pictures on tag board cards and write a caption. Captions may include narrative or narrative and dates.
4. Use the string to lace the cards together in sequential order and hang in classroom.



### Using Life Ropes across the curriculum

1. Retell a story
2. Illustrate an event in history
3. Illustrate a story problem and related equation for math
4. Illustrate any life or environmental cycle such as the water cycle



### Additional Literature Strategies

The following list offers additional vocabulary development and literature response strategies. Teachers should feel free to supplement this list with other proven instructional resources.

Strategy	Purpose	Description
Alternative Recitation	Comprehension	After reading, students create 3 literal and 1 interpretive questions. They play a questioning game, where one student asks his/her first literal question. He/she calls on one person. If that person answers correctly, student #1 marks off his/her first question. Student #2 asks his/her first question. The game continues until all students mark off all questions.
Flashlight Theatre	Comprehension	After reading, students create a written response, such as a Biopoem. The teacher turns off all lights and shines a flashlight, like a spotlight, on the student who then reads his/her response.
KWWL	Pre reading	Students list what they <u>know</u> about a topic. Teachers guide a discussion about <u>what else</u> they need to learn. Then the teacher lists available resources to show students <u>where they can learn more</u> . Finally, teachers assign different ways for students to <u>share what they learn</u> .
List Group Label	Pre reading	Students list everything they know about a topic. The teachers guides students as they sort items into groups. Finally, students label each group.
Possible Sentences	Vocabulary development	Prior to reading, the teacher leads students in a brief text preview and identify key vocabulary terms. Then the teacher asks students to create two or three “possible sentences” using the key vocabulary terms. (Possible sentences are those that may be in the reading.) As students read, they look for the key vocabulary terms to see if their possible sentences were close to the actual sentences in the reading.



Strategy	Purpose	Description
		<p>Teachers identify a key vocabulary term, such as “habitat.” The teacher starts the chain with the sentence:</p> <p style="text-align: center;">Habitat makes me think of _____.</p>
Sentence Chains	Vocabulary development	<p>Students finish the sentence. For example: “Habitat makes the think of <u>environment</u>.” Now students continue the pattern by writing a second sentence that begins with the word or phrase used to complete the first sentence. Like this:</p> <p style="text-align: center;">Habitat makes me think of environment. Environment makes me think of _____.</p>
Text Preview	Pre reading	<p>The teacher develops interest in a new book, by showing front and back covers, talking about the author, showing and discussing illustrations. Additionally, teachers address key vocabulary terms, especially those that might be a stumbling block to comprehension. Finally, teachers read a small excerpt from the text to build interest in enthusiasm.</p>
Word Links	Vocabulary development	<p>Teachers identify key vocabulary terms and writes one term on a 5” x 8” index card. Punch one hole in the center at the top and bottom of each card (approximately ½ inch from the edge).</p>