

# ***“Dissection of a Novel” Veronica Berry***



For further information contact

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## **2005-2006 IDEA CATALOG OF EXCELLENCE**

### **PROGRAM OVERVIEW**

Through the ages of education, many trends have come and gone, but the knowledge of reading and its developmental stages remain. As apart of the 6<sup>th</sup> grade curriculum, it is essential that reading is reinforced through every means possible such as Reading in the Content Areas, Silent Sustained Reading, Reading Aloud, Guided Reading, Reading at home for academia and leisure, and of course, reading by using technology.

By using technology, the students are abreast of the latest information and skills needed to function in today's savvy technological society. Without the ability to read and use technology, effectively, students of today have very few options in the future. Since technology is used by students on a daily basis, through television, radio, video games, computers, ipods, and etc, utilizing technology in the classroom only complements their life style and brightens their future. This four to six week ***“Dissection of a Novel”*** aids in the future of our children.

### **OVERALL VALUE – ISTE/NETS OBJECTIVES**

#### **TEACHER:**

1. Technology Operations and Concepts: The teacher demonstrates a sound knowledge of technology operations and basic concepts. -demonstrates basic knowledge, skills, and understanding of the ISTE standards.
2. Planning and Designing Learning Environments: The teacher plans and designs effective learning environments supported by technology. -design learning opportunities which apply to the continual development of technology enhancement with instructional strategies to support diverse learners. -identify and locate technology resources. -plan for the management of technology resources within the context of learning activities.
3. Teaching, Learning, and the Curriculum The teacher implements curriculum plans that include methods to enhance student learning. -facilities technology in assessing student learning of subject matter using a variety of assessment techniques. -apply multiple methods of evaluation to determine students' productivity.

#### **STUDENT:**

1. Basic operations and concepts:  
\*Students demonstrate a basic understanding of technology operations.
2. Technology productivity tools:  
\*Students increase learning through productivity of tech projects.
3. Technology Research tools:  
\*Students locate, collect, and compile sources.

#### ***Technology communications tools:***

\*Students use telecommunications to collaborate, publish, and interact with others. \*Students format information to communicate to an audience.

### **SUBJECTS COVERED**

Cross Curricular

### **GRADES**

Sixth - Eighth

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## MATERIALS

- CD player to hear the audio version of "The Fun They Had" by Isaac Asimov.
- Scoring rubrics for assessing the Information Guide and Writing Spirals.
- Collaboration with Librarian to provide maps and other resources.
- Class time reserved for presentations.
- Class time reserved for test on the internet for "The Fun They Had."
- Class time reserved for Information Guide research.
- Three Model Teacher Computers.
- Copy paper for duplicates for the guide and printing.

## SUNSHINE STATE STANDARDS

### LITERATURE

- L.B.B 1.3.3 produce final document that has been edited L.A.E identifies common elements of story
- L.A.B 2.3.1 writes text, notes, comments and observations that show understanding of text.

### READING

- L.A.A. 1.3.1. use background knowledge;
- 1.3.2 use strategies to analyze words and text; demonstrates interpersonal and academics vocabularies in reading writing, listening, and speaking;
- 1.3.4 uses strategies to clarify meaning such as reading, note taking, summarizing, etc.
- 1.3.5 locates, organizes and interprets written information for research.

### LISTENING AND SPEAKING

- L.A.C 1.3.2 listens to readings to gather information;

1.3.4 uses responsive listening skills such as paraphrasing, summarizing and questioning to elaborate and clarify information.

### TECHNOLOGY

Use electronic technology to gather information; use basic computer skills in writing, such as basic technique.

### WRITING

L.A.B organizes information for writing with a purpose;

2.3.2 selects and uses appropriate format for writing.

### LANGUAGE

L.A.D 2.3.4 understands how tools of technology to enhance communication;

2.3.5 incorporates visuals in presentations.

### SOCIAL STUDIES

SS.B 1.3.1 uses various map forms to acquire information; uses various maps to process and report information.

## ACCOMMODATIONS

ESOL and ESE Strategies, which apply, will be incorporated if necessary.

## DIRECTIONS/PROCEDURE

Day 1 (Introduction and Motivation)  
Students are asked how old they will be in the year 2155. After laughing and discovering the shocking age, they will discuss what technology will be like during that time period. After much discuss, technology advancements are discussed with an emphasis on technology in the classroom and/ or school system. Student will proceed to the Prentice Hall Literature book and read silently as the audio reads aloud, Isaac Asimov's "The Fun They Had." It is a short story about two students who live in 2155 and the two main

characters, Margie and Tommy, discover a written text which describes the school system's use of books and technology of the past, our times. Just as the students in class had predicted, technology is so advanced in the future that a human teacher is not needed, but a robot teacher with the latest technological advancements teach the students at their home in Asimov's story. After reading the story and discussing more of technology advancements and why it is needed in the classroom, students construct a Venn Diagram, comparing and contrasting technology of today to technology of the future. After much discussed, reflection and, constructing, students use the internet site from Prentice [www.phschool.com](http://www.phschool.com) <<http://www.phschool.com/>> to test on the story.

Day 2 Students receive information and notes on Dissecting a novel. Students makes numerous prediction based upon the title only, the title and the cover, and from hearing the first page of the story. The teacher models for the students how to think aloud and silently, ask questions and document them as the she reads. The teacher models the process of dissecting a novel by stopping throughout the chapters to discuss characters, settings, plot, dialogue or anything topic of interest which relates to the story. Numerous questions are asked, vocabulary define, with dictionary and by using context clues, illustrations after each chapter are drawn, predictions for the upcoming chapter is made. Students are now ready to "dissect the novel." The Librarian is collecting maps and numerous resources to for students to use. The maps will help them discover where various islands which the author visited in order to accurately depict the native people of the story. As the teacher reads chapter one aloud, each student, with book in hand, reads

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silently. When the teacher asks a question or if the students have a question, the entire class stops to discover the answer or predict what will happen. Chapter one is finished on day two. Varies depending of length of novel chapters.

Day 3-5 Students and teacher read aloud, students take notes as they pause to reflect on the novel. Important information is documented and the process from Day 2 is continued over and over again.

Day 6-10 Students are placed in groups to work on the three Model Technology Teacher computers received. Students are given a detail explanation of what much go into an Information Guide. Each group is given a topic from a chapter in the book such as “Fishing At Sea” “Effects Of A Hurricane On The Island” “Catching Wild Game” and other topics. Students are to use the internet to collect and compile current information of how to survive on an island. Students will use various websites and use Microsoft Word to type and complete the written part of the guide. Each group is given several vocabulary word to look up and define. Students are to find the various creature or items expounded upon in their Information Guide and draw a picture of it or them. Students who are not on the computer are using various resources received from the Librarian. Data from the internet and from the media center are utilized during this period of time. While all of this interaction and learning takes place, students complete various work sheets, puzzles, and other assignments to go along with the novel. Students are also working and researching at home to make a diorama of their island and a survival sack if they were stranded for a week or two. Presentations are made when the novel is completed. A final unit test is given also.

Day 11-15 Students continue with their DAY 2 activities of “Dissecting the Novel,” And finally the end of the novel has arrived. Excitement fills the room because projects on the internet, survival sacks and dioramas are due.

LENGTH OF TIME MAY VARY.

## **ASSESSMENT**

See sites below for help.

[rubistar.4teachers.org](http://rubistar.4teachers.org)

[<http://www.rubric.com/>](http://www.rubric.com/)

[www.rubrics4teachers.com](http://www.rubrics4teachers.com)

[<http://www.rubrics4me.com/>](http://www.rubrics4me.com/)

[<http://teach-nology.com/web\\_tools/rubrics/>](http://teach-nology.com/web_tools/rubrics/)

## **OUTCOMES OR PRODUCTS PRODUCED**

The products produced from the are Information Guide- computer generated and researched based...Writing Spirals...Survival Sacks-research based and typed information from the computer...Diorama-internet research based.

## **CHECKLIST FOR PROJECT COMPLETION**

- Completed Technology Certification Application (Can be found at [http://www.polk-fl.net/schooltech/Training/Teach\\_Cert/cert\\_app.asp](http://www.polk-fl.net/schooltech/Training/Teach_Cert/cert_app.asp))
- Completed **Lesson Plan Template for Technology Certification Projects**
- Submit a hard copy and an electronic copy on disk or CD

## **ABOUT THE DEVELOPER**

Kathi Decker teaches a Primary Multiage class of 1<sup>st</sup> and 2<sup>nd</sup> graders at Eagle Lake Elementary. She has 23 years teaching experience and is certified in Early Childhood and Elementary Education. She has also taught reading in the ESOL program at the East Area Adult School and at Polk Community College.

In addition, she has a Master's degree in Language Arts, is National Board certified as an Early Childhood Generalist, and is presently pursuing a doctorate degree in Instructional Technology.

## **TECHNOLOGY TRAINING MODULES USED**

Teacher Web Resources I

FCAT Explorer 6<sup>th</sup> Grade

Microsoft Word

Marco polo/Intel Web

Word Basics

ISTE/NETS website

Prentice Hall Test website [www.phschool.com](http://www.phschool.com) [<http://www.phschool.com/>](http://www.phschool.com/)