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

**EDRD 4409**

**Dr. Daphne Hubbard**

***Speak***

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| **Required Components** | **Student Response** |
| Name of Student | Lauren Bowne |
| 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 | All (this activity would take place after the students had read the whole novel) |
| Source of Strategy or Teaching Idea  (List URL, author/article/journal, or author/book, etc.) | Jim Burke's *The English Teacher's Companion* |
| Materials Needed for Implementation | -movie version of *Speak* |
| Directions for Strategy Implementation  (Write directions as if you are speaking with a teacher.) | "Sound Off"  1. The teacher will choose three or four important scenes in the movie and assign parts to students. There will be different students for each scene. For example, if someone played Melinda in the first scene, they would not go again in the next scene.  2. The teacher will play the scene of the film with the students assigned to that scene standing in front of the class. The teacher will make sure that the sound is off. The students will then play their parts and narrate the scene. It doesn't have to be perfect and the speech doesn't have to line up just right. Even kids who have never seen the movie can do this activity just fine.  3. This activity is great for making sure that the students understand what happened in the book, and also shows whether or not they understand the character based on what words and phrases they choose when narrating their character. |