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

**EDRD 4409**

**Dr. Daphne Hubbard**

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| **Required Components** | **Student Response** |
| Name of Student | Jasmine Wright |
| Name of Novel (italicized) | *Speak* |
| *Common Core* Anchor Standard Addressed (copy and paste directly from *Common Core* website) | [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |
| Page Numbers Addressed from the novel | Pre-reading activity |
| Source of Strategy or Teaching Idea  (List URL, author/article/journal, or author/book, etc.) | N/A |
| Materials Needed for Implementation | A deck of cards  A “test” with discussion questions |
| Directions for Strategy Implementation  (Write directions as if you are speaking with a teacher.) | 1) Open the class with a chance for the students to get some perks for the whole class.  2) With a selected amount of playing cards (seven, for example), list out the perks available to the class. Examples include:   * Five points on next test * Candy * End class five minutes early   3) Include other consequences as desired, but make sure that one results in losing the other benefits and leads to an immediate test over the previous unit.   * Whatever number card this is assigned to, make sure that there is an unfair amount of them in the selected cards.   4) Have one student come forward to select a card. Keep going until the class has to take the test. Heavily blame that student. Allow time for students to become irritated and upset.  5) Hand out test that is actually a reflection on the situation that just played out. When finished, open room for discussion. |