**Suggested Activities for Model Novel Study Plan— 4 week unit – Middle School — Grades 6 – 7 – 8**

Link to graphics and directions at Secondary Resources at [http://languageartsreading.dadeschools.net/resoucesAndLinks.htm](http://languageartsreading.dadeschools.net/resoucesAndLinks.htm)

<table>
<thead>
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| ![Icon](image) | **Word Jars**  
Word Jars is an activity where the students return to the text to skim and find words and phrases that are significant to plot concepts. The students also have the opportunity to see spectrum of the vocabulary benchmark in context.  
1. Divide the students into 6 groups. Assign each group a category of words.  
   - sensory words  
   - vivid verbs  
   - adjectives describing character(s)  
   - words with positive/negative connotations  
2. Pass out a large sheet of chart paper to each group with a colored marker.  
3. Direct students to scan a selected chapter to locate the appropriate words from the text to list on their chart paper.  
4. Have students present their charts to the rest of the class and give rationale if necessary.  
   Note that some words may be in more than one category. |
| ![Context Clues Chart](image) | **Context Clues Chart**  
This document summarizes common context clues including:  
- restatement or synonym clues  
- contrast or antonym clues  
- comparison  
- examples  
- lists or series  
- cause and effect  
- description or inference |
| ![Character Frame/Character Map](image) | **Character Frame/Character Map**  
These graphics are used to examine the character traits of physical description (outside details), personality traits (inside details) actions which support that trait.  
- Model on the overhead how to complete the frame.  
- Students reread to complete the frame.  
- When the pairs or teams have completed the frame, each team should present and explain their thinking. Accept all feasible responses. Be careful to correct any misconceptions through class discussion. |
| ![Decision Director Graphic](image) | **Decision Director Graphic — Cause-and-Effect Chain**  
1. Explain directions to the students and model the first box of the Decision Director graphic organizer.  
2. Model how to complete the Decision Director graphic organizer.  
3. Tell students to complete the decision director graphic organizer.  
4. Ask students to share and discuss their graphic organizer.  

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<th>EFFECT</th>
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| Teacher reads aloud the word bank, and has students work together to determine which words connect, and how they are connected.  
5. **TEACHER NOTE** — Answers may vary, but possible connections are: character description, character’s emotions, character’s actions, opposites, cause/effect. |
| ![Reflection Connection](image) | **Reflection Connection**  
Reflection Connection allows students to connect words that relate to one another and determine relationships among the words.  
1. Use a word bank from the novel to create 2 sets of words,  
2. Set A for the first five words, and Set B for the second 5.  
3. Have students work in pairs to match each word in Set A with a word in Set B.  
4. Teacher reads aloud the word bank, and has students work together to determine which words connect, and how they are connected.  
5. **TEACHER NOTE** — Answers may vary, but possible connections are: character description, character’s emotions, character’s actions, opposites, cause/effect. |
**Vocabulary Knowledge Rating Chart (VKRC)**

1. Give students a copy of the chart. Read the words on the chart and the headings. These words are significant vocabulary from a chapter.
2. Students are being asked to rate their knowledge of each word on the chart.
3. Direct students to complete the rows labeled "before reading".
4. Direct students to put the charts aside to be completed after reading.

**Concept of Definition Map**

1. This graphic helps students visualize the components of a definition.
2. The map includes three relationships essential to rich definition;
   - What is it? (category),
   - What is it like? (properties),
   - What are some examples? (illustrations).

**Descriptive and Figurative Language**

This document summarizes common literary devices and figurative language including:

- onomatopoeia
- hyperbole
- simile
- alliteration
- metaphor

**Language Collection**

The Language Collection 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 the vocabulary enrichment.

1. Give each student a copy of the Language Collection graphic organizer.
2. Read all the prompts in the boxes.
3. Model example given and explain that during reading they should be circling those words that fit in the given boxes.

**3-column notes**

This strategy is used to organize information predetermined by the teacher.

1. Give each student the 3-column notes worksheet to record lines from the novel which express how each character feels ____; OR
2. Use the 3-column notes to locate and record examples of
   - exaggeration - enlarging or overstating the truth.
   - irony - use of words to convey the opposite of literal meaning.
   - sensory detail - details about a subject that use the 5 senses (smell, feel, hearing, seeing and taste).
3. Students should complete the worksheet using the marginal notes they made in their novels from their buddy reading.
4. Share and discuss responses aloud.

**Quotable Quotations worksheet**

1. Students should complete the worksheet using the information from their selective underlining assignment.
   - Quotation: __________________
   - Quotation said by ______ page(s) ______
   - The quotation is important because ______

**Janet Allen’s Word in My Context**

1. Display Overhead of graphic organizer “Word in My Context” (created by Janet Allen).
2. Explain that on this graphic the student works with the dictionary definition as well as has an opportunity to connect the definitions to feelings that could be associated with the word from the point of view of several characters or real people, such as themselves, friends or family.
3. Show the overhead of the sample graphic completed for the word.
Janet Allen’s Alike but Different
This graphic organizer helps students make distinctions among the words by noting similarities and differences.

Word array or Connotations
This activity places words on a continuum to show the negative or positive associations each word connotes.

<table>
<thead>
<tr>
<th>Negative</th>
<th>Ans</th>
<th>Positive</th>
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<tbody>
<tr>
<td>stench</td>
<td></td>
<td>odor</td>
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<td></td>
<td></td>
<td>fragrance</td>
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Word Interview
This strategy allows students to “become” a word and answer questions asked by an interviewer. It builds semantic and pragmatic knowledge of words.

TEACHER NOTE - The interviewers (students) will not know the vocabulary word, only the interviewee (teacher).

1. Students will choral read the questions from the transparency.
2. Teacher will respond to these questions.
3. If students are not working from their own worksheets, then Teacher will choose a recorder to write his/her responses to the questions. Responses should be written on the board or transparency.
4. Students must examine the responses and try to guess what the vocabulary word is.

Y-Notes and Venn Diagram
These graphic organizers are used as a framework for examining similarities and differences in two or more subjects.

Drawing Conclusions activity
1. Distribute a copy of the Drawing Conclusions Worksheet to each student.
2. Group students in 2s, 3s, 4s.
3. Tell them to go back to the novel, pages ___, to locate four sets of lines which BEST show the main character’s changing feelings toward minor character (or protagonist and antagonist).
4. Have them copy the lines in the first column of the Drawing Conclusions worksheet, give page numbers of the lines in the second column, and complete the worksheet by explaining their reasons for choosing these lines.
5. Share and discuss the completed worksheets.

Coat of Arms
1. Give students construction paper and other art materials and ask them to create their Personal Coats of Arms. The design should include 6 sections, answering each question below in successive sections.
2. Show transparency of questions and direct students to answer each one in the appropriate area of their Personal Coats of Arms by drawing a picture, design or symbol.
3. Assure them that drawing talent is NOT required since they are drawing symbols.
   - What do you think is your greatest personal achievement to date?
   - What do you think is your family’s greatest achievement?
   - What is the one thing that other people can do to make you happy?
   - What is something you are striving to become?
   - Draw 3 things you are good at.
   - What one thing do you want to accomplish by the time you are 65?
   - Ask students to share out. Hang Personal Coats of Arms on the wall.
### I Have ___.  Who Has ___?

This strategy is used to review and reinforce words previously taught.

1. Select 20 - 25 target words with which the students are familiar.
2. Create a set of cards using the I have ---/Who has___? format so each student has one card with a different target word.
3. Shuffle the cards and give one card to each student. Ask for a volunteer to start the game with the question, “Who has ____?”
4. The student holding the card with the correct response replies “I have ___.” This student then continues with the question on the card.
5. The game continues in the manner and ends when the student who began reads, “I have --.”

### Book Bytes

Use these activities after (the book, chapter, story, or poem) to write:

- the most exciting part so far.
- a favorite description.
- a favorite conversation between two characters.
- a favorite incident.
- an exciting incident.
- a 20 word summary of the book so far
- your best guess as to how the book might end.
- the most interesting part of the book so far.
- a question you have while reading.
- a word you think is important that you don’t understand and want to learn
- something in the book that connects to your own life.
- a video or movie that is like the book.
- a question you would like to ask a character.
- the moral of the story.
- a twenty-word description of the book.
- two reasons why you liked the book.
- two reasons why someone should read this book.
- what kind of readers would enjoy this book?
- why this book should or should not be a movie.