**Appendix D: Guidelines for Novel Teaching Strategy**

**EDRD 4409**

**Dr. Daphne Hubbard**

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| **Required Components** | **Student Response** |
| Name of Student | Elizabeth Bryarly |
| Name of Novel (italicized) | *Speak* |
| *Common Core* Anchor Standard Addressed (copy and paste directly from *Common Core* website) | [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| Page Numbers Addressed from the novel | All |
| Source of Strategy or Teaching Idea  (List URL, author/article/journal, or author/book, etc.) | Burke, J. (2000). *Reading reminders: Tools, tips, and techniques.* Portsmouth, NH: Boynton/Cook Publishers, Inc. |
| Materials Needed for Implementation | The novel and notecards. |
| Directions for Strategy Implementation  (Write directions as if you are speaking with a teacher.) | 1. Give the students the following directions:    1. On the front of the index card, write down the chapter of the book.    2. Skim the chapter, only looking at headers, subheaders, bold words, and the first sentences in each paragraph.    3. On the top of the back of your card, in pencil, write down a prediction of what you think the chapter is about.    4. Make a list of 5-6 items in single words or short phrases what you think the chapter is about.    5. Read the chapter.    6. Go back to your card and check the predictions.    7. Erase any wrong predictions and replace them with the accurate events of the chapter. 2. The next day, have students review their findings in a group of 3-4. Where there any differences or similarities? What were they? 3. Collect the notecards to check for understanding and review the chapter as a class. |