

E-LITERATURE PROJECT - A Self-designed Activity Integrating ICT and English

Teacher: Gabriela Felicia Filip

School: Colegiul National `Dimitrie Cantemir` Onesti, jud. Bacau

A BRIEF GUIDE TO TEACHERS OF ENGLISH

ARGUMENT

I developed this activity after much struggling to find a way of introducing British and American literature to upper-intermediate and advanced English learners in my classes. While their high proficiency in English was a strength, their reluctance to literary enterprises was a drawback, so I needed something to motivate them to read and approach literary texts, not in the traditional, more academic way, but in an enjoyable manner.

The activity is based on group-work, a set of literary works suggested by me and agreed on with the students. It can cover a whole school-year, with a clearly set schedule for all the activities, including the presentations of the final products. It has proved to be a success with my students and some of my colleague teachers were willing to try it, too.

The task was made clear from the very beginning: to make a PowerPoint presentation based on a literary work including the Graphic Organizers in pdf. format available on www.scholastic.com. The students had to use a minimum of 10 slides out of the 20 available, to which they could add as many as 10 slides of their own design to allow for originality and creativity. The presentation had to highlight the plot, the characters, the theme and the message of the literary work and focus less on the biography of the writer and the time when the book was published, unless these two aspects were considered to be relevant for the understanding of the message. The maximum time allocated to the presentation was 25 minutes.

My purpose in this activity was to encourage critical thinking, information transfer and collaborative learning, to develop presentation skills, encourage creativity and using English to approach sociocultural issues biased by literature, along with using ICT for a task-based activity.

The **RESOURCES** we used:

- A list of literary works by well-known writers, one literary work for each 4/6-member group in class, available either as paper books or online reading.
- A list of useful websites to make the texts more accessible:
 - <http://www.lang.nagoya-u.ac.jp>
 - <http://www.academicinfo.net/englit.html>
 - http://www.bbc.co.uk/schools/gcsebitesize/english_literature/
 - <http://www.literature-study-online.com/resources>
 - <http://falcon.jmu.edu/~ramseyil/online.htm>
 - <http://www.britannia.com/arts/literature/>
 - <http://www.gutenberg.org/wiki/>
 - <http://www.sparknotes.com/lit/>
 - <http://www.gradesaver.com/classicnotes/titles/>

- The Graphic Organizers downloaded free as pdf. files from the official Scholastic site, which were made available for word-processing by the students themselves – this was something I learned from them in terms of using computer software.
- A set of checklists, some designed by me and others downloaded from www.intel97/education.com to help planning, timing and assessment
- Basic computer software: PowerPoint, Microsoft Office Word, Acrobat Reader, Real Player, available on any students' computer
- For the final product presentation we used a laptop and a video-projector

The **STAGES** of the activity:

1. Introducing the activity to the students: task, final product, resources, goals and eliciting their suggestions
2. Forming the student groups: in most cases, they made their own choices, but sometimes I felt the need to suggest other 'alliances' to ensure the group members can have different contributions according to their potential and learning style; but the final decision belonged entirely to the students themselves
3. Agreeing on the set of texts
4. Appointing a group for each text
5. Electing a leader for each group: mostly by students, but my suggestions were welcomed, too
6. Deciding on the deadlines for presentations: the last English class, the last week every month – 1 group/ month
7. Deciding on Teacher Feedback on the work in progress : bimonthly formal conferences, regular use of e-mail communication, informal guidance at the end of each class
8. Deployment of the work in groups, as conducted by the group leaders and feedback as planned (either at students' home, on their PCs or in the computer lab, if it can be arranged for); students organize their work entirely on their own, but can always ask for my/ their peers' advice or support
9. Monthly presentations (this is a set format, so I will use the Present Simple to allow for more applicability): the first part of the session should be a lead-in activity and an introduction of the topic by the teacher, followed by the presentation itself, during which:
 - all the group members participate in the presentation, sharing roles throughout, as decided by the group (we even had a mini-play to illustrate *The Catcher in the Rye*, and the impact it had on the class audience was amazing)
 - the class organized in assessing groups has to perform different tasks, making notes for peer-assessment, using the checklists and the mark-sheets
 - I make my own notes for teacher feedback
 - no interruptions are allowed during the presentation, unless the group performing the presentation want to include some interaction with the audience (for example, the Clues handout, at which moment members of the audience, most of whom have not read the book, are asked to make predictions, after being given some clues- this is an excellent trick to keep them focused and engaged)
 - after the presentation:
 - a. our primary focus is on the literary content of the presentation, the message and the ideas the group managed to convey, therefore we often extend the presentation in a discussion on the most relevant aspects related to the literary text- usually starting from

a short fragment as a quote which the students and I have previously agreed on during the feedback along the project making, OR focus on: key-concepts, character traits, dilemmatic situations, comparisons between values and attitudes nowadays and in the past etc. – the decision is made according to the topic of the unit we are studying or the peculiarities of the literary work under discussion

b. the group leader gives feedback on the activity of the group throughout the project, referring to the activity of each member, the strengths and weaknesses he/ she could identify, the problems they encountered and the solutions they found, the things they most enjoyed/ disliked about the book and their activity etc. – feedback from the other group members (on the book, the group activity and the group leader) is included

c. the students in the audience give their feedback on the presentation, allowing the project group members to bring their own arguments for the choices they made, respond to criticism and enjoy praise; my role in this part is that of a facilitator and peace-maker in case the arguments get too heated, but most often students are open to criticism if it is well- supported

d. I finally give my own feedback on the activity of the group throughout the project, starting with and insisting on the positive aspects related to the presentation, to the way the students in the audience responded to the task they had for peer-assessment and their conduct during their colleagues' performance; I think this is the best moment to give/ ask for feedback related to the technologies involved and identify, with the whole class, ways of making better use of technology; this is the moment when we can include feedback on the language and set priorities for the next grammar, vocabulary and pronunciation activities; we should not forget that our focus in such an activity is not language itself, but the way in which language is used to perform a task

e. as a follow-up, I usually think of a piece of home assignment related to the literary text, usually a writing task or note-making for a discussion in the next class, a simulation etc., depending on the impact the book had on the class.

The **BENEFITS** of this activity are obvious and my experience makes me recommend it for high-school students with a good level of English and some literary skills either previously acquired in the English class or in Romanian/ other national literature classes.

It is a comprehensive approach which makes room for many concepts and activities:

- It promotes authentic learning and materials
- It develops communicative competence and collaborative learning
- It integrates ICT both as a resource and as a tool
- It combines formal and informal learning in and out of school
- It allows learning across the curriculum
- It favours three-way (formal and informal) communication: teacher-student-peers
- It enables higher-order thinking and inquiry-based learning
- It raises awareness of public accountability
- It motivates students
- It develops learning strategies and critical thinking
- It integrates skills: reading, writing, speaking and listening, along with computer skills, time management skills, organizational skills, assessment skills, presentation skills; therefore it prepares high-school students for academic life and the labour market.

The following presentation slides and assessment grids can offer a picture of the activity, along with some guidelines for effective PowerPoint presentations for further use included here:

Hints for a successful presentation:

- Plan carefully
- Do your research
- Know your audience
- Time your presentation
- Practice your presentation
- Speak comfortably and clearly

Effective PowerPoint Slides

- Use design templates
- Standardize position, colors and styles
- Include only necessary information
- Limit the information to essentials
- Content should be self-evident
- Use colors that contrast
- Be consistent with effects, transitions and animation
- Too many slides can lose your audience

Text guidelines

- Generally no more than 6 words a line
- Generally no more than 6 lines a slide
- Avoid long sentences
- Larger font indicates more important information
- Font size generally ranges from 18 to 48 point
- Be sure text contrasts with background
- Fancy fonts can be hard to read
- Words in all capital letters are hard to read
- Avoid abbreviations and acronyms
- Limit punctuation marks

Clip Art and Graphics

- Should balance the slide
- Should enhance and complement the text, not overwhelm
- No more than two graphics per slide.

Although it may seem time-consuming and intricate, it is an enjoyable activity for both students and teachers and it can be adapted for lower classes, too. It is perfectly manageable provided the teacher sets realistic goals, gives clear instructions and explanations, sets time and format constraints, keeps motivated and alert, motivates students, gives reliable advice when needed, assigns the appropriate roles and transforms every project session into prior

knowledge to build on to the next stage in a logical continuum. In fact, there is nothing different from the way any class should be managed!

I. ASSESSMENT GRIDS

A. MULTIMEDIA PRESENTATION CHECKLIST

TEAM NAME: _____

Written Content

<input type="checkbox"/>	We used a storyboard to organize our thoughts.
<input type="checkbox"/>	We have a title slide that clearly states our topic.
<input type="checkbox"/>	We included the names of everyone in our group.
<input type="checkbox"/>	Information is correct.
<input type="checkbox"/>	Sources are cited.
<input type="checkbox"/>	We have listened to suggestions from the teacher or a friend.
<input type="checkbox"/>	We addressed the Essential and Unit Questions.

Layout and Design

<input type="checkbox"/>	The words on our slides are easy to read.
<input type="checkbox"/>	Graphics enhance our presentation and are easy to see.
<input type="checkbox"/>	We have animation effects that enhance the presentation.
<input type="checkbox"/>	The presentation contains all the necessary transitions for the viewer to navigate through the presentation. All transitions work properly.
<input type="checkbox"/>	Pictures have a caption.
<input type="checkbox"/>	There is enough time to read and see everything on the slides.

Mechanics

<input type="checkbox"/>	There are no mistakes in mechanics.
<input type="checkbox"/>	Words are spelt correctly.

Resources

<input type="checkbox"/>	We used books, magazines, or the computer to find information.
<input type="checkbox"/>	We looked at maps and drawings to find information.
<input type="checkbox"/>	We made a list of things we planned to use in the project.

Technology

<input type="checkbox"/>	We each took turns navigating on the computer (using the mouse, typing, inserting graphics and photos, etc.)
<input type="checkbox"/>	We were able to do research on the Internet using the online encyclopedia and visiting recommended Web sites.
<input type="checkbox"/>	We have all practiced presenting our project using eye contact and an expressive voice.
<input type="checkbox"/>	We remembered to save our work to the desktop folder.

B. TEAM LEADER'S MARK SHEET
for team members' contribution

TEAM NAME: _____

DATE: _____

TEAM LEADER: _____

Crt. Nb.	STUDENT/ Team member	BASIC ACTIVITY assigned by the team leader	EVALUATION CRITERIA(MAX. 2p EACH)					FINAL MARK .../10
			RESEARCH WORK/ TEXT EDITING	MEETING DEADLINES	ATTITUDE	TEAM WORK	SPECIAL CONTRIBUTION	
1								
2								
3								
4								
5								
6								

C. TEAM MEMBERS' MARK SHEET
for the team leader's contribution

TEAM NAME: _____

DATE: _____

TEAM LEADER: _____

Crt. Nb.	ASSESSOR/ Team member	EVALUATION CRITERIA(MAX. 2p EACH)					FINAL MARK .../10
		PLANNING	ORGANISING	MONITORING	MOTIVATING	SPECIAL CONTRIBUTION	
1							
2							
3							
4							
5							
6							

D. CLASS MARK SHEET FOR STUDENTS' PERFORMANCE

TEAM NAME: _____

DATE: _____

Crt. Nb.	STUDENT/ Team member	EVALUATION CRITERIA (MAX. 2p EACH)					FINAL MARK/10
		PRONUNCIATION	VOCABULARY	GRAMMAR	FLUENCY	INTERACTION	
1							
2							
3							
4							
5							
6							

E. CLASS MARK SHEET FOR MULTIMEDIA PRESENTATIONS

Crt. Nb.	TEAM NAME/ LITERARY WORK/ DATE	EVALUATION CRITERIA (MAX. 2p EACH)					FINAL MARK/10
		ACCURACY	RESEARCH	TIME MANAGEMENT	PERSUASIVENESS	INFORMATION TRANSMITTED	
1							
2							
3							
4							
5							
6							

F. SPEAKING MARK SHEET – for teacher’s use

Crt. Nb.	Student	Grammar & Vocabulary 2.5p	Discourse Management 2.5p	Pronunciation 2.5p	Interaction 2.5p	Final mark / 10
1						
2						
3						
4						
5						
6						

ASSESSOR’S NOTES:

II. SAMPLE POWERPOINT PRESENTATION

The following pages show the slides in a PowerPoint group presentation of J.D. Salinger’s *The Catcher in the Rye*.

III. GRAPHIC ORGANISERS

- 20 graphic organisers to be used by students

The **C**A**T**
CH**E**R
in
the **R**
y
E

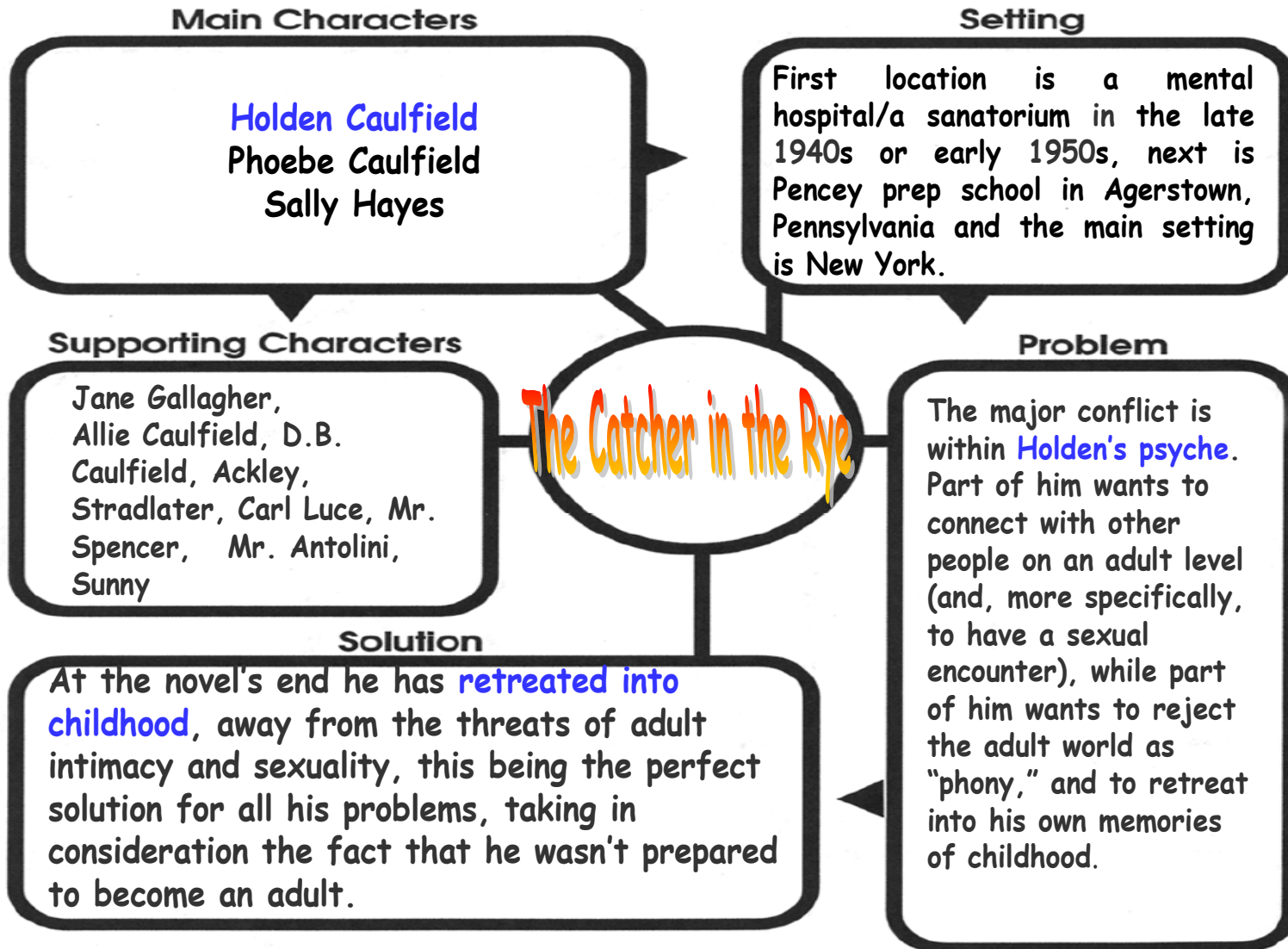


Setting Stage

- **Setting(time):** a long weekend in the late 1940s or early 1950s
- Holden currently is in psychiatric care
- **Setting(place):**
 - in Pennsylvania at Pencey Prep School - his dormitory
 - on the train to New York City
 - in New York City
 - the Edmond Hotel
 - the Lavender Room
 - a nightclub in the Hotel
 - Ernie's, a nightclub in Greenwich Village
 - Grand Central Station
 - a matinee & ice skating with Sally Hayes
 - at the Wicker Bar Carl Luce
 - Central Park
 - home to see Phoebe
 - at Elkton Hills, at Mr. Antolini
 - Grand Central Station - spends the night



Story Map



Setting Comparison

Where I live

Onesti

Story Setting

New York

SAME

They are both **urban** locations and have the same structural elements:

- apartment houses
- City Hall
- parks
- hotels

DIFFERENT

Small: 50,000 inhabitants
peaceful,
2sqkm park

- cinema
- theatre
- 'history museum'

- discotheque
- restaurants

- buses
- cars
- taxis

SIZE

CULTURE

SOCIAL LIFE

TRANSPORTATION

Huge: 8,000,000 inhabitants, noisy,
divided into districts,
Central Park

- cinemas
- Broadway
- History Museum

- night clubs (jazz mainly at the time)
- fairs

- subway
- trolleys
- cars
- buses
- trains
- taxis

Name: _____ Rye Kids _____ Date: _____ October, 2006 _____

Book Title: _____ The Catcher in the Rye _____ Author: _____ J.D. Salinger _____

Follow the Clues

Can you predict what will happen next? Write the clues on the footsteps. Then write your prediction on the door.



Clue

What will Holden do after getting expelled from the 4th school he attends...

Clue

...after being extremely annoyed by his roommates ...

Clue

...but still having 3 more days until he is expected home

?

Prediction



Timeline

Holden's story begins on the Saturday following the end of classes at the Pencey prep school in Agerstown

Back in the dormitory, Holden is irritated by his unhygienic neighbor, Ackley, and by his own roommate, Stradlater which is going to have a date with Jane Gallagher, Holden's ex-girlfriend. Furthermore Holden attacks Stradlater and he decides to go to Manhattan sooner.

Holden goes downstairs to the Lavender Room and sits at a table. Afterwards he flirts with three women in their thirties and fells "half in love" with the blonde one.

The next day he arranges a date with Sally Hayes. Meanwhile he tries to call Jane Gallagher and he also looks for his sister in the central park. Next he goes to the Museum of Natural History.

He calls Carl Luce, a young man who had been Holden's student advisor at the Whooton School. The reason for calling him is to draw him into a conversation about sex, but Carl gets really annoyed and leaves early.

Holden calls his former English teacher, Mr. Antolini, who tells him that he can come to his apartment. They discuss about his expulsion and about the future. Then Holden leaves from this place in a hurry because he finds Mr. Antolini stroking his forehead the moment when he awakens.

Phoebe arrives, carrying a suitcase full of clothes and asking Holden to take her with him. He refuses and Phoebe gets angry. To make her smile again he buys her a ticket and watches her ride it.

He is being expelled after failing the exams this also being the fourth school he attends, but he is not scheduled to return home to Manhattan until Wednesday. He visits his elderly history teacher, Spencer, to say goodbye but he becomes annoyed.

As soon as he arrives there he gets in a cab and asks the cab driver where the ducks in Central Park go when the lagoon freezes. Holden has the cab take him to the Edmont Hotel, where he checks himself.

Maurice, the elevator operator at the Edmont sends Sunny, a prostitute to Holden's room after he agreed on this. After she leaves she returns demanding another 5 dollars. Maurice punches Holden for not wanting to give the sum of money.

Holden and Sally go to the play then to Radio City to ice skate. During their meeting Holden explains to Sally his unhappiness, and actually urges her to run away with him to Massachusetts or Vermont and live in a cabin. She refuses and leaves.

Next he ends up sneaking into his own apartment building and waking his sister, Phoebe. He tells her all the truth and also his fantasy of being "the catcher in the rye," a person who catches little children as they are about to fall off of a cliff.

Holden goes to Phoebe's school and sends her a note saying that he is leaving home for good and that he wants to meet her at lunchtime at the museum.

Watching his sister he becomes very happy. He ends his narrative here, telling the reader that he is not going to tell the story of how he went home and got "sick." He plans to go to a new school in the fall and is cautiously optimistic about his future.

Story Train

What happened first? What happened next? What happened last?

Holden wants to leave Pencey Prep 'for good', thus he is prepared to take a new step in his life, not knowing where the journey to New York will take him.

Saying good-bye to his favourite teacher there allows him to begin this road of initiation with his consciousness clear and with his mind free of past worries.

Beginning

Holden discovers all the negative aspects of adulthood (sees the difference between Ernie's art and character as a hypocrisy and can't get over corruption that takes the form of Maurice and Sunny). He regards adulthood as an inhospitable environment, searching for a solution to his problem. He looks for answers in nature, wondering what the ducks in the park do in winter.

Middle

Knowing that he is never going to survive the world of adults, he decides not to leave New York forever, for Phoebe's sake. His dream is that of protecting the innocence, "I'm standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start to go over the cliff- I mean if they're running and they don't look where they're going I have to come out from somewhere and catch them."

End



Plot Diagram

Holden's encounter with Sunny, the end of his date with Sally and his departure from Mr. Antolini's apartment

Climax

Holden's many attempts to interact with other people as an adult, or to retreat from them as a child

Rising Action

Falling Action

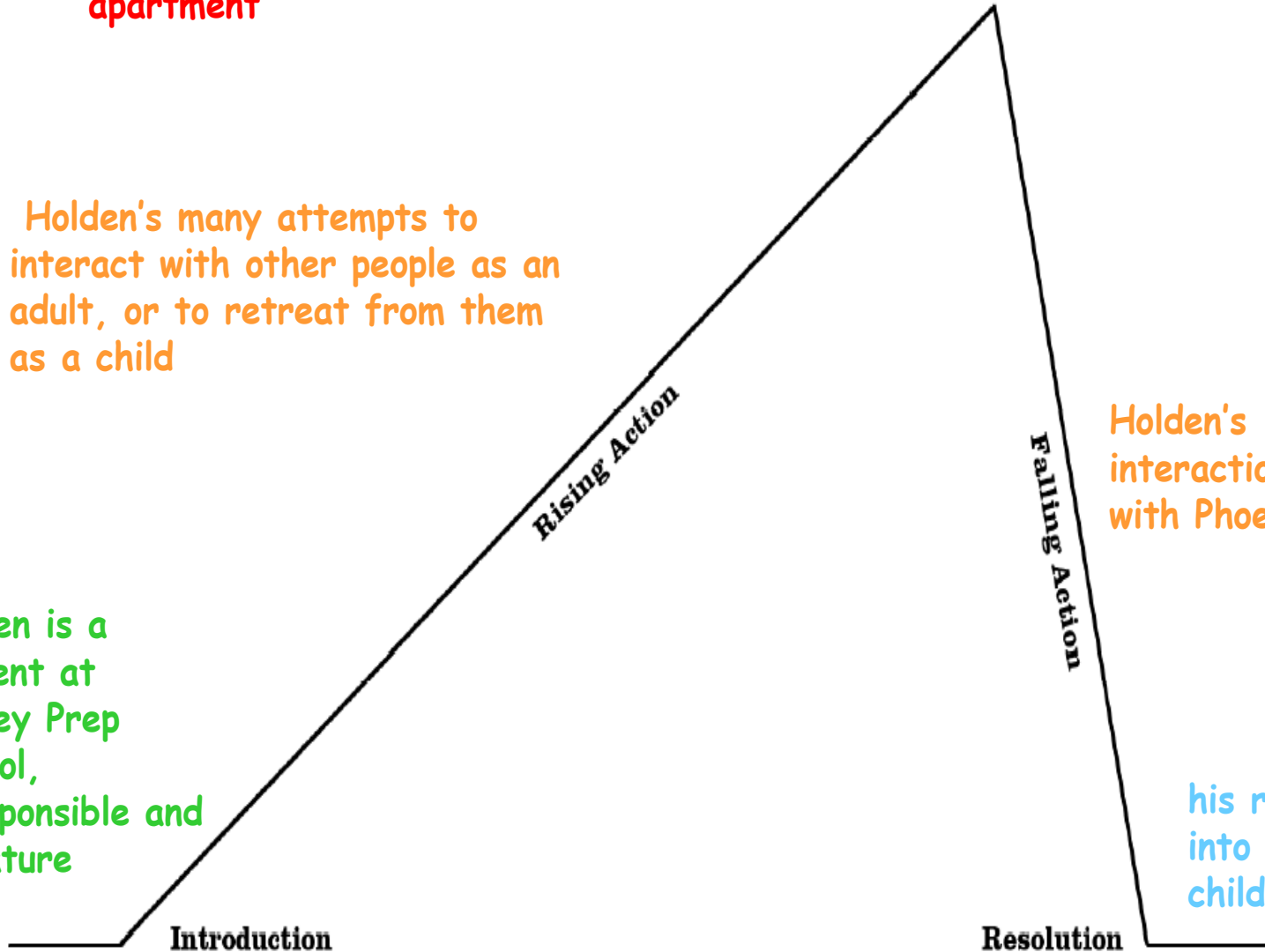
Holden's interactions with Phoebe

Holden is a student at Pencey Prep School, irresponsible and immature

Introduction

his retreat into childhood

Resolution



Character ✓ Sheet and Traits List

Name: _____

Title: _____

1. Does the character seem real to you?
Yes No
2. Do the character's actions fit what you know of him/her? Yes No
3. This character is: _____ flat (stays the same)
 round (changes)

Character Traits

Catcher in the rye...



Common Character Traits

adventurous	friendly	pretty
awesome	fun-loving	quiet
artistic	gentle	rich
athletic	generous	respectful
active	happy	rad
beautiful	humble	sad
brave	hostile	sloppy
bold	honest	serious
bossy	intelligent	successful
cheerful	independent	shy
curious	inventive	short
creative	a leader	smart
courageous	lazy	studious
considerate	messy	selfish
daring	mischievous	simple
a dreamer	mean	tall
dainty	neat	trustworthy
dangerous	nasty	thoughtful
exciting	nice	unselfish
entertaining	nosy	warm
energetic	open	witty
funny	poor	wild
a fighter	proud	wonderful

adventurous, active, curious,

creative, considerate, dreamer

funny, energetic, friendly,

generous, intelligent, independent

inventive, respectful, thoughtful

unselfish, deep, sensitive,

cynical

Character Comparison Sheet

'The Catcher in the Rye' by J.D. Salinger

Title and Author

Character 1:

Holden Caulfield

Character 2:

Phoebe Caulfield

CHARACTER SIMILARITIES

Holden and Phoebe are as close as brotherhood enables them to be. Apart from loving each other to the point of almost reading each other's thoughts, they share interests and talents, as they are both attracted by and good at English. The cause of their very good relationship is Holden's admiration for Phoebe's innocence and his patience with her.

CHARACTER DIFFERENCES

The 16-year-old Holden shows total ignorance towards everything concerning school. This is the reason for which his parents think he needs psychiatric care.

Holden doesn't take into consideration his need for money and feels the need to spend it all.

responsibility

Phoebe gets high grades and is able to maintain an interest for school, as she is looking forward to interpreting Benedict Arnold's part in a school play.

maturity

Phoebe is able to save money in order to buy Christmas presents.

Venn Diagram

Jane Gallagher

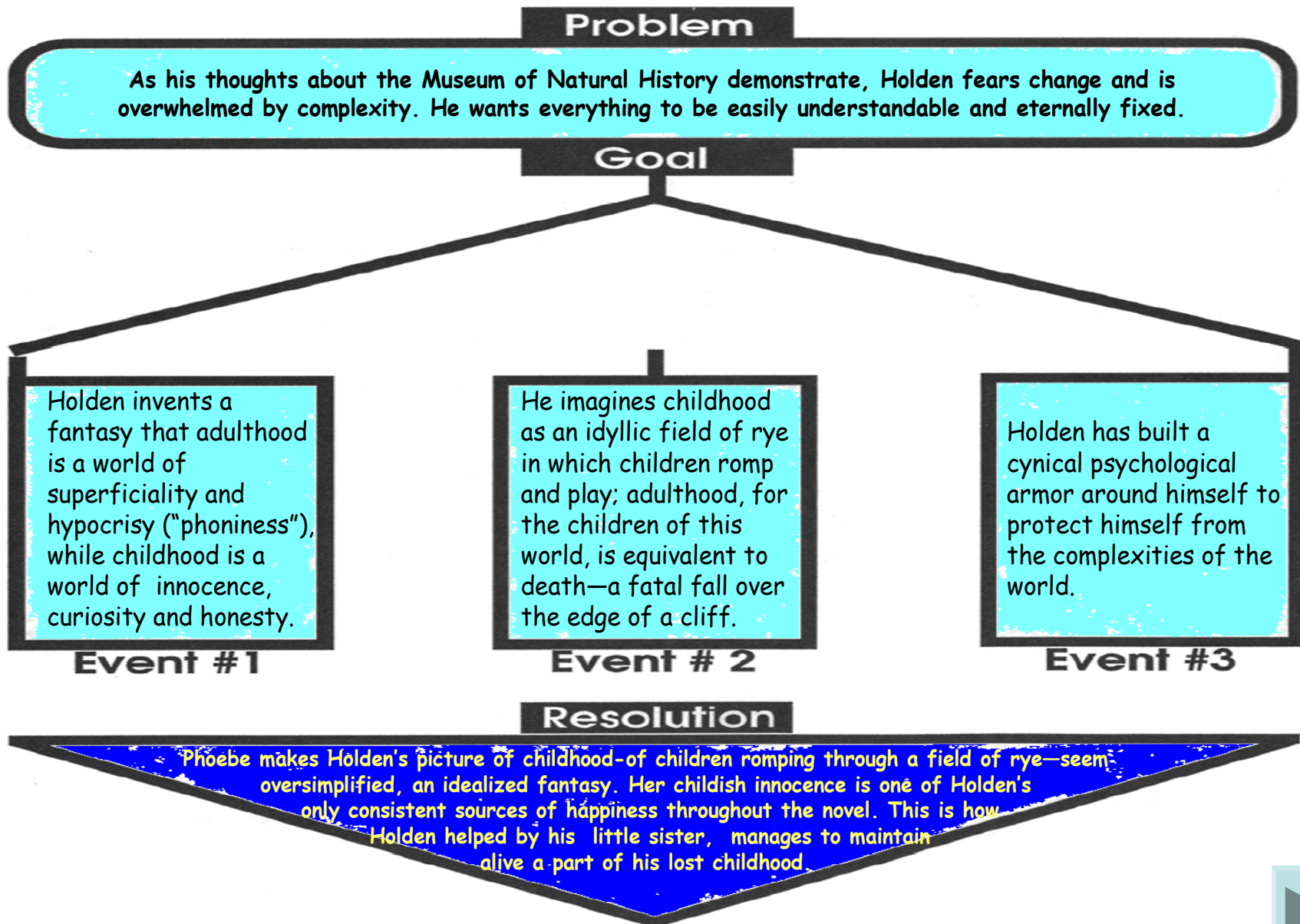
Their relationship developed over the years, having a very solid basis: that of a childhood friendship. Holden truly admired her both for her innocence and her character. Holden also mentions her good looks, but doesn't insist on this subject.

Sally Hayes

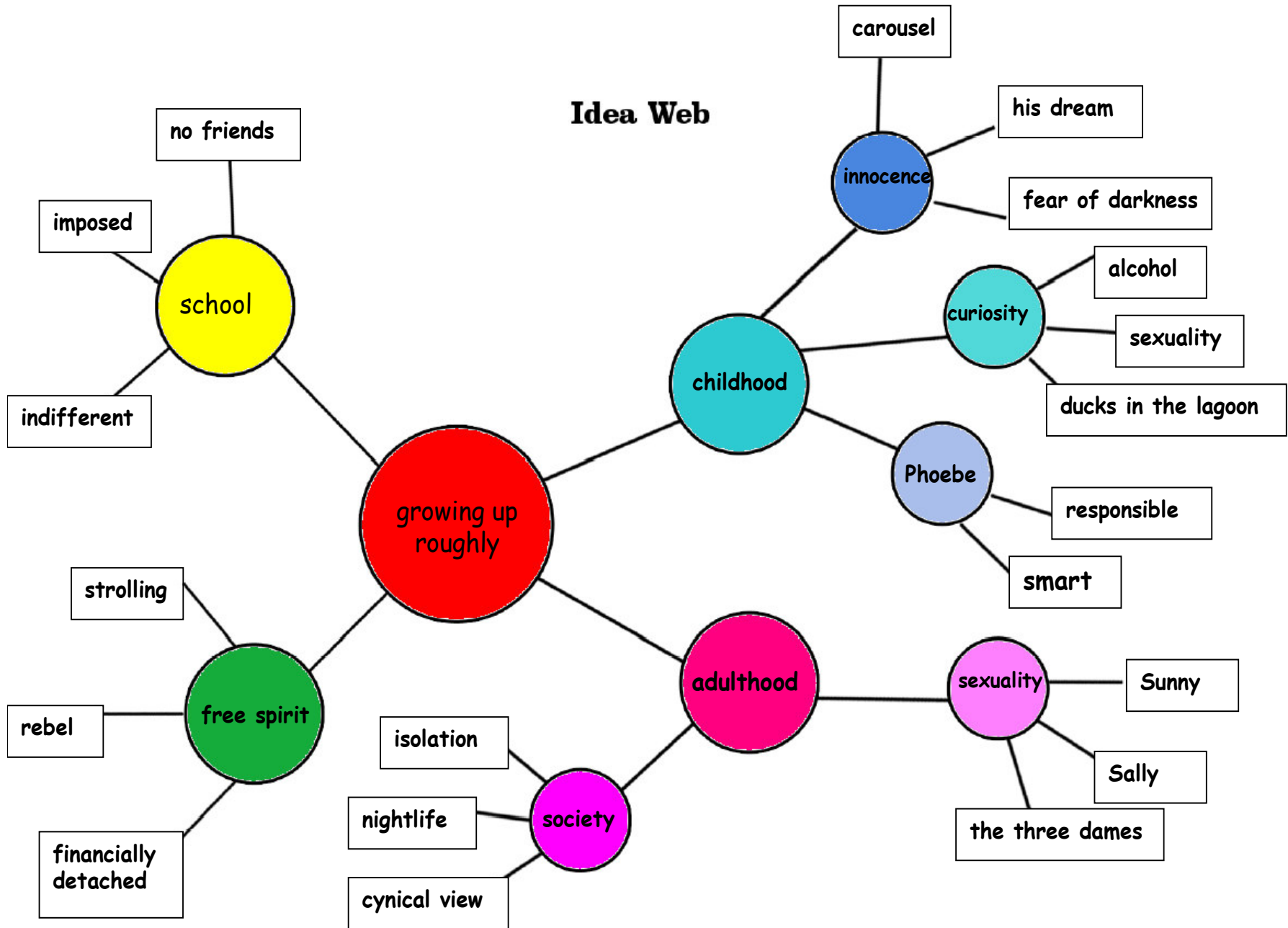
Holden liked her because she was very attractive, although he couldn't stand her at times, as he considered her 'phony' because of using 'false' words such as 'wonderful' and trying to pass as an adult.

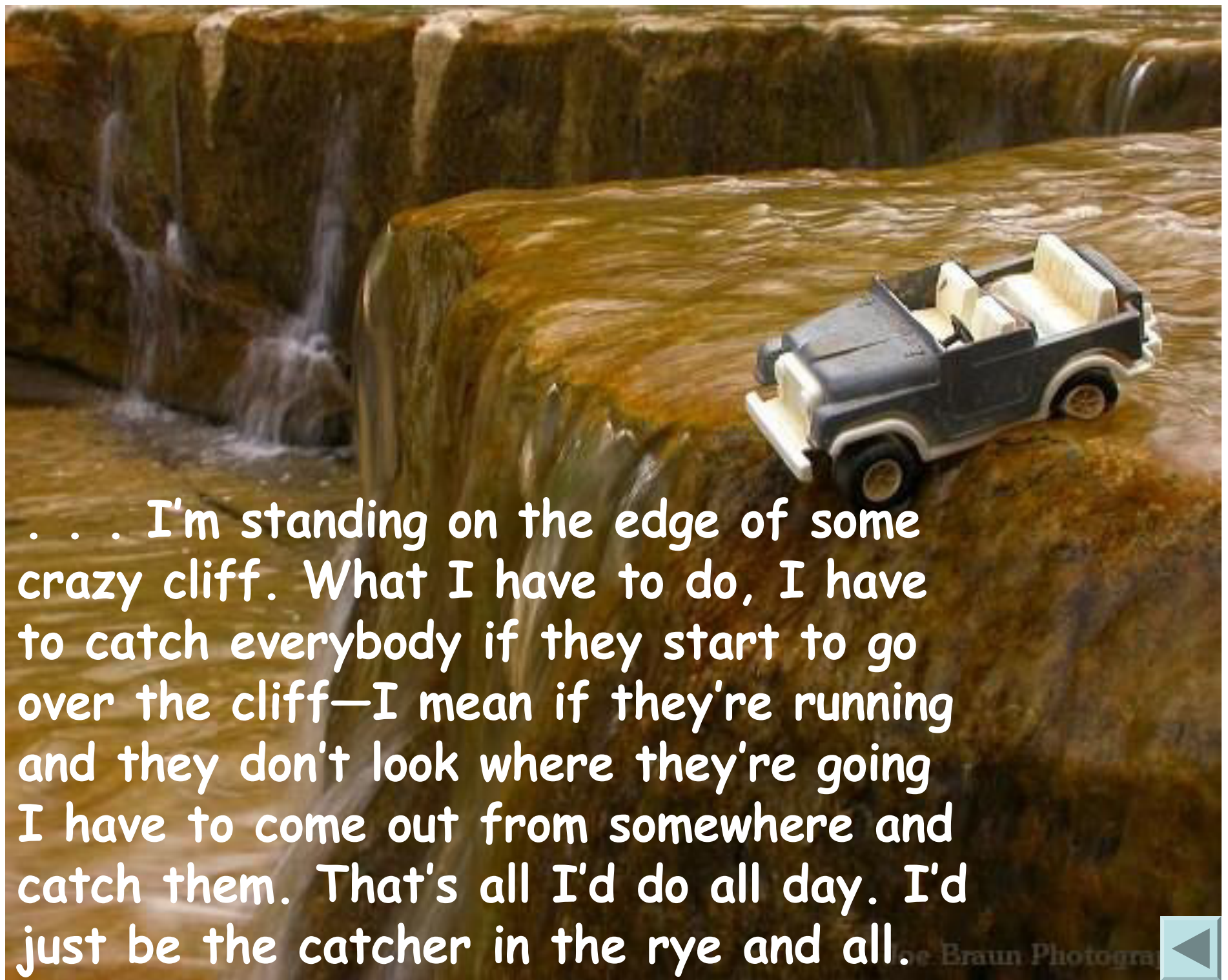
Both relationships are meant to suggest his continuous oscillation between appreciating physical aspect and someone's character. His inability of choosing between the two underlines his search for perfection.

Problem & Solution Diagram



Idea Web

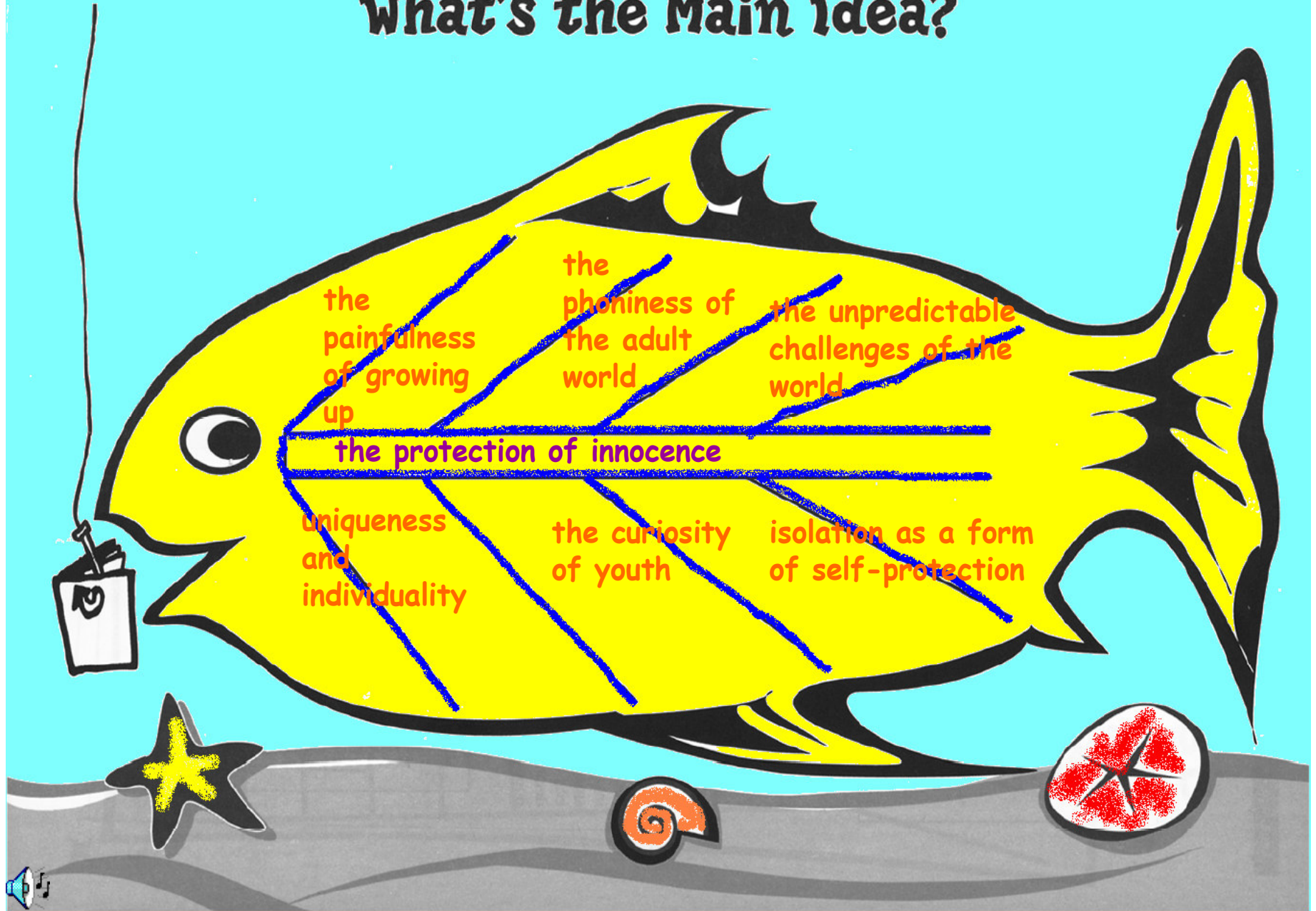




. . . I'm standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start to go over the cliff—I mean if they're running and they don't look where they're going I have to come out from somewhere and catch them. That's all I'd do all day. I'd just be the catcher in the rye and all.



What's the Main Idea?





Name:
Title:
Author:

AUTHOR TOOLS

IMAGERY: Appeals to the senses	SIMILES: Comparison between unlike things using like or as
METAPHORS: Comparisons suggesting things are similar	HYPERBOLE: Exaggeration used to make a point

Character Comparison Sheet

Name: _____

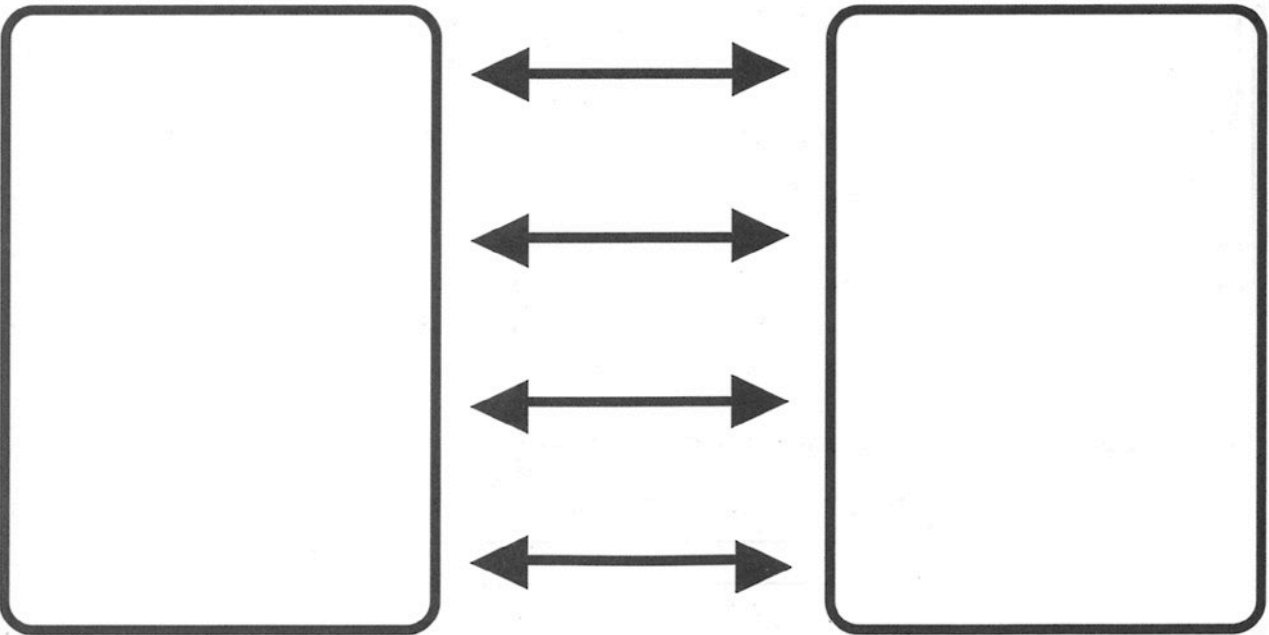
_____ Title and Author

Character 1:  **Character 2:** 

CHARACTER SIMILARITIES



CHARACTER DIFFERENCES



Character ✓ Sheet and Traits List

Name: _____

Title: _____

Character Traits



Illustration

1. Does the character seem real to you?
Yes No
(Please explain on back)
2. Do the character's actions fit what you know of him/her? Yes No (Please explain on back)
3. This character is: _____ flat (stays the same)

round (changes)

Common Character Traits

adventurous	friendly	pretty
awesome	fun-loving	quiet
artistic	gentle	rich
athletic	generous	respectful
active	happy	rad
beautiful	humble	sad
brave	hostile	sloppy
bold	honest	serious
bossy	intelligent	successful
cheerful	independent	shy
curious	inventive	short
creative	a leader	smart
courageous	lazy	studious
considerate	messy	selfish
daring	mischievous	simple
a dreamer	mean	tall
dainty	neat	trustworthy
dangerous	nasty	thoughtful
exciting	nice	unselfish
entertaining	nosy	warm
energetic	open	witty
funny	poor	wild
a fighter	proud	wonderful

FOLLOW THE CLUES

Skills

Students will:

- + predict the outcome of a story
- + identify clues leading to an outcome
- + draw conclusions based on clues in a story

Purpose

Making and then confirming or revising predictions helps readers to stay fully engaged in a story. As readers develop this skill, they use clues from the story and their own lives to predict how characters will behave and how key problems in the story will be solved. This organizer helps students identify clues in a story that will help them make reasonable predictions.

How to Use the Organizer

Introduce the Follow the Clues organizer by asking how detectives go about solving mysteries. (They look for clues and draw conclusions from the clues.) Discuss how readers also use clues to help them make sense of what they are reading. Encourage students to predict how a story they are currently reading will end or how a major problem in the story will be solved. Suggest that they write their predictions on the door labeled "prediction." As students read, encourage them to record clues that either support or refute their prediction. If necessary, allow students to revise their predictions to reflect the clues they have found in the text.

Examples

Primary Grades

While reading *Ira Sleeps Over* aloud, a first-grade teacher asked her students to predict whether or not Ira would want to take his teddy bear on a sleep-over. As she read the story aloud, she asked students to suggest clues from the book that helped them make their predictions.

Intermediate Grades

A fourth grader chose *Stone Fox* as an independent reading book. During reading conferences, the teacher asked him to predict the ending of the story. The student then completed the graphic organizer by filling in clues as he read. After he finished the book, he reviewed the clues and evaluated his prediction with the teacher.

Name: Morena Date: 5/15
 Book Title: Ira Sleeps Over Author: Bernard Walter

Follow the Clues
 Can you predict what will happen next? Write the clues on the footprints. Then write your prediction on the door.

Clue
Ira has never slept without his teddy bear.

Clue
Reggie wants to tell ghost stories.

Clue
Reggie goes his teddy bear.

Prediction
Ira will want his teddy bear.

Name: Jim Date: June 6
 Book Title: Stone Fox Author: John R. Gardiner

Follow the Clues
 Can you predict what will happen next? Write the clues on the footprints. Then write your prediction on the door.

Clue
Willie and Searchlight start out for snacks of the others.

Clue
Willie has only one dog and a small sled and he can hike turns well.

Clue
Willie and Searchlight are the only ones to cross the lake.

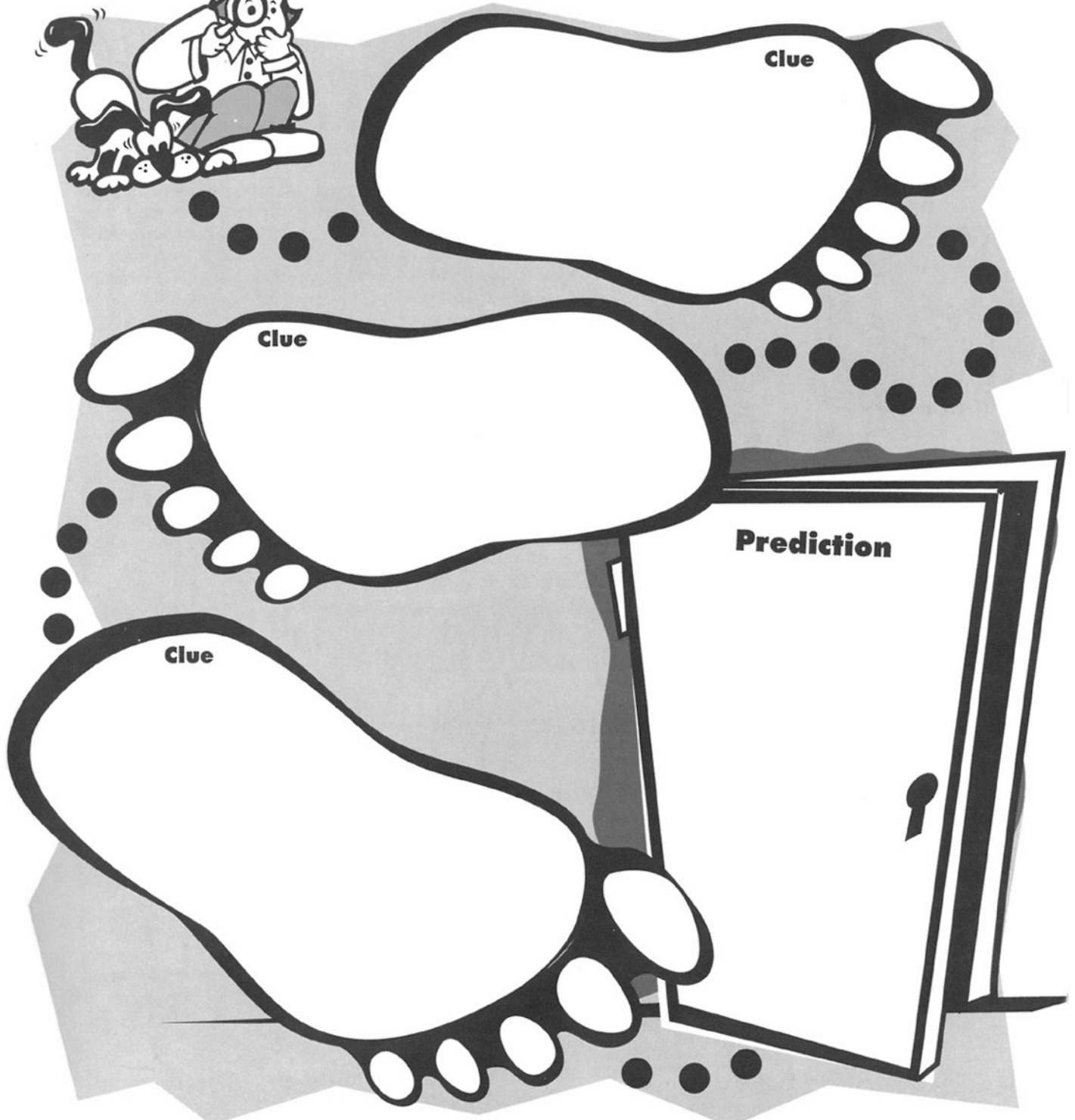
Prediction
Willie and Searchlight will win the race.

Name: _____ Date: _____

Book Title: _____ Author: _____

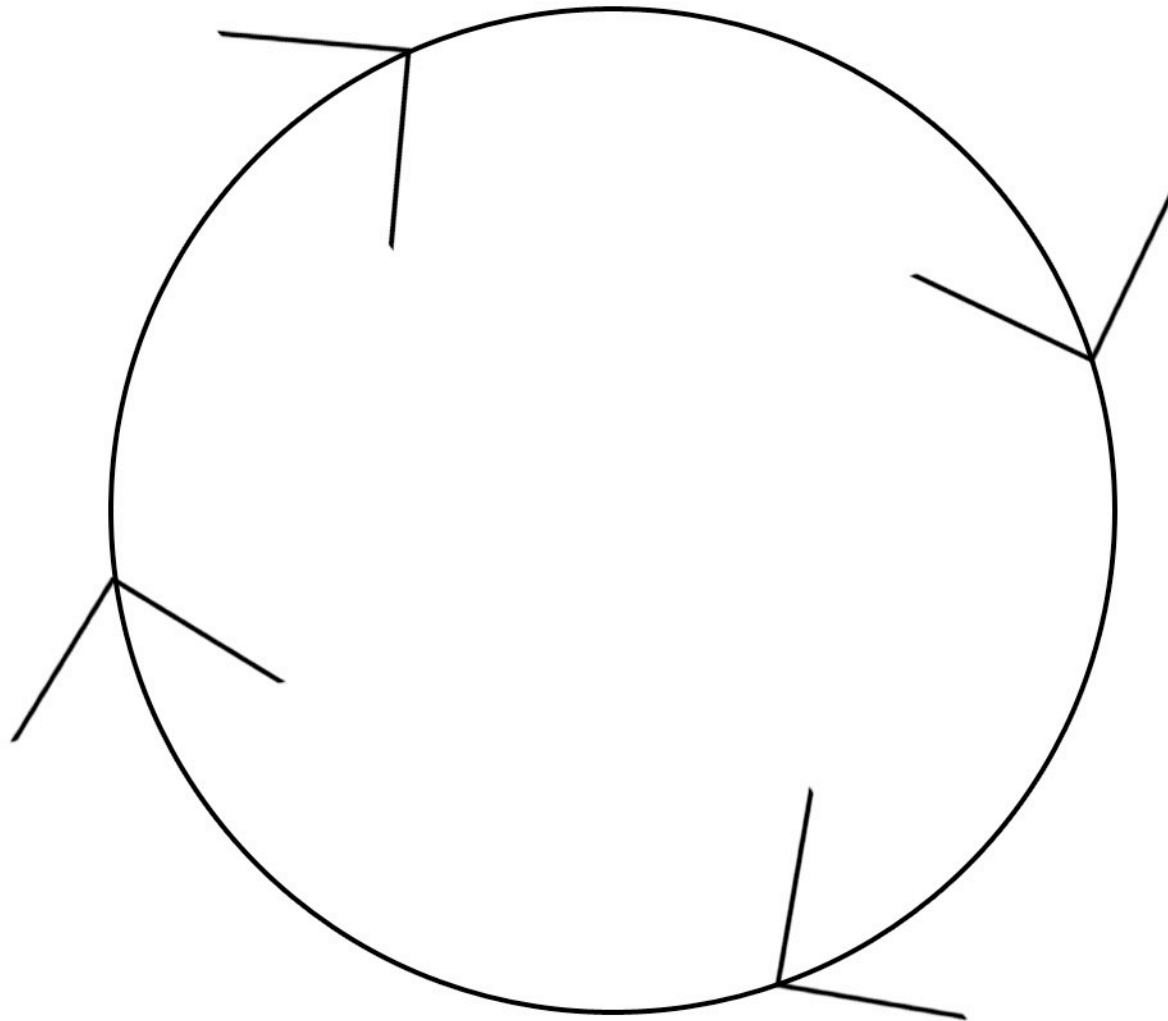
Follow the Clues

Can you predict what will happen next? Write the clues on the footsteps. Then write your prediction on the door.

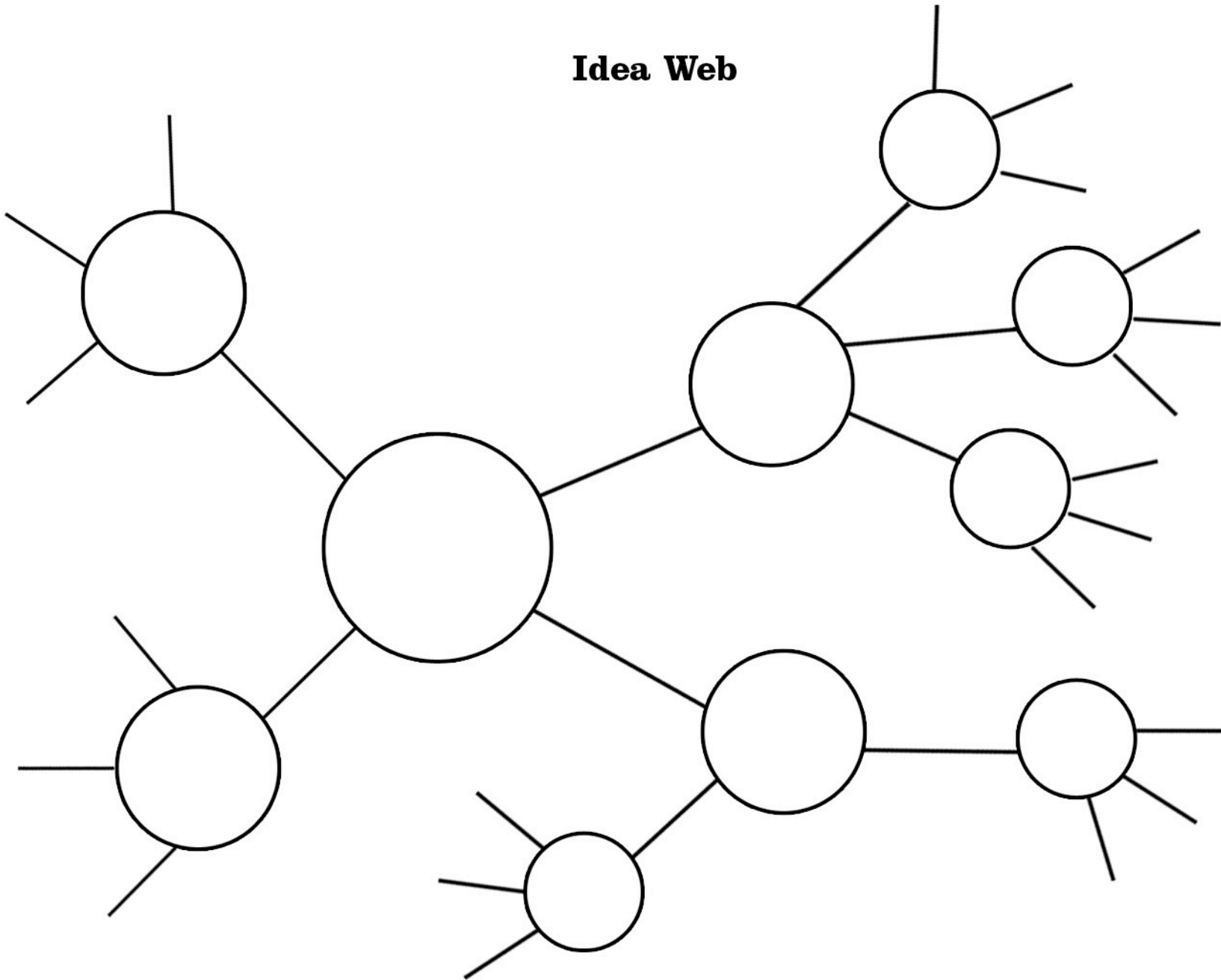


The graphic organizer consists of three large, stylized footprints arranged in a descending path from top-right to bottom-left. Each footprint is labeled with the word "Clue" in the upper left corner. A dotted line of small circles follows the path of the footprints. At the end of the path is a white door with a keyhole, labeled "Prediction" in the upper right corner.

Cyclical



Idea Web

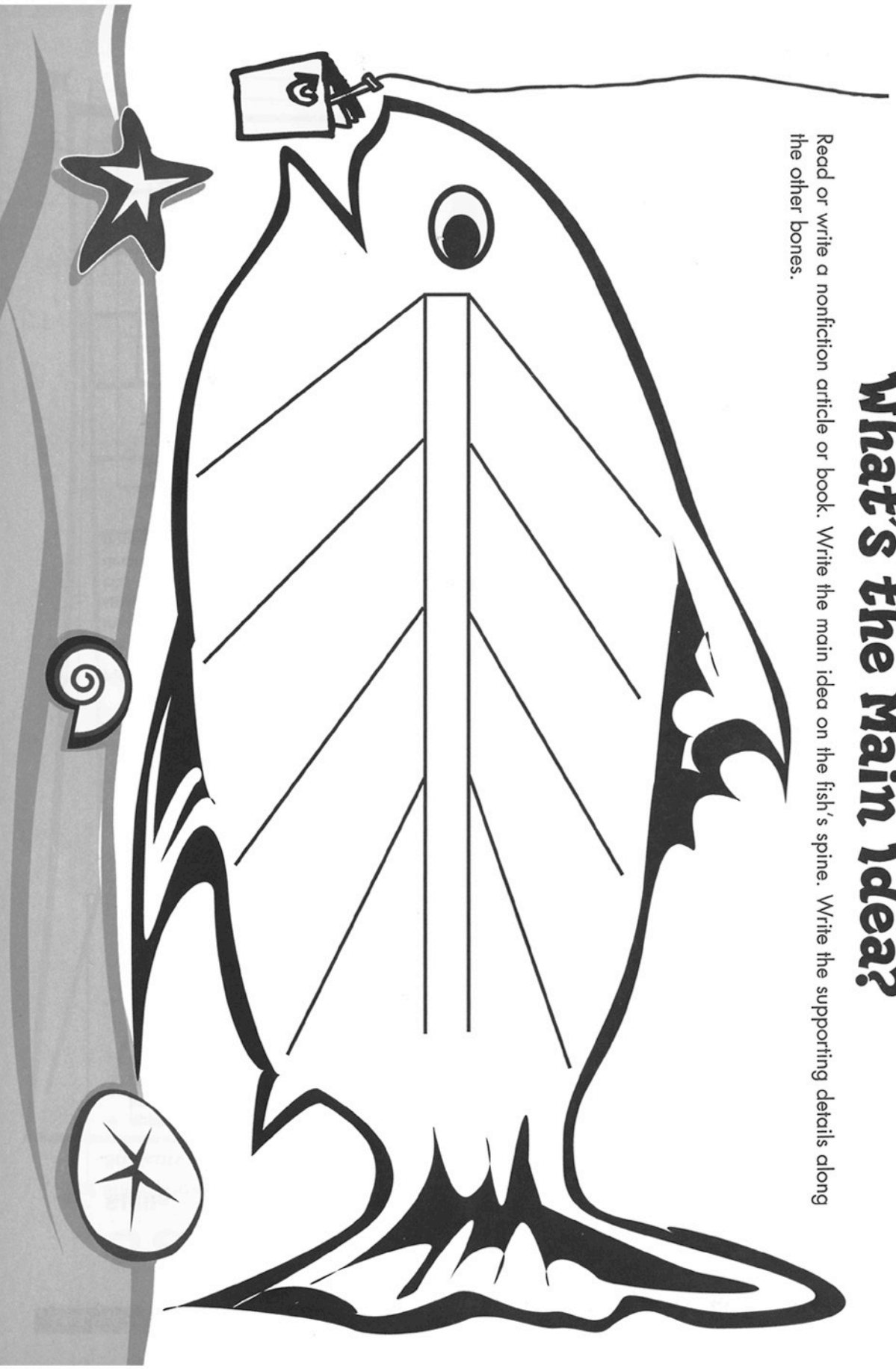


Name: _____

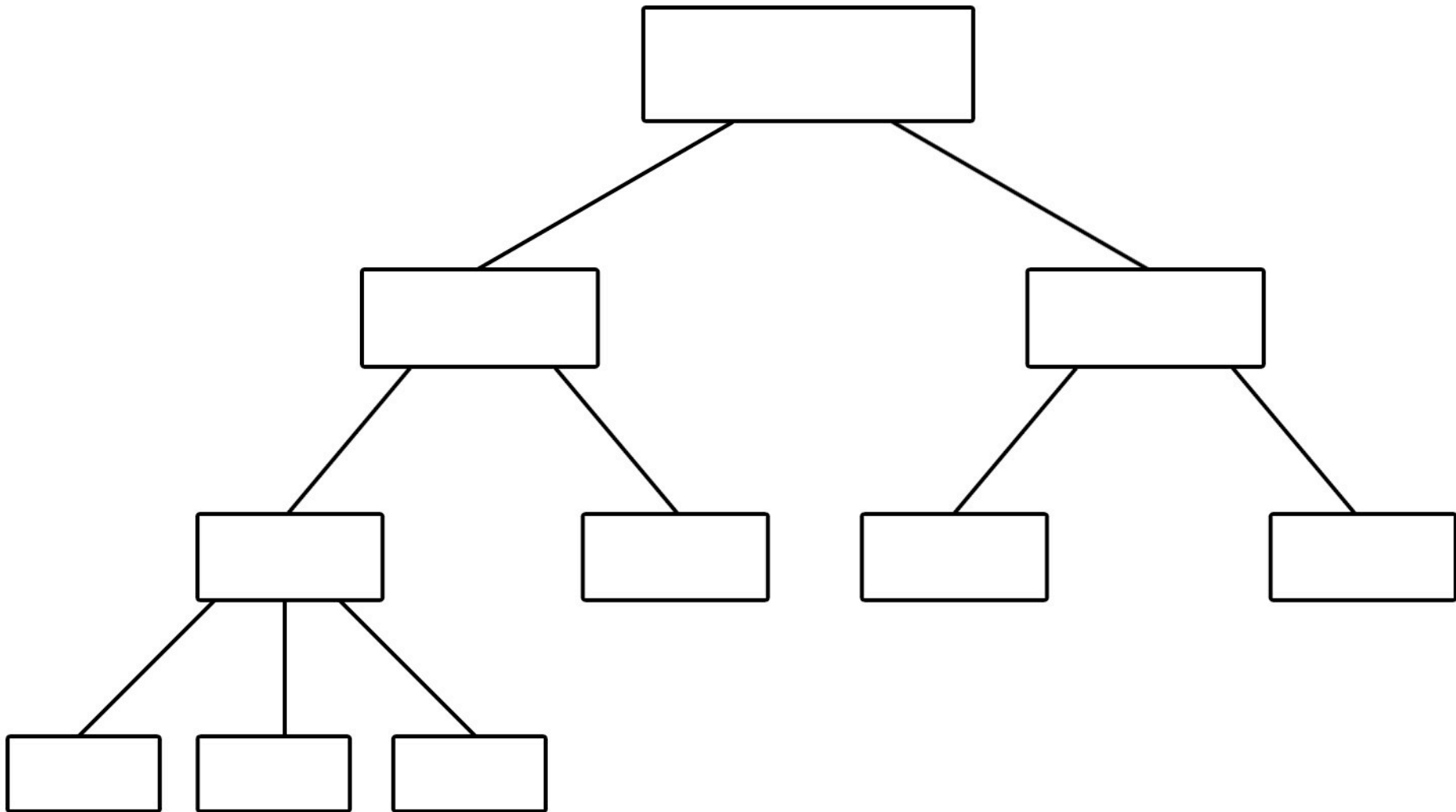
Date: _____

What's the Main Idea?

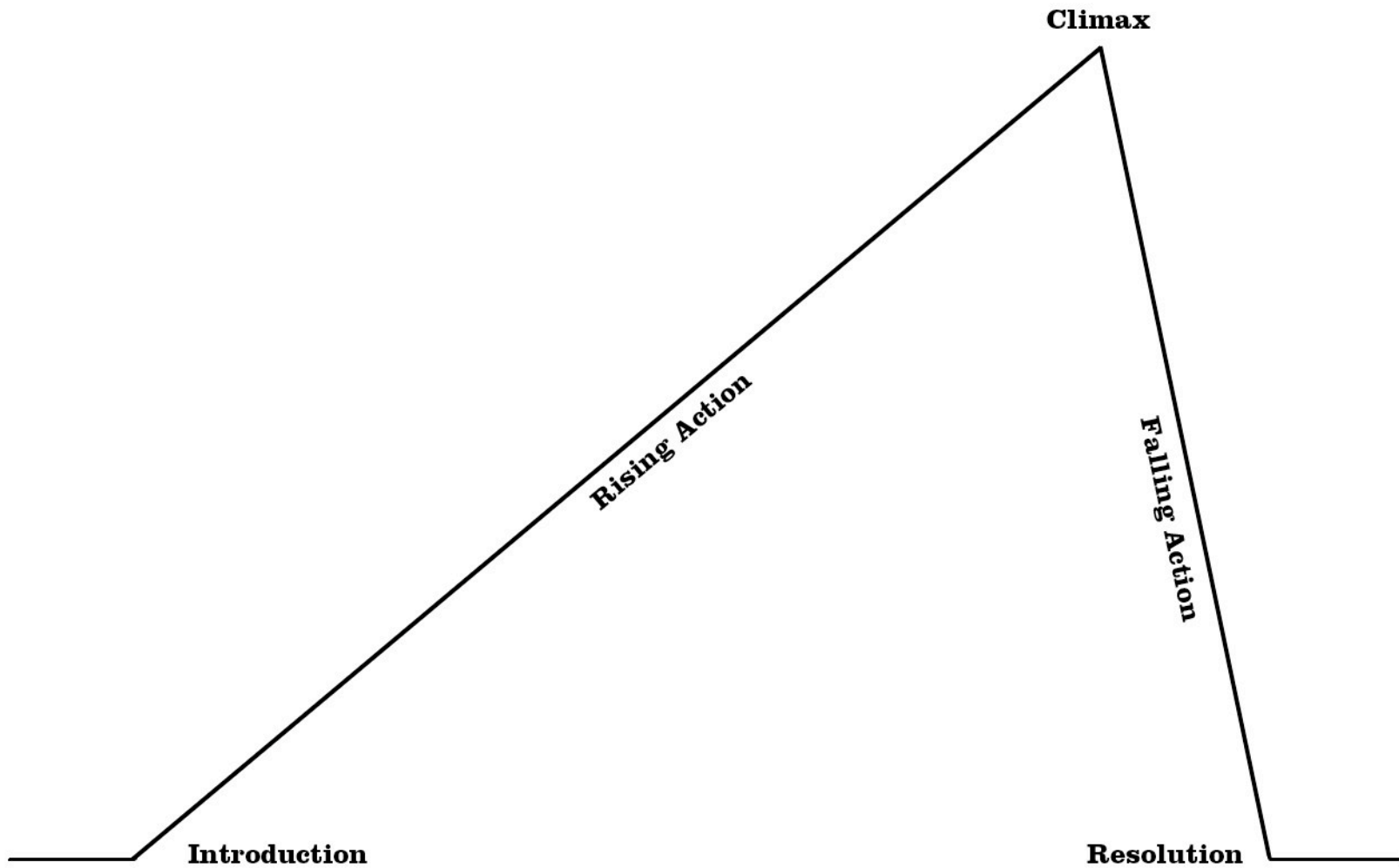
Read or write a nonfiction article or book. Write the main idea on the fish's spine. Write the supporting details along the other bones.



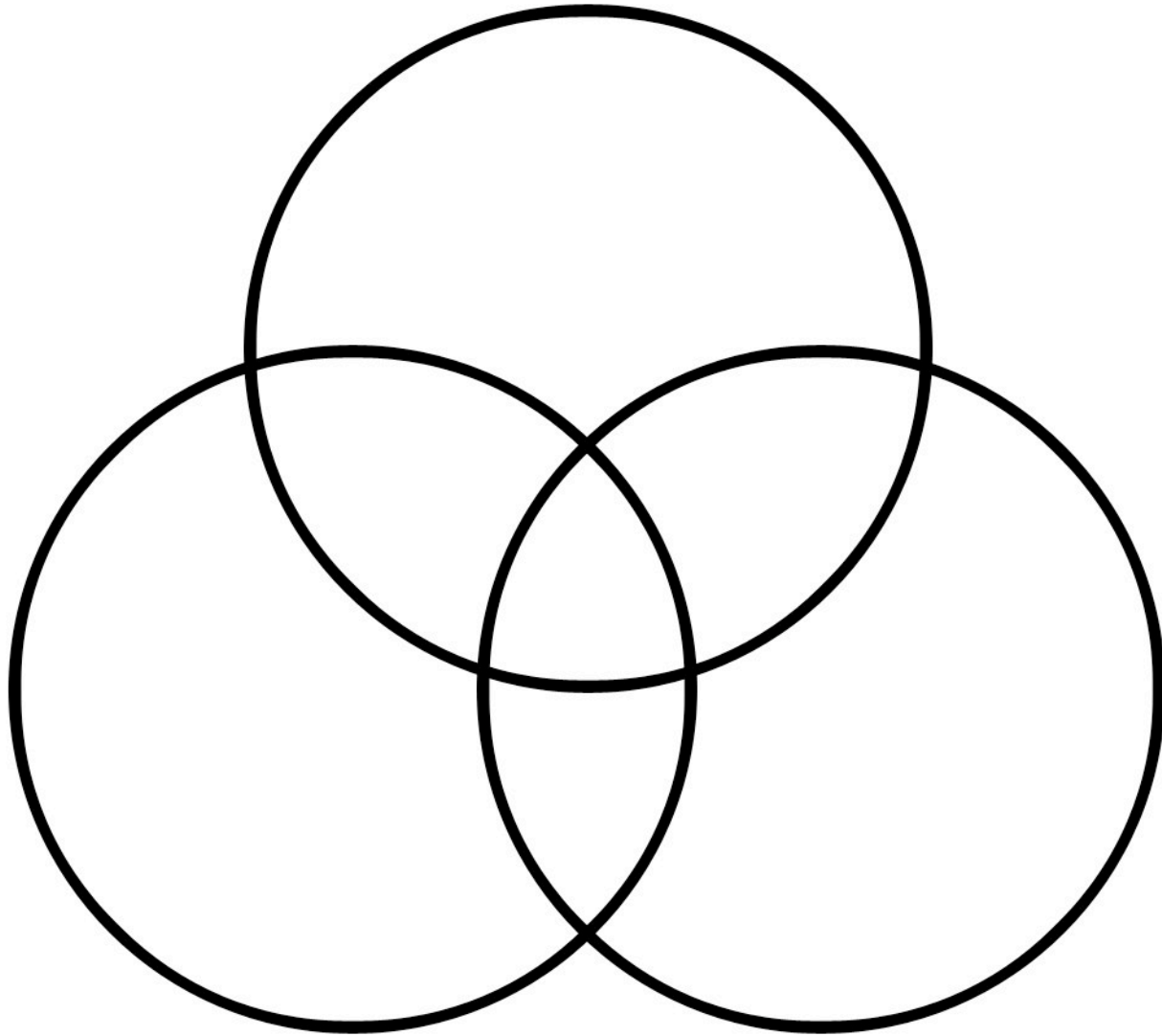
Organizational Outline



Plot Diagram



Overlapping Concepts



Plot ✓ Sheet and Conflict List

Name:

Title:

1. Did you feel like you were part of the story? Yes No
(Please explain on back)

2. Were you able to guess what was going to happen at the end? Yes No
(Please explain on back)

3. What do you think was the best part of the story?

Conflict List

(Check one or more)

- Character vs. Nature
- Character vs. Self
- Character vs. Society
- Character vs. Character

Main Problem 

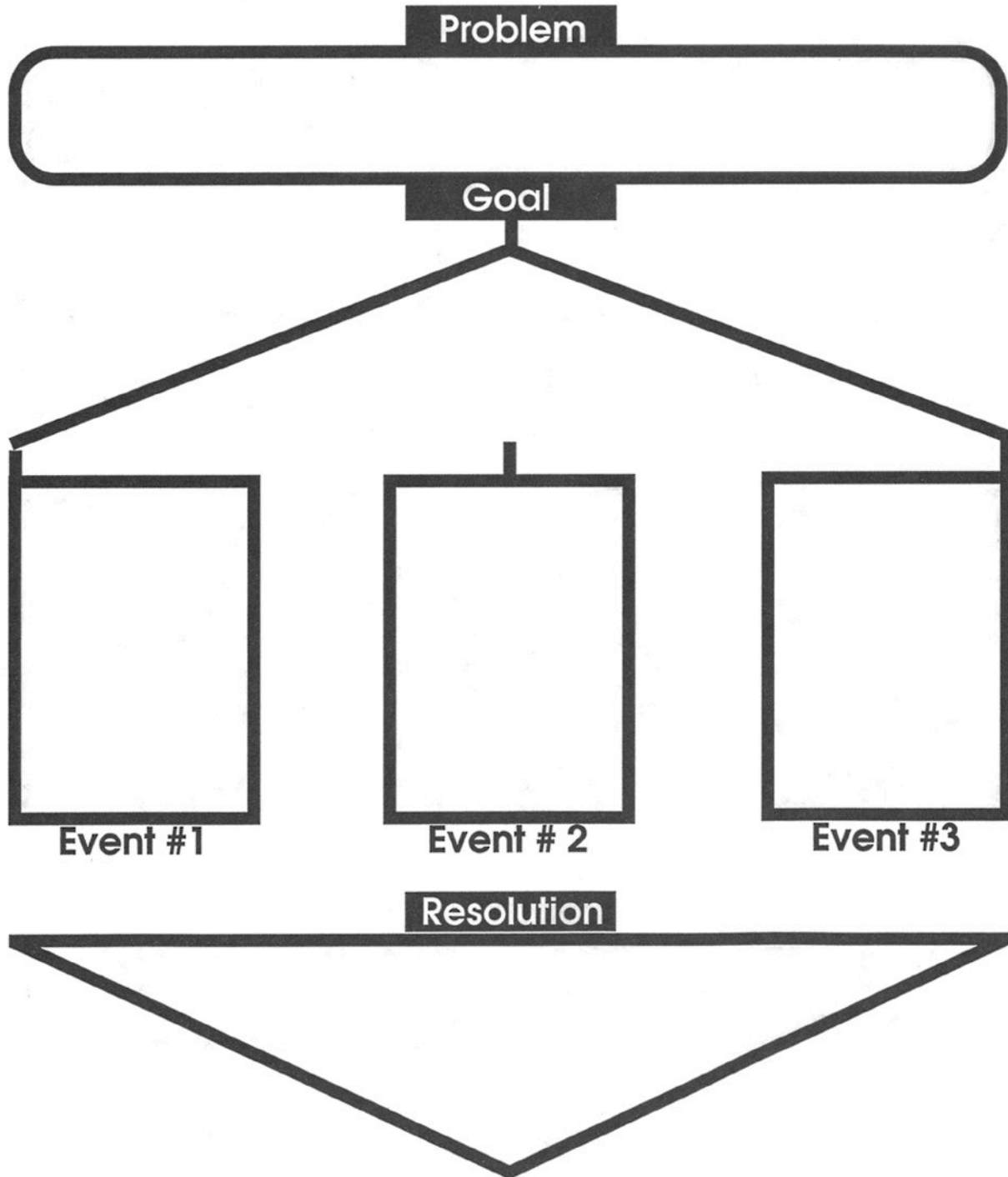
Character's Goal 

Resolution 

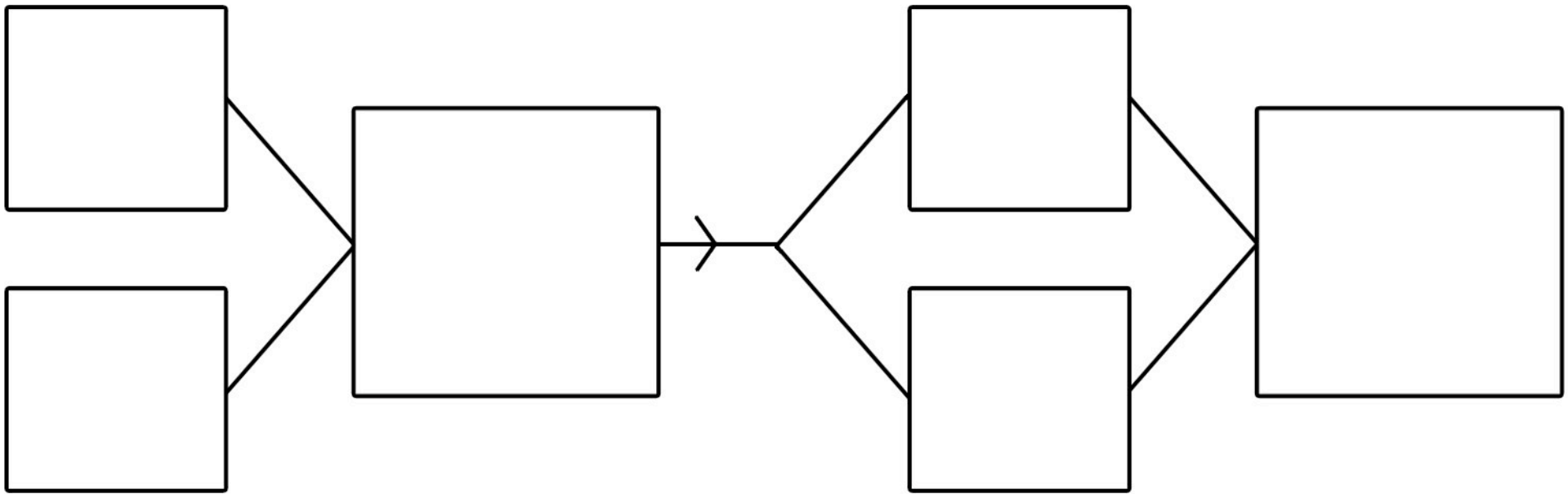
Problem & Solution Diagram

Name:

Book Title:



Sequence of Events

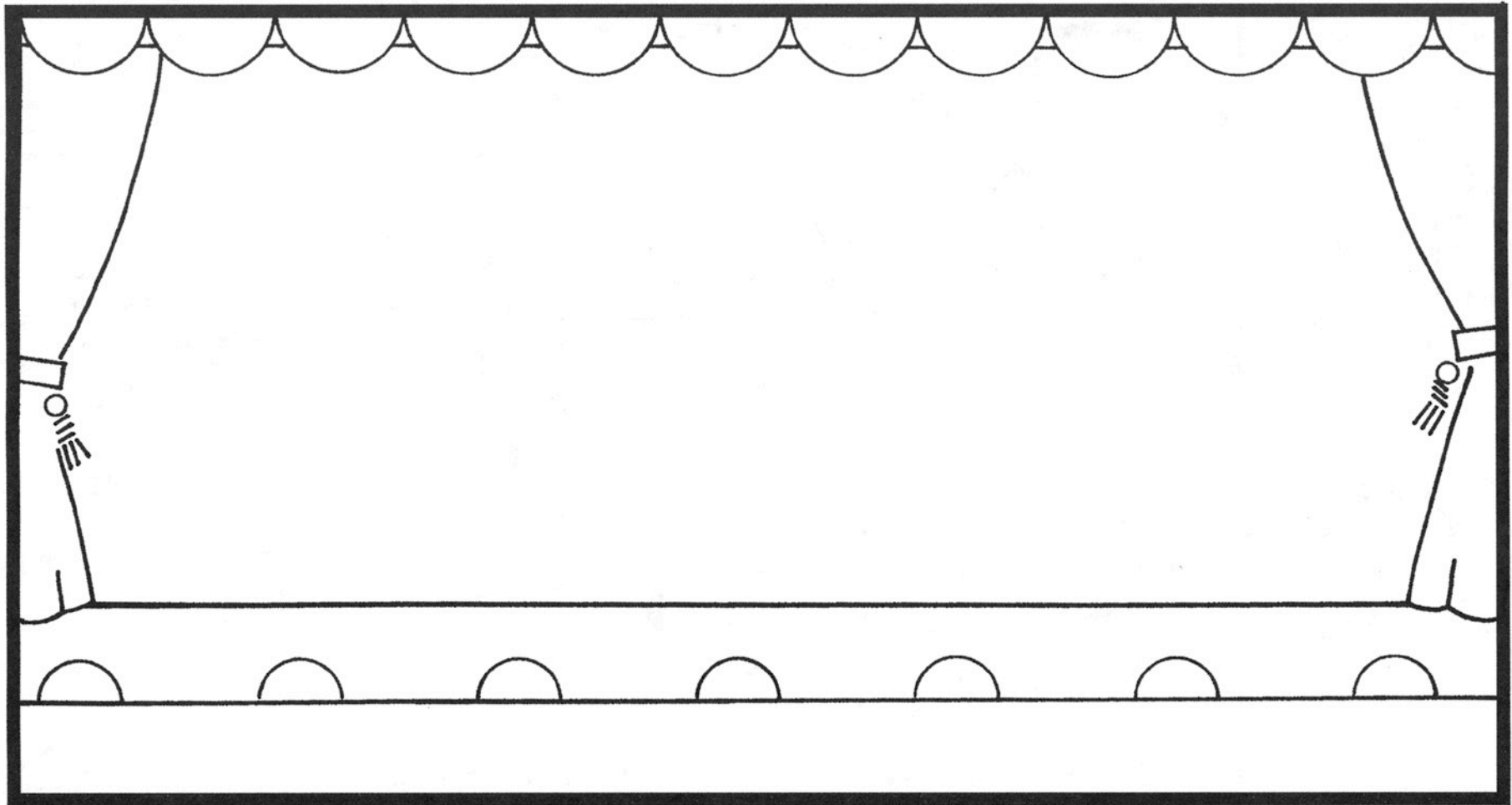


Setting Comparison

Name:
Title:

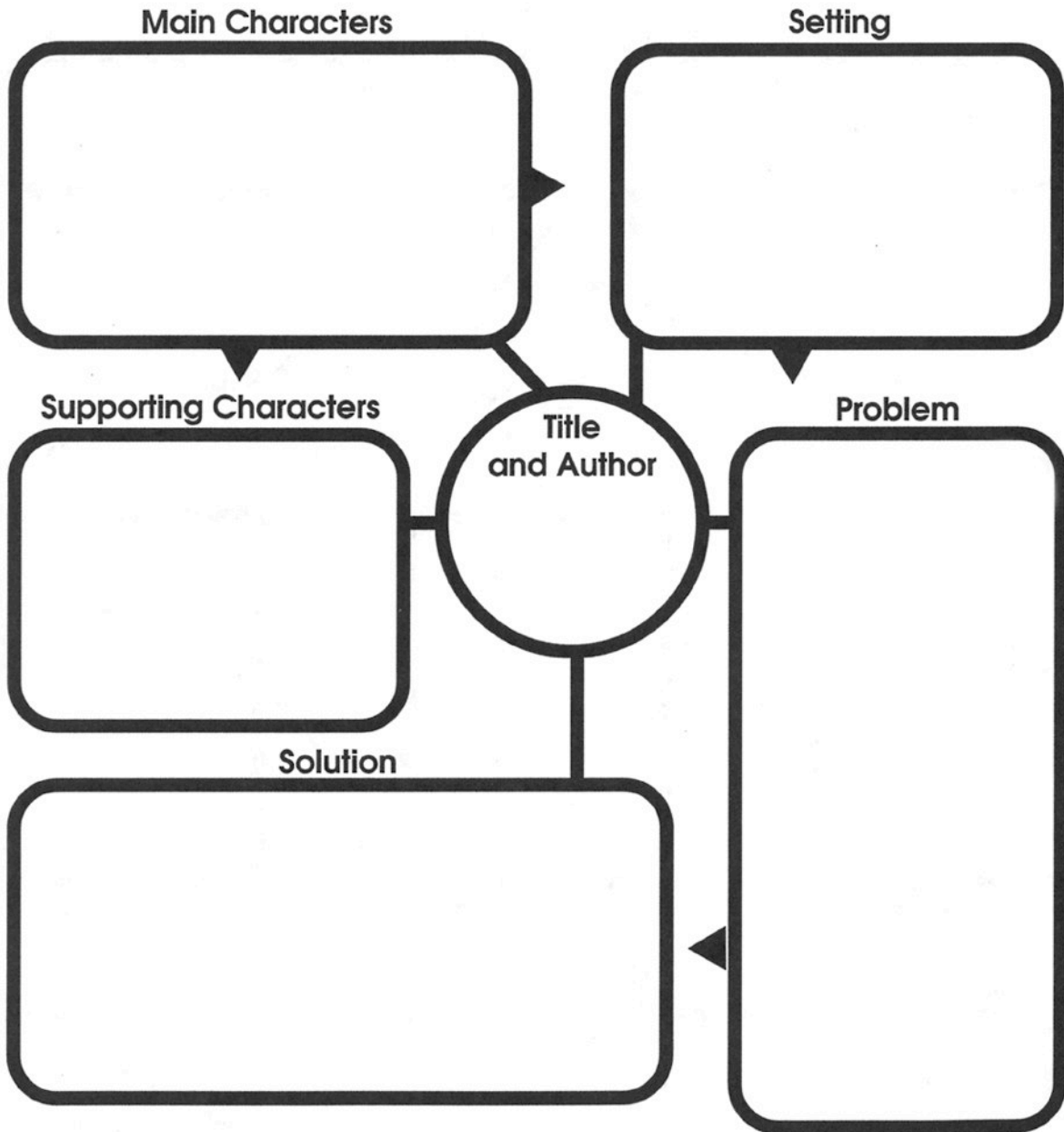
Where I live	Story Setting	
SAME		
[Large empty rounded rectangle for notes]		
DIFFERENT		

Setting Stage



Description:

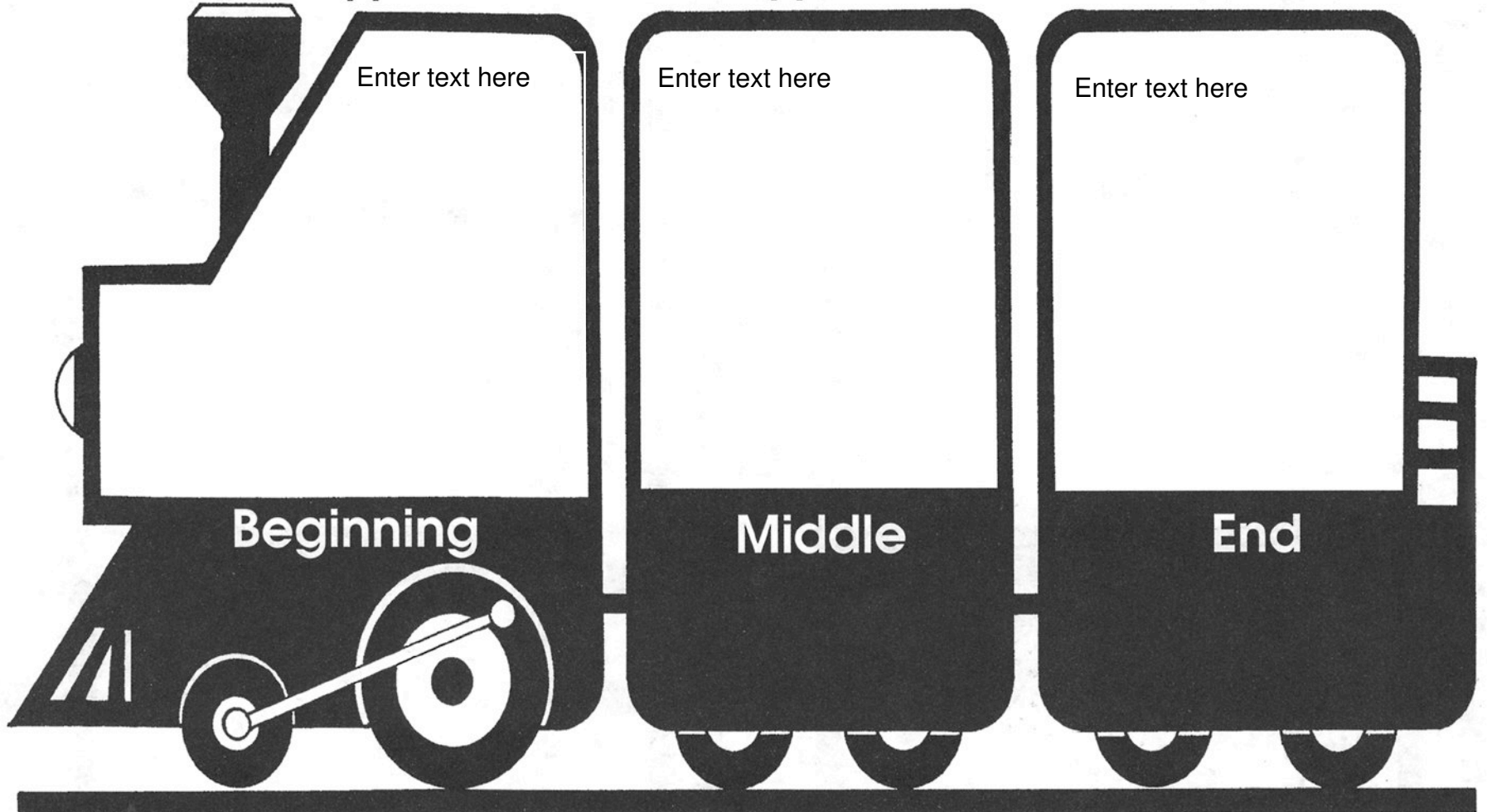
Story Map



Name:
Title:

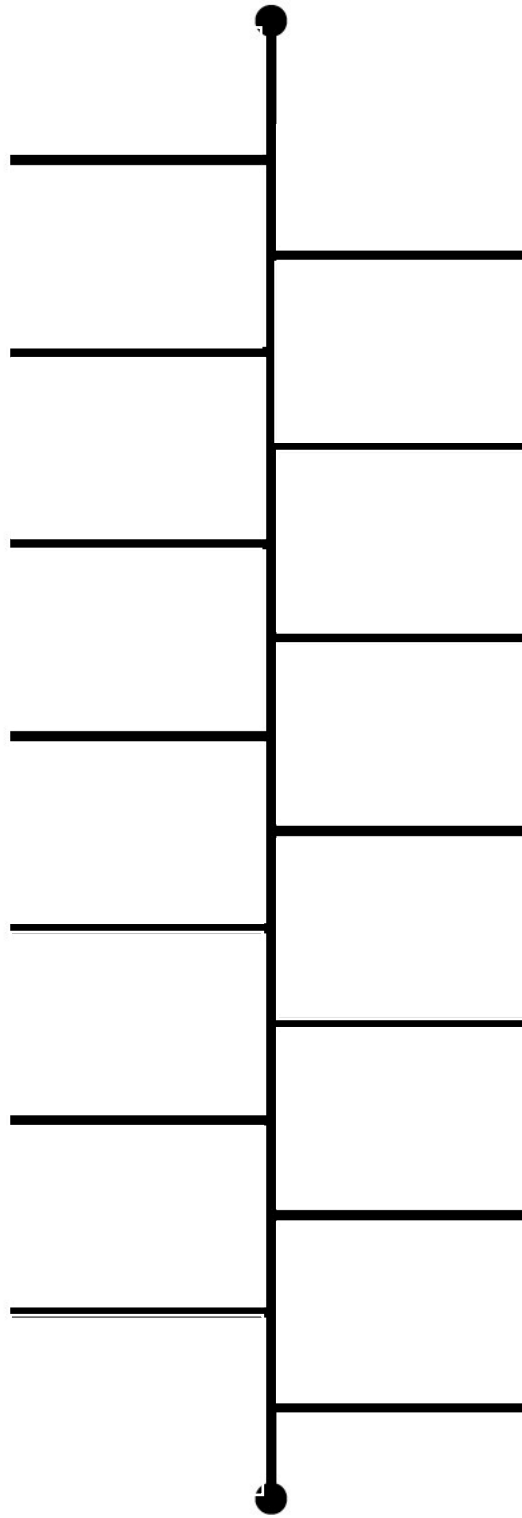
Story Train

What happened first? What happened next? What happened last?



Description:

Timeline



Venn Diagram

