Suggested Activities for Model Novel Study Plan– 4 week unit – High School – Grades 9-10
Link to graphics and directions at Secondary Resources at [http://languageartsreading.dadeschools.net/resoucesAndLinks.htm](http://languageartsreading.dadeschools.net/resoucesAndLinks.htm)

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| ![P.A.V.E. Procedure](image) | **P.A.V.E. Procedure (Predict, Associate, Verify, Evaluate)**  
1. Write the sentence or context in which a new word appears. For example, *Fire ants will happily munch a lunch of palmetto bug eggs, served up several hundred at a time in an egg case.*  
2. Write the word again and predict a meaning from the context. For example, a student may predict that *munch* means to eat.  
3. Write a sentence that demonstrates understanding of the word. For example, a student might write *I munch breakfast every morning.*  
4. Check the word’s definition in a dictionary and write the definition such as *munch means to eat with a chewing motion.*  
5. Examine the sentence from step 3 and write a better one if necessary. For example, the student may revise the sentence to read *I like to munch an apple for breakfast every morning.*  
6. Draw an image to help remember the meaning by creating an associative link. For example, a student might draw a mouse eating cheese.  
7. Repeat steps 1-3 using a more difficult word and then have students complete steps 4-6 as a whole-group activity.  
8. Repeat the P.A.V.E. Procedure until the process is internalized. |
| ![Concept of Definition Map](image) | **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). |
| ![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 |
| ![Word Sort](image) | **Word Sort**  
1. Introduce the book or topic to be read;  
2. Choose relevant, important vocabulary terms;  
3. Write or print out the terms on cards (one term per card), making several sets; OR  
4. Create a word bank of relevant vocabulary terms;  
5. Create and label the categories OR assist students with creating their own categories as they sort the cards. |
| ![Multiple Meaning](image) | **Multiple Meaning**  
1. Provide students with examples of multiple-meaning words, for example *scales.*  
2. Ask what the word means. For example, “What might the word *scales* mean to a fisherman, a physicist, and a teacher?”  
3. Direct students to write the answers from prior knowledge or find the words in the dictionary and select the appropriate definition to write.  
4. The fisherman might think of *scales* covering a fish’s body; a physicist might think of an instrument for weighing; and the teacher might think of grading scales or methods of rating student achievement. |
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.

Story Plan/Story Frame / Story Map
1. Story plans are visual representations used to summarize the plot and
   setting of a narrative.
2. Story plans contain the following key plot elements: major characters,
   setting (time/place), problem/conflict (e.g., internal or external),
   character point of view, main events, theme and resolution.
3. Model the use of story plan, and then ask students to complete the
   frame.

Two-Column Notes
1. There are a variety of two-column graphics including main-idea – detail,
   opinion – proof, hypothesis – proof, problem – solution, and process
   notes.
2. The teacher selects the type of two-column notes depending on the
   selection.
3. The teacher lists the topic/question/quote on the left side and the
   student places the answers or textual support on the right side of the
   chart.
4. For example, the teacher directs the students to draw two-column or T
   chart on paper.
5. The teacher selects several direct quotes from text and lists the
   page number.
6. Students are directed to think about the quotes and write an
   interpretation using thinking prompts such as:
   - I wonder . . .
   - This reminds me of . . .
   - I predict . . .
   - I am confused because . . .
   - I think this means . . .

Cause-and-Effect Chain
1. Explain directions to the students and model the first box of the Cause-and-Effect
   Chain.
2. Tell students to complete the graphic organizer.
3. Ask students to share and discuss their graphic organizer.

<table>
<thead>
<tr>
<th>Describe the existing situation that led the character or person to make a decision.</th>
<th>Describe the decision that was made as a result of the existing situation</th>
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</thead>
<tbody>
<tr>
<td>CAUSE</td>
<td>EFFECT</td>
</tr>
<tr>
<td>Zulame's father tells her, &quot;A painting is more than the sum of the parts.&quot;</td>
<td>(Students will write their answers)</td>
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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.

Reader’s Theater
Read Aloud to model text reading efficiency (TRE) through appropriate use of phrasing and expression to convey meaning, stress, pitch variation, intonation, rate, and pausing.
1. Ask for volunteers to role play characters.
2. Distribute directions to volunteers explaining their roles (Provide a brief character description, the setting and the conflict),
3. Give volunteers a few minutes to prepare.

Descriptive and Figurative Language
This document summarizes common literary devices and figurative language including: onomatopoeia, hyperbole, simile, alliteration, metaphor

Vocabulary Word Chain
1. Divide class into pairs or triads.
2. Provide each team with the word chain form and dictionaries.
3. Tell students that the object of the game is to fill in all the blanks with a three-, four-, five-, or six-letter words, depending on the number of blanks given.
4. Specify that each word must begin with the last letter of the preceding word, words may not be repeated, and the first word may begin with any letter.
5. Set a reasonable time limit and award prizes to the first team to complete the chain correctly.
6. Example:
   sow
   wash
   horde
   energy
   yodel
   love
   end
   diva
   angst
   touchy
   yield
   down
   numb

Power Notes
Power Notes help students differentiate between the main idea – details.
1. Main ideas are Power 1 ideas, while details are either Power 2s or Power 3s.
2. The Power 1 sentence tells the number of Power 2s.

Examples: LANGUAGE ARTS
1. (author) wrote three short stories which illustrate man’s struggle against nature.
2. Before reading a text, I need to prepare myself by doing three things.
### 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________

### Word Elaboration

1. Select 8-10 words on a topic or concept.
2. Model using them in a conversation.
3. Divide students into pairs.
5. Write summary or brief paper using words.

### 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.

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| Negative | stench | odor     | Positive |
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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.

Selective Highlighting / Text Annotation / Text Coding
1. The teacher identifies a purpose for reading and directs the student to search for the story element (comparison, conflict, figurative language, etc.) or topics.
2. Students interact with text by marking the element, using text coding, or writing a comment.
   • Read through the selection (paragraph) first.
   • Reread and begin highlighting, annotating or coding.
   • Be selective (do not highlight whole sentences).
   • Choose key ideas from the sentences.
   • Add marginal notes to indicate the story element or topic and for your own comments or questions.

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 --.”

Mandala
1. Answer the following questions on the blank table provided. Then, using the answers, write shadow sentences. For example: “Inwardly, I am like a ________ because _________.
2. Next, draw the mandala. Within the framework of a circle, using color and shape, but no words, draw or symbolize all of the sun images and all of the shadow images.
3. Arrange them in any way you like. Consider the way colors and shapes look together. Students are not graded on the artwork. Symbols work as well as the actual figure.

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 20 word summary of the book so far.
- your best guess as to how the book might end.
- something in the book that connects to your own life.
- a question you would like to ask a character.
- the moral of the story.
- why this book should or should not be a movie.