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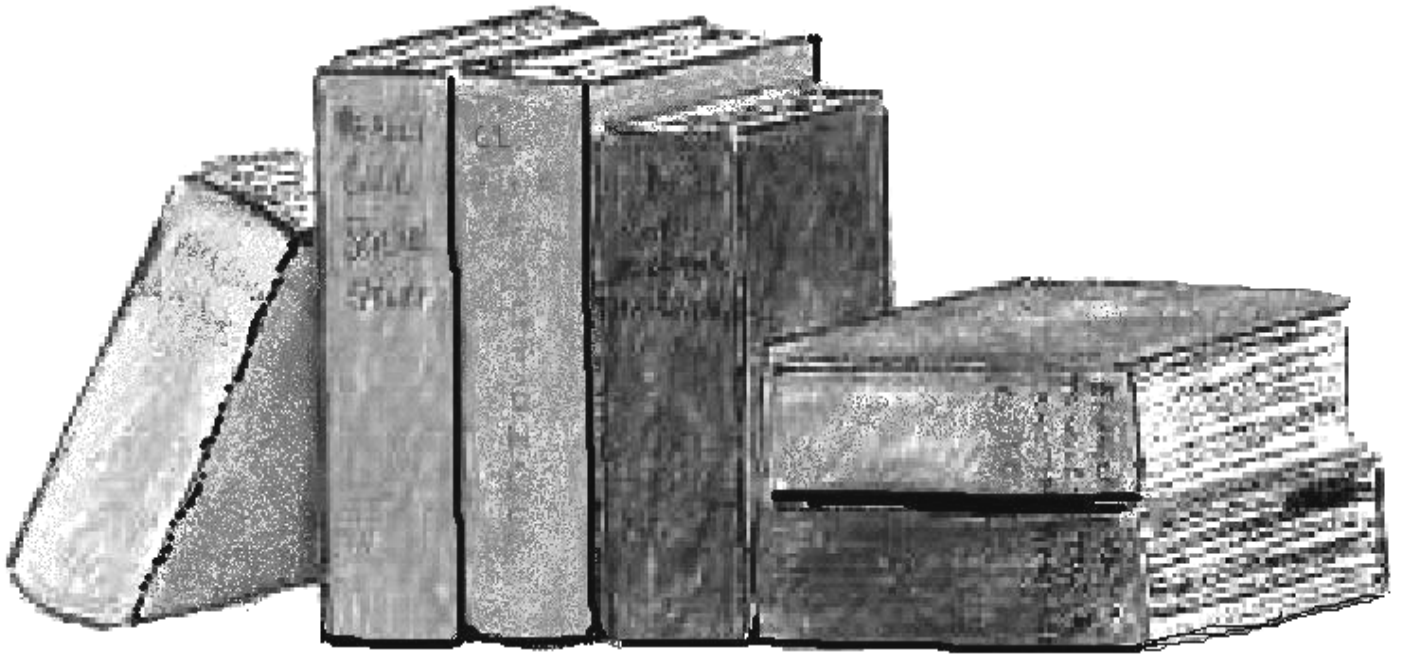
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i Think: Reading & Writing

Novel Elements



by Sharon Coletti
and Kendra Corr

** It is the goal of InspirEd Educators to create instructional materials that are interesting, engaging, and challenging. Our student-centered approach incorporates both content and skills, placing particular emphasis on reading, writing, vocabulary development, and critical and creative thinking in the content areas.

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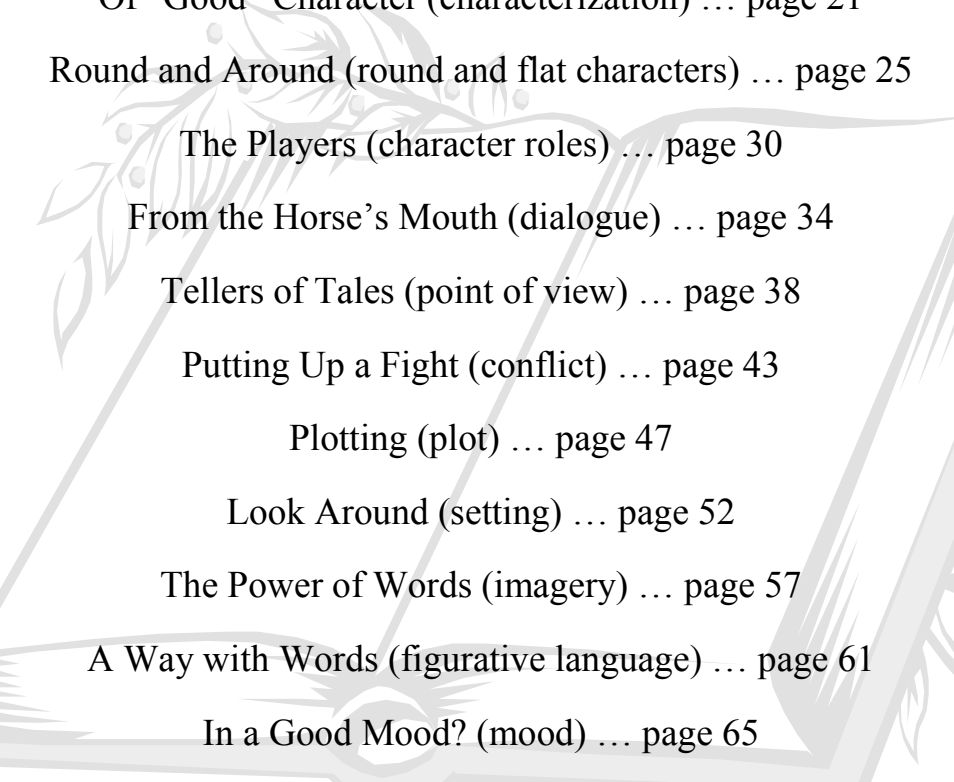
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The Good Book

Springboard:

Students should complete “Take Your Pick.”
(Answers will vary but should spark discussion.)

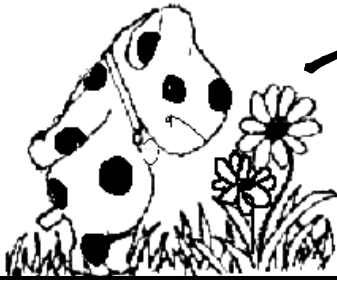
Objective: The student will be able to explain his/her selection process for choosing a book to read.

Materials: Take Your Pick (Springboard handout)
Predicting the Future (handout)
A Novel “Matrix” (handout)

Terms to know: **novel** - a fictional storybook divided into chapters
fiction - story about imaginary people and events
matrix - a rectangular array of elements (often, but not always mathematical)

Procedure:

- **NOTE:** Arrange ahead of time for the student(s) to go to the library or choose a novel to read by some other means.
- After reviewing the Springboard, explain that in this unit the student(s) will be studying novels (review terms) and, along with learning about novels in general, they will be reading one as they progress through the unit.
- At this point have the student(s) select a novel (or more) to read in conjunction with their novel study. Once book(s) are chosen, have the student(s) explain what led them to select the novel(s) they did. (Answers will vary.)
- Distribute the “Predicting the Future” handout and have the student(s) use their chosen or assigned novel to complete the handout.
- Have them share their predictions and discuss.
- Then distribute the “A Novel ‘Matrix’” handout and review the directions. Explain that the organizer will help the student(s) keep track of important events, people, problems, etc. in their story, as well as helping to analyze the novel in light of what they learn in this unit. (**NOTE:** This and other handouts about the chosen novel should be completed as directed, and all should be retained for use in the final project.)
- Allot any remaining time for the student(s) to begin reading their book(s).



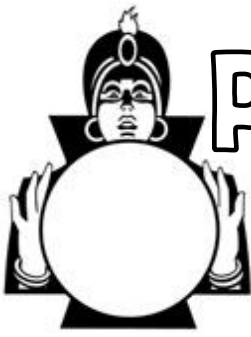
Take Your Pick

DIRECTIONS: Browse this list of well-known novels and answer the questions below.

- | | |
|-------------------------------------|-----------------------------|
| Gone With the Wind | Animal Farm |
| Catcher in the Rye | Slaughterhouse Five |
| Lord of the Rings | Lord of the Flies |
| The Great Gatsby | Night |
| The Call of the Wild | Fahrenheit 451 |
| Sophie's Choice | My Sister's Keeper |
| Don Quixote | Moby Dick |
| The Scarlett Letter | Jane Eyre |
| Uncle Tom's Cabin | Dracula |
| The Stranger | 2001 A Space Odyssey |
| Snow Falling on Cedars | To Kill a Mockingbird |
| White Oleander | Angela's Ashes |
| The DaVinci Code | The Notebook |
| Life of Pi | Twilight |
| A Separate Peace | She's Come Undone |
| Cry the Beloved Country | Beloved |
| Harry Potter and the Goblet of Fire | The Lovely Bones |
| The Godfather | The Sun Also Rises |
| The Grapes of Wrath | Ulysses |
| Their Eyes Were Watching God | The World According to Garp |

Choose one title from the list that you have heard of and might want to read and explain why it sounds interesting to you. _____

Other than looking at titles, what other methods do you use to find a book you want to read? _____



Predicting the Future

Read the title of the book. Predict what you think the story is going to be about. _____

What makes you think you might like this story? _____

Flip to the table of contents and scan the chapter titles. What can you predict based on this information? _____

Read the first two pages of the book. Do you want to change any original predictions based on the introduction? Explain. _____

Write three questions that you predict will be answered by the end of the book.

1. _____

2. _____

3. _____

A Novel "MATRIX"



DIRECTIONS: As you read, record the information in the chart from each chapter. Request additional "Matrix" forms as needed.

Chapter	Most Important Event, etc.	Notes



Sorting Things Out

Springboard:

Students should complete “Showing Favoritism?”

(Answers may vary and should, hopefully, spark discussion.)

Objective: The student will be able to describe several examples of novel genres.

Materials: Showing Favoritism? (Springboard handout)
Book-Browsing (handout)
Generalizing Genres (handout)

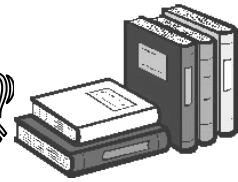
Terms to know: **genre** - type or category, as of written works

Procedure:

- After reviewing the Springboard, explain that *it is common for people to read novels of similar types, or genres* (review term). Go on to explain that *in this lesson the student(s) will learn about some common genres of novels.*
- Distribute “Book-Browsing.” Have the student(s) work individually, in pairs, or small groups using Internet resources, including an online book store to complete the handout. (**NOTE:** www.amazon.com is a great resource for this activity since the site can be searched by genre.)
- Have them share their findings and discuss any books they found that they might like to read and why.
- Distribute “Generalizing Genres.” Have the student(s) use what they have learned about the various genres of novels to complete an outline.
- Then have them share and explain their outlines. *(Answers will vary but information should be organized logically based on student research.)* During the discussion have the student(s) try to identify the genre of the novel they are currently reading and share their ideas. (**NOTE:** If a student cannot determine the genre, some research should be conducted to find out.)
- **EXTENSION:** Have the student(s) use their outlines to write a persuasive paragraph explaining why their favorite genre is so good. They should, of course, use details from the outline in their paragraph. They should then share their writing.



Showing Favoritism?



DIRECTIONS: Think of three novels you have read and enjoyed, preferably your three favorite, and answer the questions below.

1. **Title #1:** _____

Write a sentence telling what the book is about. _____

What did you like about this book? _____

2. **Title #2:** _____

Write a sentence telling what the book is about. _____

What did you like about this book? _____

3. **Title #3:** _____

Write a sentence telling what the book is about. _____

What did you like about this book? _____

What, if anything, do your three novels have in common? _____

Often people choose to read novels that are similar. Why do you think this is so?



BOOK-BROWSING



DIRECTIONS: Use Internet sites including online bookstores to find information examples of novels that “fit” each of the genres listed. Then answer the questions below.

Genre	Story Characteristics of the Genre	Example
Mystery		
Romance		
Science Fiction		
Historical Fiction		
Fantasy		
Action-Adventure		
Western		

Brainstorm a list of some other genres of novels. _____

Which genres are your favorites? Why? _____

How could knowing a book’s genre help you understand the story? _____



Generalizing Genres



DIRECTIONS: Use information from the chart and your own research to create an outline describing your two favorite genres of novels. Include enough details and/or examples so someone with no knowledge of the topic could understand it.

I. Genre One: _____

A. Description

1. _____
2. _____
3. _____

B. Characteristics

1. _____
2. _____
3. _____

C. Examples and explanations of how each fits the genre

1. _____
 - a. _____
 - b. _____
2. _____
 - a. _____
 - b. _____
3. _____
 - a. _____
 - b. _____

I. Genre Two: _____

A. Description

1. _____
2. _____
3. _____

B. Characteristics

1. _____
2. _____
3. _____

C. Examples and explanations of how each fits the genre

1. _____
 - a. _____
 - b. _____
2. _____
 - a. _____
 - b. _____
3. _____
 - a. _____
 - b. _____