10th Grade Novel Study: *Monster*
(Walter Dean Myers)
Day One
(Page 1 - through Judge’s speech on page 18)

**Opening Routine: Quick Write**
The teacher will
1. Write the title of the novel on the board or on a transparency.
2. Think about what Monster could be about?
   - What is happening?
   - Where?
   - Who is it happening to?
3. Without class discussion, ask students to write their responses in their RJLAs.
4. Allow students to write for approximately 5 minutes.
5. Sweep the room to solicit responses from the students. Since they are making predictions before reading the novel, do not comment on the correctness at this time.
6. Students will revisit and adjust their predictions during the “After Reading” segment of the lesson.

**View Episode of Cold Case**
The teacher will
1. Obtain a copy of an episode of the TV show Cold Case to discuss flashback.
2. Each episode of *Cold Case* begins with a flashback scene that establishes the time when a previous crime took place. Usually the flashbacks are distinguished by a different style of direction (e.g., colors, lighting, shading, camera angles). The next scene generally shows one or two of the characters introduced in the flashback scene dead at some future point in time. The show then flashes to the present day, with the show’s detectives prompted to reinvestigate an old, unsolved case (i.e., cold case).
3. Discussing how the flashback is used in a *Cold Case* episode and why writers employ the technique would help students become familiar with the literary term and prepare them to consider Myers’s use of the technique.
4. Questions teachers could ask are:
   - What does the flashback technique afford writers?
   - Why use this technique rather than move the story forward in a linear, chronological way?

**Vocabulary Enrichment: Classifying Words**
Language Collection: The Language Collection Activity will be embedded in the “After Reading” portion of the lesson on each day. This activity requires the students to return
to the text to skim and find words and phrases that fit the prompt given in each box. Helping students connect words by concept, topic, or function gives them the opportunity to practice the spectrum of skills included in tested vocabulary benchmark. Keep the chart paper up throughout the novel, as students will be adding to the charts daily. The daily chart paper activity can be modified.

The teacher will
1. Give each student a copy of the Language Collection graphic.
2. Make a transparency of the graphic, or draw one on the board.
3. Read all the word categories in the boxes.
4. Model an example for the class with “Words That Hurt.”
5. Ask the students to place the page number after their choices.
6. Ask students to set-up this graphic in their RJLA allowing lots of space to add to each box during the next 19 days.

Teacher Directed Instruction – Whole Group Instruction

Before Reading Activities: Getting Students Ready to Read

Before reading activities are designed to help spark students' interest while at the same time gives them a purpose for reading. The purpose for the following activity is to preview the relationships among the characters in the novel.

The teacher will
1. Ask for seven volunteers to role play characters.
2. Distribute directions to volunteers explaining their roles (Note to teacher: Explain role play will continue through the book and students will read parts of the character).
3. Distribute role play cards.
4. Instruct students to follow Reader's Theatre format.
5. Give volunteers a few minutes to prepare.
6. Guide students through their presentation of their role play.
7. Discuss with students the role play scenarios they developed in relationship to what they predicted about the novel in their RJLAs.
8. (Cards needed for Steve, Sandra Petrocelli, Kathy O'Brien, Briggs, Guard)

During Reading: Experiencing the Text

1. The teacher will read aloud pages 1-18, as students follow along in their book. Teacher will stop to allow students to comment orally about the format of the novel as it shifts back and forth between Steve's journal entries and his script of the ongoing court room scenes with flashbacks of his high school video production class.
2. Stop after page 5. Ask students
   - What is the genre of the piece I just read? (journal/diary)
   - How do you know this? (first person "I," simulated handwriting, etc.)
3. Ask for other examples.

4. Stop after middle of page 12 (before O’Brien’s speech). Ask students
   - What is the genre of the piece I just read? (movie script)
   - How do you know this? (script language, simulated movie credits [like Star Wars], cast of characters, etc., other works/books).

5. Stop after Judge’s speech on page 18. Ask students
   - Is there any vocabulary you want to talk about?
   - At this point, do you think Steve is guilty or not guilty? Point out something in the novel to support what you believe.

**After Reading: Understanding the Text**

**Revisit Prediction:**
1. The teacher will direct students to the prediction they made before reading. Students respond to their prediction by writing in their RJLAs by using the following prompts:
   - I was on target because . . .
   - I was off target because . . .
   - I was partially on target because . . .
   - What actually happened?
2. Pair-share responses; teacher sweeps the class.

**Character Frame:** (Benchmark – Character Development)
1. Students return to the text with a partner or in groups of 4 to complete the Character Frame.
2. Model on an overhead how to complete the frame.
3. Have students set up frame in the RJLA so that they can continuously add characters as the novel progresses.

<table>
<thead>
<tr>
<th>Character</th>
<th>Words character says to, or about, Steve which refer to his situation. (Include Page Numbers)</th>
<th>Conclusion/Inference: Character's belief Steve is innocent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guard 1</td>
<td>It's a motion case. They go through the motions; then they lock them up. (page 14)</td>
<td>He thinks Steve is guilty. He thinks this because it sounds as if he has seen this process play out.</td>
</tr>
</tbody>
</table>
4. **Students will add to this FRAME throughout the novel.**

5. When the pairs or teams have completed the frame, each team should present and explain their thinking. The teacher should accept all feasible responses being careful to correct any misconceptions through class discussion.

**Language Collection Activity**

The teacher will

1. Divide students into groups of 3 or 4.
2. Direct students to go back to text to locate words/phrases in order to complete the Language Collection graphic.
3. Post 6 pieces of chart paper on the wall, each labeled with one of the word categories from the graphic boxes.
4. Give each group a different color of marker.
5. Explain that the groups will rotate from chart to chart adding two words from their lists that do not appear yet.
6. Read through all charts and discuss the validity of the choices made by the students.
7. Have students retain their copies of the Language Collection graphic so they can add words on subsequent days per teacher direction.
8. Keep the 6 charts to continue using throughout the book.
Differentiated Small Group Instruction
Refer to Rotation Schedule and Center Chart when conducting small group instruction.
Day 1: Page 1-through Judge’s speech on page 18

Center 1 - Teacher Center
1. Make class copies of related nonfiction selection, “Homemade Education,” by Malcolm X (see Resource Articles).
2. Go over vocabulary and discuss similarities and differences between the situations of the speakers and their reactions to their situations.
3. Introduce the concept of genre and ask students to look for qualities specific to the novel and specific to the essay.

Center 2 - Independent Reading Center

Center 3 - Writing Center
1. Write a one-page character sketch of Steve Harmon. Prompt them to consider both physical and psychological characteristics. They should note what they are told directly as well as what they learn about him indirectly and cite pages from novel “quotes”.
2. Pair-share and/or save in writing portfolio for future revision.