

Integrating Technology into a Novel Study

Grade Level or Special Area: Connections

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Length of Unit: 5 lessons, (one class period of 90 minutes for each lesson, with lesson number 5, two class periods long)

I. ABSTRACT

- A. Through the use of different types of technology, students will enhance and increase their writing skills. This unit focuses on a multilevel approach to incorporate technology usage into a natural way to communicate, using text resources from the Core Knowledge Sequence. Each lesson can be used individually or as part of an overall unit. The students will read texts and participate in literature circles, utilize online text resources, give feedback through interactive technology hardware/software, organize information using Inspiration software, and create a progressive poem, utilizing a variety of digital resources.

II. OVERVIEW

- A. Concept Objectives
1. The student comprehends selections using a variety of strategies. (TEKS ELA 5.10)
 2. The student understands how to select and use writing processes for self-initiated and assigned writing (TEKS ELA 5.19)
- B. Content from the *Core Knowledge Sequence*
1. **Writing, Grammar, and Usage (p. 109)**
 - a. Writing and Research
Produce a variety of types of writing – including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems – with a coherent structure or story line.
- C. Skill Objectives
1. The student will describe mental images that text descriptions evoke. (TEKS ELA 5.10D)
 2. The student will determine a text's main (or major) ideas and how those ideas are supported with details. (TEKS ELA 5.10F)
 3. The student will paraphrase and summarize text to recall, inform, or organize ideas. (TEKS ELA 5.10G)
 4. The student will draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS ELA 5.10H)
 5. The student expresses and supports responses to various types of text. (TEKS ELA 5.11)
 6. The student will offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (TEKS ELA 5.11A)
 7. The student will interpret text ideas through such varied means as journal writing, discussion, enactment, and media. (TEKS ELA 5.11B)
 8. The student will write to inform, such as to explain, describe, report, and narrate. (TEKS ELA 5.15C)
 9. The student will generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs. (TEKS ELA 5.19A)
 10. The student will use available technology to support aspects of creating, revising, editing and publishing texts. (TEKS ELA 5.19F)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. www.sparknotes.com/home/english/
- B. For Students

IV. RESOURCES

- A. Novels or short stories, (one per student) chosen from the Core Knowledge Sequence, according to your grade level.
- B. AlphaSmart portable keyboards. (one per student)
- C. Computers with web access. (one for each pair of students)
- D. Classroom Performance System (CPS) from eInstruction.
- E. Classroom presentation system (either large monitor or projector)
- F. Inspiration software
- G. Microsoft PowerPoint software
- H. Microsoft Publisher software

V. LESSONS

Lesson One: Literature Circles with AlphaSmarts

Daily Objectives

- 1. Concept Objectives
 - a. The student comprehends selections using a variety of strategies. (TEKS ELA 5.10)
 - b. The student understands how to select and use writing processes for self-initiated and assigned writing (TEKS ELA 5.19)
- 2. Lesson Content
 - I. Writing, Grammar, and Usage** (p.109)
 - A. Writing and Research
Produce a variety of types of writing – including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems – with a coherent structure or story line.
- 3. Skill Objectives
 - a. The student will describe mental images that text descriptions evoke. (TEKS ELA 5.10D)
 - b. The student will determine a text’s main (or major) ideas and how those ideas are supported with details. (TEKS ELA 5.10F)
 - c. The student will paraphrase and summarize text to recall, inform, or organize ideas. (TEKS ELA 5.10G)
 - d. The student will draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS ELA 5.10H)
 - e. The student will offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (TEKS ELA 5.11A)
 - f. The student will interpret text ideas through such varied means as journal writing, discussion, enactment, and media. (TEKS ELA 5.11B)
 - g. The student will write to inform, such as to explain, describe, report, and narrate. (TEKS ELA 5.15C)
 - h. The student will use available technology to support aspects of creating, revising, editing and publishing texts. (TEKS ELA 5.19F)
- B. *Materials*

1. Appendix A (“Standardized Response Questions”)
 2. Portable keyboards (AlphaSmarts) for each student.
 3. Teacher computer to input student questions.
 4. Copy of student reading material (novel, story, etc.) from the Core Knowledge Sequence, one per student.
- C. *Key Vocabulary*
1. “Literature circle” - A small group that responds to literature and gives feedback on others’ responses.
- D. *Procedures/Activities*
1. Before class, input a question (based on Appendix A) into the students’ AlphaSmarts. I have each class period use a separate file. You can, if time permits, erase student responses between classes and just use one file.
 2. During class, explain to students what a “literature circle” is (a small group that responds to literature and gives feedback on others’ responses). Model for them, using a page read aloud from the novel/story. Give your response to a demonstration question (“What do you think will happen next?” or “Describe the setting using at least 3 complete sentences,” etc.) Open class discussion for elaboration or disagreement on your response. Model acceptance of their ideas, and give feedback on their feedback, keeping discussion positive and elaborative.
 3. Divide up the class into small groups, 3-4 students each, keeping in mind similar reading styles. Hand out novels/stories and an AlphaSmart to each student.
 4. Assign a length of material to be read, according to time and reading level of students. Assign a style of reading: reading with a partner, reading individually and silently, etc. Remind them that you will give a signal and they will respond to a prompt on their AlphaSmart even if they are not completed with their reading.
 5. Allow students to spread out with their materials in different parts of the classroom. Monitor progress in reading the material, insuring students stay on task and within time frame.
 6. As students finish their selection, or as time dictates, direct them to answer the question in file 1 of their AlphaSmart, along with their name. At an appropriate time, direct them to finish their response and pass their keyboard to another member in their group. Direct them to read their classmate’s response and, in file 2, respond to it in complete sentences along with their name, too. Remind them of the class discussion at the beginning of the period. Do not accept “Me too,” type of responses. Elaboration is mandatory. Continue passing and responding in the next file until everyone in the group has participated. Pass the keyboards back to the original owner and instruct them to read everyone’s responses.
 7. Gather the class back together. Have students orally share original responses and selected feedbacks for class discussion.
- E. *Assessment/Evaluation*
- Informal assessment. Teacher observation of student participation in large and small group activity, along with group discussion.

Lesson Two: Using Literature Circles with an Online Literature Source

Daily Objectives

1. Concept Objectives
 - a. The student comprehends selections using a variety of strategies. (TEKS ELA 5.10)

- b. The student selects and uses writing processes for self-initiated and assigned writing (TEKS ELA 5.19)

2. Lesson Content

I. Writing, Grammar, and Usage (p.109)

A. Writing and Research

Produce a variety of types of writing – including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems – with a coherent structure or story line.

3. Skill Objectives

- a. The student will describe mental images that text descriptions evoke. (TEKS ELA 5.10D)
- b. The student will determine a text’s main (or major) ideas and how those ideas are supported with details. (TEKS ELA 5.10F)
- c. The student will paraphrase and summarize text to recall, inform, or organize ideas. (TEKS ELA 5.10G)
- d. The student will draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS ELA 5.10H)
- e. The student will offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (TEKS ELA 5.11A)
- f. The student will interpret text ideas through such varied means as journal writing, discussion, enactment, and media. (TEKS ELA 5.11B)
- g. The student will write to inform, such as to explain, describe, report, and narrate. (TEKS ELA 5.15C)
- h. The student will use available technology to support aspects of creating, revising, editing and publishing texts. (TEKS ELA 5.19F)

A. *Materials*

- 1. Appendix A (“Standardized Response Questions”), cut into separate question strips.
Appendix B (“Free Core Knowledge Sequence eBooks”)
- 2. Web-accessible computers, one for each pair of students.

B. *Key Vocabulary*

eBook- An online, downloadable copy of a book. Some may be electronic copies of previously printed material and others are available only on websites.

C. *Procedures/Activities*

- 1. In large group discussion, brainstorm where a student could go to read a book. Have responses be specific (example: not just “a store” but “Barnes and Noble.”) If students are not familiar with internet sites for books, lead discussion toward this resource location. Remind the students that you are talking about appropriate, on-task sites. Open discussion about when would an electronic copy of a book be preferable (Some possible responses: cheaper, faster, never out-of-stock, saves trees). *Note to teacher: student’s textbooks will be available in digital format very soon. This is their future!*
- 2. Tell students they will be reading part of a book without turning a page or touching paper. Put students in pairs and direct them to a computer. Access the website www.sparknotes.com/home/english/. From this site, direct them to either “Literature” or “Shakespeare” depending on your Core Knowledge Sequence Guidelines (see Appendix B). Choose a chapter and allow the student groups time to read the passage silently (or if the physical situation allows, to buddy read quietly). At the end of the passage, or as time dictates, direct the students to open a blank word processing document and co-write a response to a question from Appendix A. Each

student group should have a different question. Instruct them that both partners must agree to the response and it must be in paragraph form.

3. Allow time during class for students to share their responses. A printed copy may be collected for student portfolios. Direct students to their previous discussion of eBooks. Now that they have had an experience with one, has their opinion changed?

D. *Assessment/Evaluation*

Informal assessment. Teacher observation of student participation in large and small group activity, along with group discussion.

Lesson Three: Enhancing Writing and Comprehension Using a Classroom Performance System (CPS) and portable keyboards (AlphaSmarts)

A. *Daily Objectives*

1. Concept Objective

- a. The student comprehends selections using a variety of strategies. (TEKS ELA 5.10)

2. Lesson Content

I. Writing, Grammar, and Usage (p. 109)

A. Writing and Research

Produce a variety of types of writing – including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems – with a coherent structure or story line

3. Skill Objectives

- a. The student will describe mental images that text descriptions evoke. (TEKS ELA 5.10D)
- b. The student will determine a text’s main (or major) ideas and how those ideas are supported with details. (TEKS ELA 5.10F)
- c. The student will paraphrase and summarize text to recall, inform, or organize ideas. (TEKS ELA 5.10G)
- d. The student will draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS ELA 5.10H)
- e. The student expresses and supports responses to various types of text. (TEKS ELA 5.11)
- f. The student will offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (TEKS ELA 5.11A)
- g. The student will interpret text ideas through such varied means as journal writing, discussion, enactment, and media. (TEKS ELA 5.11B)

B. *Materials*

1. Teacher computer to input student questions.
2. Presentation device, either a large monitor or projector.
3. Classroom Performance System (CPS) unit, with one response pad per student.
4. Copy of student reading material (novel, story, etc.) from the Core Knowledge Sequence, one per student pair.
5. AlphaSmart portable keyboard for each student pair.
6. Appendix A (“Standardized Response Questions”)

C. *Key Vocabulary*

1. “Literature circle” - A small group that responds to literature and gives feedback on other’s responses.

D. *Procedures/Activities*

First 60 min

1. Before class, input questions from Appendix A into files 1-3 of the students' AlphaSmarts. Choose questions based on objectives, where you are currently in the text, and needs of the students. Consider the reading level of the class and pair the students accordingly. Input the same questions into a CPS presentation file, with an additional question about the passage. The CPS questions can be open ended or multiple choice.
2. During class, review with, or explain to, students what a "literature circle" is (a small group that responds to literature and gives feedback on others' responses). Model for them, using a page read aloud from the novel/story. Give your response to a demonstration question ("What do you think will happen next?" or "Describe the setting using at least 3 complete sentences," etc.) Open class discussion for elaboration or disagreement on your response. Model acceptance of their ideas, and give feedback on their feedback, keeping discussion positive and elaborative.
3. Divide up the class into pairs, keeping in mind similar reading styles. Hand out novels/stories and an AlphaSmart to each student pair.
4. Assign a length of material to be read, according to time and reading level of the students. Remind them that you will give a signal and they will work together to respond to a prompt on their AlphaSmarts, even if they are not completed with their reading.
5. Allow students to spread out with their materials in different parts of the classroom. Monitor progress in reading the material, insuring students stay on task and within time frame. Students will "buddy read" or "partner read" the assigned passage.
6. As students finish their selection or, as time dictates, direct them to answer the question in file 1 of their AlphaSmart. Each student pair will work together to decide what to write and put their names at the end. At an appropriate time, have them finish their response and pass their keyboard to another group. Direct them to read their classmates' response and give feedback on it in complete sentences, along with their names too. Remind them of the class discussion at the beginning of the period and that you are looking for elaboration and "why/because" statements.
7. At an appropriate time, have them finish their feedback and go on to file 2. The student pairs will answer the question there in the same format as they did on their original keyboard. They will follow the same directions and pass it back to the original owners. The same will happen for the third question (file 3); with the keyboards being passed back to the original owners after feedback is given. Monitor the students for on-task behavior and quality of responses.
8. Gather the class together and take up the keyboards.

Last 30 minutes

9. Direct the students' attention to the projector. Begin the CPS presentation with the first question, having students input their responses. Show class responses and discuss with students, having them use their texts to verify answers if they disagree.

E. *Assessment/Evaluation*

Informal assessment. Teacher observation of student participation in large and small group activity, along with group discussion. Skills that are worked on in this lesson can be incorporated into standardized test preparation materials or quizzes given at the end of the text.

Lesson Four: Using Inspiration software to Enhance Comprehension

A. *Daily Objective*

1. Concept Objectives
 - a. The student comprehends selections using a variety of strategies. (TEKS ELA 5.10)

2. Lesson Content

I. Writing, Grammar, and Usage (p. 109)

A. Writing and Research

Produce a variety of types of writing – including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems – with a coherent structure or story line.

3. Skill Objectives

- a. The student will describe mental images that text descriptions evoke. (TEKS ELA 5.10D)
- b. The student will determine a text’s main (or major) ideas and how those ideas are supported with details. (TEKS ELA 5.10F)
- c. The student will paraphrase and summarize text to recall, inform, or organize ideas. (TEKS ELA 5.10G)
- d. The student will draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS ELA 5.10H)
- e. The student expresses and supports responses to various types of text. (TEKS ELA 5.11)
- f. The student will offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (TEKS ELA 5.11A)
- g. The student will interpret text ideas through such varied means as journal writing, discussion, enactment, and media. (TEKS ELA 5.11B)
- h. The student will generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs. (TEKS ELA 5.19A)

B. *Materials*

1. Teacher computer with Inspiration software.
2. Presentation device, either a large monitor or projector.
3. Copy of student reading material (novel, story, etc.) from the Core Knowledge Sequence, one for each student.
4. Copy of Appendix C (“Passage Organizer”) for each student.
5. Pencils for students.

C. *Key Vocabulary*

D. *Procedures/Activities*

1. Pass out copies of Appendix C to each student. Review previously covered reading passages (if any), focusing on literary elements found on the handout. Direct the students to fill in the areas with the appropriate information. Let them be as elaborate as they need to be, allowing for individual differences. After they have completed the activity, have them put the worksheets aside. Assign a length of material to be read, according to time and reading level of the students. After the passage has been read, direct their attention back to their worksheets. Discuss with the class the challenges of keeping information organized and adding to the organizer as more text is covered. Brainstorm ways to add to the information already on the sheet. During discussion, talk about how comprehension is not only important to the reading/writing process, but also can be enhanced by organizing information in a number of ways.
2. Tell the students to fold their papers so that just the top rectangle (“setting”) is visible. Direct the students’ attention to the monitor and begin a new Inspiration diagram. Using the “RapidFire” tool, have students call out their information from the top rectangle. As the screen starts to fill, reduce the view using the buttons on the lower left corner. After all students’ responses have been entered, open the class to discussion. Color those symbols that are duplicated a different color to show shared

- ideas. Change the font of those that are deemed more important, show elaboration, or stand out for further review.
3. Have the students refold their papers to show just the second rectangle. Add another diagram to the screen, below the diagram already created. Continue as in step 2, changing fonts and colors, discussing with the students their elaboration on their ideas. Class discussion should be more involved and precise in this step, based on success with step 2. Continue adding diagrams for the remaining rectangles until all four are done. Change the view to show that all of the students' information can be seen in greater or lesser detail.
 4. Refer the students back to the earlier discussion (from step 1) about adding to their organizers. Continue the discussion with the added element of the graphic organizer they just helped complete. Students' responses should show that the Inspiration graphic organizer is easier to view, add to, and relabel, resulting in a better organization of their ideas. Students' discussion should reflect that the diagrams also show areas needing elaboration (or that are over-elaborated).
- E. *Assessment/Evaluation*
 Informal assessment. Teacher observation of student participation in large and small group activity, along with group discussion. Appendix C could be added to student portfolio.

Lesson Five: Utilizing Technology and a Progressive Poem to Enhance Comprehension (or *The Book that Twain Wrote*) *This lesson is designed for two 90 minute class periods. It was originally planned as a culminating activity but can also be used midway through a novel. Examples will use The Adventures of Tom Sawyer but can be adapted to any novel.*

- A. *Daily Objectives*
1. Concept Objectives
 - a. The student comprehends selections using a variety of strategies. (TEKS ELA 5.10)
 - b. The student understands how to select and use writing processes for self-initiated and assigned writing (TEKS ELA 5.19)
 2. Lesson Content
 - I. **Writing, Grammar, and Usage (p. 109)**
 - A. Writing and Research
 Produce a variety of types of writing – including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems – with a coherent structure or story line.
 3. Skill Objectives
 - a. The student will describe mental images that text descriptions evoke. (TEKS ELA 5.10D)
 - b. The student will determine a text's main (or major) ideas and how those ideas are supported with details. (TEKS ELA 5.10F)
 - c. The student will paraphrase and summarize text to recall, inform, or organize ideas. (TEKS ELA 5.10G)
 - d. The student will draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS ELA 5.10H)
 - e. The student expresses and supports responses to various types of text. (TEKS ELA 5.11)
 - f. The student will offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (TEKS ELA 5.11A)
 - g. The student will interpret text ideas through such varied means as journal writing, discussion, enactment, and media. (TEKS ELA 5.11B)

- h. The student will write to inform, such as to explain, describe, report, and narrate. (TEKS ELA 5.15C)
- i. The student will generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs. (TEKS ELA 5.19A)
- j. The student will use available technology to support aspects of creating, revising, editing and publishing texts. (TEKS ELA 5.19F)

B. *Materials*

- 1. Portable keyboard (AlphaSmart) for each student
- 2. Copy of student reading material (novel, story, etc.) from the Core Knowledge Sequence, one for each student.
- 3. Computers with Microsoft Publisher and Inspiration.
- 4. Presentation device, either a large monitor or projector.
- 5. Digital camera.
- 6. Copies of Appendix D (“The House that Jack Built”), one for each student.
- 7. Copies of Appendix E (“Splat Web”), one for each student.
- 8. Copies of Appendix F (“Flow Chart”), one for each student.
- 9. Appendix G (“Progressive Poem Rubric”)
- 10. Pencils for students.
- 11. Stapler/glue/brads to put their finished books together.

C. *Key Vocabulary*

- 1. Figurative language – words and phrases that stand for other words (like metaphors or similes).
- 2. Imagery – Descriptions or phrases that give us mental pictures.
- 3. Progressive poem – One that repeats and builds.

D. *Procedures/Activities*

First day

- 1. Before the class, make sure that all AlphaSmarts are empty of files. For this activity, I usually have each class period in a separate file.
- 2. Introduce the term “progressive poem.” Some students may know of the book and song, “There Was an Old Lady Who Swallowed a Fly,” or the story of “The Little Red Hen.” As an example, sing the first few stanzas of “The Twelve Days of Christmas” with the students. To increase student attention, give different parts to different students.
- 3. Discuss the challenges with understanding and remembering characters and the sequence of events in a novel (“comprehension”), remembering mental images the author has used (“imagery”), and understanding the figurative language sometimes used. Announce that you are going to show them a way to remember the characters and events and, also importantly, better understand the novel.
- 4. Hand out copies of “The House that Jack Built” (Appendix D). Go through the poem, using different students or groups of students as readers. Explore the style, circling stanzas, and noting how the poem builds through repetition. Have them turn the poem face down and see how far the class can get after the short exposure they have had. Tell them that they will be producing a progressive poem to help them understand the novel they are reading/have just read. When they are finished, they will have a book of their own, complete with art, which they will share (or keep in a classroom library, read aloud to another class, present during an Author’s Day, etc., depending on what culminating activity you choose).
- 5. Using their novel/story, have each student map out their poem, “The Book that Twain Wrote,” on a splat web (Appendix E). This brainstorm page can show characters, items, or events and has lines to add 3 descriptions or elaborations. Direct them to

use nouns, adjectives, and verbs to describe the items (*example: In The Adventures of Tom Sawyer, Becky could be described as “yellow, curly haired,” and also “kissed by Tom”*). Elaboration should be verified with the book and the students can use direct information or paraphrases. Reading level modifications can lessen the number of characters/events or lessen the number of elaborations. After they have completed this sheet, have them draw an arrow to link the items, either by relationship or chronology.

6. After they have linked their items, hand out a flow chart (Appendix F) to each student. Have them transfer the information to this organizer, beginning at the top and continuing to the bottom. Copy a good example of a student’s work (or allow them to) in Inspiration. Use rectangles to correspond to the flow chart. Label how each is linked on the arrow between them. Direct their attention to the monitor. Show how the rough poem flows, and how each item is connected to the one before and after it.
7. Have the students take out their AlphaSmarts and, after putting their names in, begin typing their poems in files 1-8, with separate files for each item. Allow them to spellcheck their work. As they finish, have them input their work into a computer, in Word. Using “copy and paste,” have them compile their rough poem into the progressive poem format, with each stanza growing by one line. If students don’t understand how it should look, refer back to “The House that Jack Built.” Let them choose their own font style, but keep the font size about a 12 because as the poem gets larger, some room must be preserved for their art. Remind them to save their work often and monitor their progress. Bring them together in a large group and share successes and discuss problems.

Second day

8. Direct the students to create a new Publisher document. Create a “Quick Publication” and, using the “insert” and “insert page” tools, add 9 pages to it. The first page will be their title, the next 8 pages will be their progressive poem, and the last page will be their author’s page (about the students themselves). Have the students open their saved Word document. Using copy-and-paste, have them transfer their work to pages 2-9. Allow them to resize and change fonts, still saving room for their art on each page. After they have added text to the interior pages, have them add clip art to each page. Remind them that the art will reflect and complement the text and, depending on printing capability, may be in black and white only. Monitor and assist with searches for their pictures, keeping the students in Publisher clip art to insure appropriateness. Students may resize and rearrange their pictures and text to better communicate their ideas. The text should stay in the same font, but may be resized to fit the page. To modify for reading level, the teacher may create a Word document with fewer pictures and have the students copy-and-paste from it. After they have completed the interior pages, have them do the title page. As this is completed, the students should do the author’s page. On this page, biographical information and reflection on the project should be shown. Allow them to take each other’s picture and download it, copying it into their last page. The font should be different from their poem and both it and the picture may be resized to fit this page. The author’s page will be the back of the book and the title page will be the front. After they have saved their work, print the book and put it together. Books can be colored by the student if printed on a black and white printer. They can be shared with another class, read aloud in an Author’s Day presentation, added to portfolios (paper or electronic), or displayed for parents on Parent Night.

E. *Assessment/Evaluation* Assessment will be both informal and formal.

1. Informal assessment. Teacher observation of student participation in large and small group activity, along with group discussion.
2. Formal assessment. Students can be graded on completed handouts and multiple grades can be taken from the rubric (Appendix G) based on their completed book.

VI. CULMINATING ACTIVITY (Optional)

- A. Have students read “The Book that _____ Wrote” aloud to another student group, on Parent Night, or share during Author’s Day.

VII. HANDOUTS/WORKSHEETS

1. Appendix A - (“Standardized Response Questions”) for Lesson 1.
2. Appendix B - (“Free Core Knowledge Sequence eBooks”)
3. Appendix C - (“Passage Organizer”)
4. Appendix D - (“The House that Jack Built”)
5. Appendix E - (“Splat Web”)
6. Appendix F - (“Flow Chart”)
7. Appendix G - (“Progressive Poem Rubric”)













VIII. BIBLIOGRAPHY

- A. SparkNotes online study guide www.sparknotes.com/home/english/
- B. Twain, Mark. The Adventures of Tom Sawyer. London: Puffin, 1994
ISBN 0-14-036673-3

Standardized Response Questions

Appendix A

In file 1, copy an open-ended question, using TAKS-style (state standards) vocabulary. Keep in mind that different students may need different questions based on reading level. Some examples follow:

-  Describe the setting of the passage. Use at least 3 complete sentences and be elaborate!
-  Summarize what you've read so far. Think about beginning, middle, and end...
-  How would you describe the main character? Use at least 3 complete sentences.
-  What can you infer from the passage?
-  What is your prediction of what will happen next? Why?
-  Why do you think (character) (action)? Would you have done the same? Why?
-  Explain what (vocabulary term) means in your own words. Why do you think the author used this term?
-  Propose an alternate end to the passage. Why is yours better?
-  Which statements support the main idea of (main idea)?
-  There are some cause-and-effect events in this passage. What are they?
-  What opinions are shown in this passage?
-  What is the main idea of this passage? What statements support this?

Free Core Knowledge Sequence eBooks
Appendix B

Some Core Knowledge Sequence books available online from SparkNotes as of 06/2005:

- Fourth Grade** Gulliver's Travels by Jonathan Swift
 Robinson Crusoe by Daniel Defoe
 Treasure Island by Robert Louis Stevenson
- Fifth Grade** The Adventures of Tom Sawyer by Mark Twain
 Don Quixote by Miguel de Cervantes
 Narrative of the Life of Frederick Douglass by Frederick Douglass
 The Secret Garden by Frances Hodgson Burnett
 A Midsummer Night's Dream by William Shakespeare
- Sixth Grade** The Iliad and The Odyssey by Homer
 Julius Caesar by William Shakespeare
- Seventh Grade** The Call of the Wild by Jack London
 Cyrano de Bergerac by Edmond Rostand
- Eighth Grade** Twelfth Night by William Shakespeare

Passage Organizer
Appendix C

Name _____

Setting

Character (or Characters)

Event

Outcome (or changes)

The House That Jack Built

Appendix D

This is the house that Jack built.

This is the malt
That lay in the house that Jack built.

This is the rat
That ate the malt
That lay in the house that Jack built.

This is the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

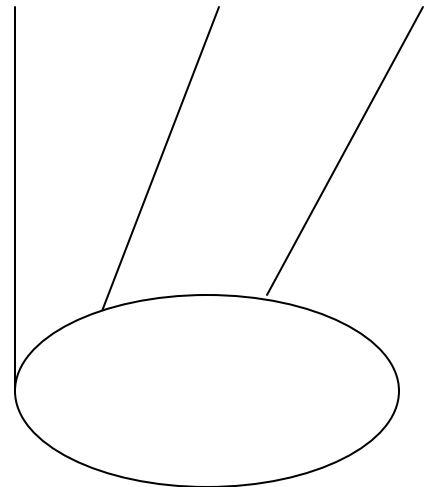
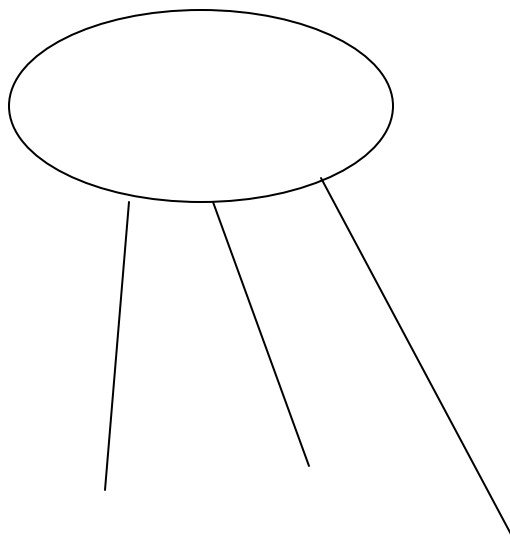
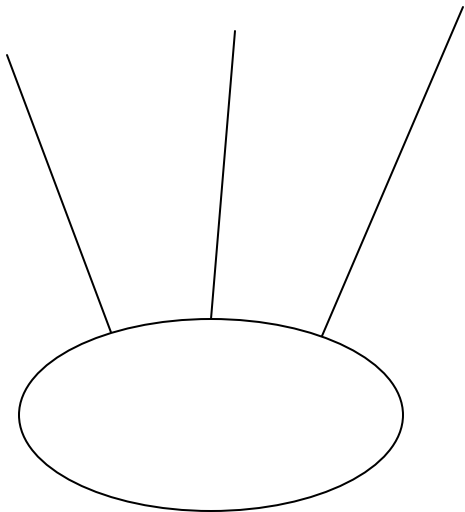
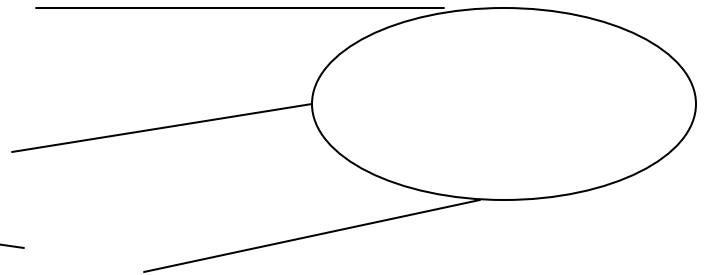
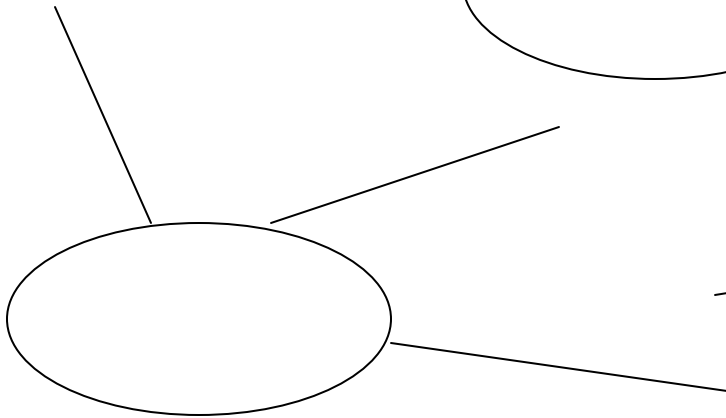
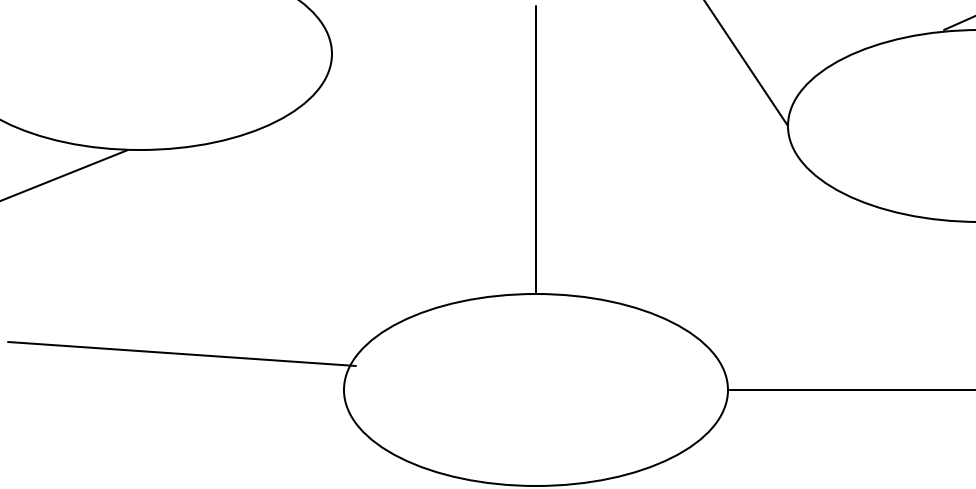
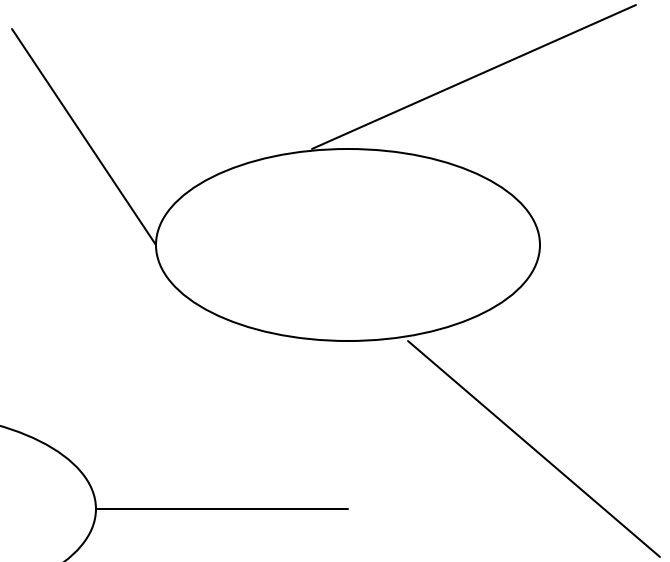
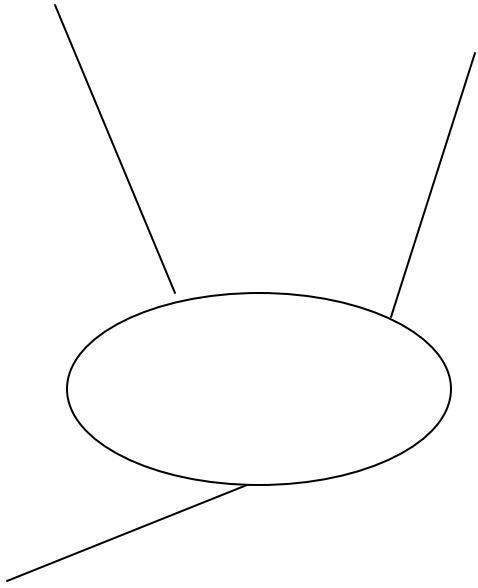
This is the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

This is the farmer sowing the corn,
That kept the cock that crowed in the morn,
That waked the priest all shaven and shorn,
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt
That lay in the house that Jack built.

Splat Web
Appendix E

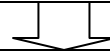
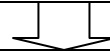
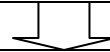
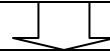
Name _____



Flow Chart
Appendix F

Name _____

Start



End

Progressive Poem Rubric

Appendix G

Student name _____

grade	90-100	80-89	70-79	< 70
WRITING Mechanics Spelling Capitalization Neatness	Well written with very few mistakes. Product is neat and appealing. Final product has been checked for correctness.	Some mistakes but overall is above average. Product could be neater but still communicates well.	Several mistakes. Communication is hampered due to problems.	Many mistakes even after editing assistance from an adult. Overall communication is greatly affected.
CONTENT Organization Vocabulary Correctness of information	Makes sense. Well organized. Vocabulary is correctly chosen and on grade level.	Makes sense but with some organization mistakes. Vocabulary is not as advanced as possible.	Makes some sense but with many errors. Organization not on grade level. Process was understood, just not communicated	Makes little sense. Many organization errors. Overall product doesn't show an understanding of the process.
TECHNOLOGY USAGE AlphaSmart Computer Comp. Programs Digital camera	Technology was correctly used with few problems needing teacher assistance.	Correctly used with some help from the teacher. Final product has few errors.	Teacher assisted, some problems in final product but still communicates overall idea.	Technology not used correctly. Many problems with text/graphics.
WORK SKILLS Following instr. Editing Organization On task On time	Worked well by themselves and with others. Took criticism well and turned in project on time.	Worked well by themselves and with others with some redirection. Turned in project on time.	Sometimes off-task even after redirection. Turned in project late.	Problems with taking criticism, often off-task, project turned in late or not at all.

Technology TEKS for “Integrating Technology into a Novel Study” Appendix H

5th grade

(1) **Foundations.** The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

- (A) use technology terminology appropriate to the task;
- (B) save and delete files, uses menu options and commands, and work with more than one software application;
- (C) identify and describe the characteristics of digital input, processing, and output;
- (D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity; and
- (E) access remote equipment on a network such as a printer or other peripherals.

(2) **Foundations.** The student uses data input skills appropriate to the task. The student is expected to:

- (A) use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;
- (B) use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns;
- (C) demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;
- (D) produce documents at the keyboard, proofread, and correct errors;
- (E) use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate.

(4) **Information acquisition.** The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

- (B) select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing.

(5) **Information acquisition.** The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

- (A) acquire information including text, audio, video, and graphics.

(7) **Solving problems.** The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(A) use software programs with audio, video, and graphics to enhance learning experiences;

(B) use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia; and

(C) use a variety of data types including text, graphics, digital audio, and video.

(10) **Communication.** The student formats digital information for appropriate and effective communication. The student is expected to:

(B) use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed materials.

(11) **Communication.** The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video.