

The Lesson (from the end of the week)

- Choose 3-5 passages from your story, passages that you think will help your students to uncover some deeper meaning in the story. Think about what you want your students to learn as they study each passage and then write guiding questions. Write a different guiding question for each passage, something that asks students to mark something specific in the passage and then asks them to draw a conclusion about what they marked.

EXAMPLES:

- **Why doesn't the diction of the poem match the action of the poem?** For this, students must discuss WHAT'S HAPPENING in the poem (the action) and compare it with the WORDS THE SPEAKER USES TO TELL THE STORY (the diction).
- **What literary terms are operating in this passage?** This is a good FIRST activity to do with students because it asks them to put their knowledge of literary terms together with the words they see on the page of the story.
- **Mark all of the descriptions of the doctor. What different words could the author have chosen and why didn't he?** This discussion will help us to arrive at tone...though it will take us quite a long time and some complex thought.

Walk through the annotation in your group and think about how students will respond. Where is this discussion likely to reach a dead end? What questions can you prepare now to help students to overcome these impasses? You want to avoid AT ALL COST any temptation to give them the answer. Prepare some intermediate questions now.

- What part of what film will illustrate some of the same literary terms as the passages that you chose? Keep this simple rule in mind about film: Don't show the film of the same name as the story that you just watched...unless it's to show some specific something in a short burst. Show the beginning of the black and white "Anne Frank" so they can see the parts that were filmed in the actual house. They can see how small and cramped the place is, and they can also get a feeling for the mood at the opening, put some actual visual motions with the stage directions that happen in Act I, Scene 1 of the play. The black and white film mirrors these stage directions very closely.
- Which sentences and paragraphs would create good grammar lessons? Use sentence strips to create an unscramble exercise. Remember that you should have in mind a particular grammatical construction that you are teaching or choose a sentence that you would like to use as an introduction to unscrambling...like our "When his father/who was old/and twisted with toil" sentence. Also, write some guiding grammar questions for your paragraph. Have students look at the kinds of verbs or lengths of sentences in relation to each other.
- Write Level 3 questions for your stories. Share in the group and decide which one you like best. **(REMEMBER that IN CLASS YOUR STUDENTS WILL WRITE THE QUESTIONS! YOU are NOT ALLOWED to write them!)** Use two Level 3 questions to write 2 good writing prompts that relate to the story.

FOR BONUS POINTS: What poem works with this passage/lesson/unit? What guiding question will help your students uncover meaning in this poem?