10th Grade Novel Study: *Monster*
(Walter Dean Myers)
Day 8 (Pages 114 -130)

**Opening Routine: Quick Write**
The teacher will:
1. Write the following prompt on the board or transparency.
   - What do you believe are some of the difficulties that Steve’s family is
     experiencing while he is on trial? Elaborate your response.
2. Instruct students to respond in their RJLAs.
3. Pair and allow students to share their responses.

**Vocabulary Enrichment: Greek Origin Words**
The teacher will:
1. Introduce the concept of Greek combining forms, using the word cacophony, which
   appears on page 117.
2. Explain that most English words originate from other languages, primarily Latin and
   Greek.
   - Cacophony is an example of a Greek form that combines kakos, meaning bad or evil,
     with phone, which means voice.
   - Therefore, cacophony means **loud, confusing, disagreeable sounds**.
3. Every time a student sees the root phone, it means sound.
4. Ask students for additional examples (telephone, microphone, xylophone)
5. Provide the following list on the board or transparency of several other common
   Greek combining forms that students should know:

<table>
<thead>
<tr>
<th>aero</th>
<th>air</th>
<th>meter</th>
<th>measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>bio</td>
<td>life</td>
<td>ology</td>
<td>science of</td>
</tr>
<tr>
<td>chron</td>
<td>time</td>
<td>ologist</td>
<td>one who studies</td>
</tr>
<tr>
<td>cosm</td>
<td>universe</td>
<td>opt</td>
<td>eye</td>
</tr>
<tr>
<td>gen</td>
<td>birth</td>
<td>path</td>
<td>disease</td>
</tr>
<tr>
<td>geo</td>
<td>earth</td>
<td>photo</td>
<td>light</td>
</tr>
<tr>
<td>graph</td>
<td>write</td>
<td>saur</td>
<td>lizard</td>
</tr>
<tr>
<td>hydr</td>
<td>water</td>
<td>therm</td>
<td>heat</td>
</tr>
</tbody>
</table>
6. Direct students to Think & Pair and combine these forms to make words in their RJLAs (i.e. photograph, thermometer, biography, chronology, geologist)
7. Sweep room to solicit shared responses.

**Teacher Directed Instruction Whole Group Instruction**

**Before Reading Activities: Getting Students Ready to Read**

The teacher will:
1. Make any adjustments based on absent students, student preferences, teacher observations.
2. Discuss with students the role play scenarios they developed in relationship to what they predicted about the novel in their RJLAs.
3. Solicit oral summaries of the story so far.
4. Direct students to write their predictions in their RJLAs.
5. Direct students to review their character frame particularly the personality traits and the actions that support these personality traits.

**During Reading: Experiencing the Text**

The teacher will:
1. Instruct the students to read 114-130 silently, marking a "?" (question mark) wherever they are confused or shocked by what they read.

**After Reading: Understanding the Text**

Revisit Prediction:

The teacher will:
1. 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.

The teacher will:

Direct classroom discussion of student questions. These might include the moment of Steve’s shock at the death of Mr. Nesbitt (p.121), or the scene where Steve is taken in for questioning (p. 124-125), the moment when Steve realizes he looks like the other prisoners and feels nauseous (p. 129).
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.

Day 8: Page 114-130

Differentiated Small Group Instruction

Center 1 – Teacher Center

1. Guide students through these pages again having them look for words, phrases or sentences that indicate Steve is innocent or indication he is guilty.
2. With students, create a two-column notes chart on which you, or a student, record what they find under the following two headings: “Steve is guilty!” “Steve is innocent.”
3. When the chart is finished ask students to discuss conclusion to be drawn from recorded evidence.

Center 2 – Independent Reading Center

1. Students will select from classroom library books.

Center 3 – Writing Center

1. On page 130, Steve writes that Miss O’Brien says her job is to make him seem different from the other defendants in the case.
2. Assume you are a news commentator on “Court TV” and write a brief summary of your observations regarding Miss O’Brien’s reason for using this strategy, whether you think this will work or not, how she has attempted to do this up to this point in the trial, how she will continue to do this, and if you can recommend a better strategy to use.

Text: Monster by Walter Dean Myers Genre: Realistic Fiction