

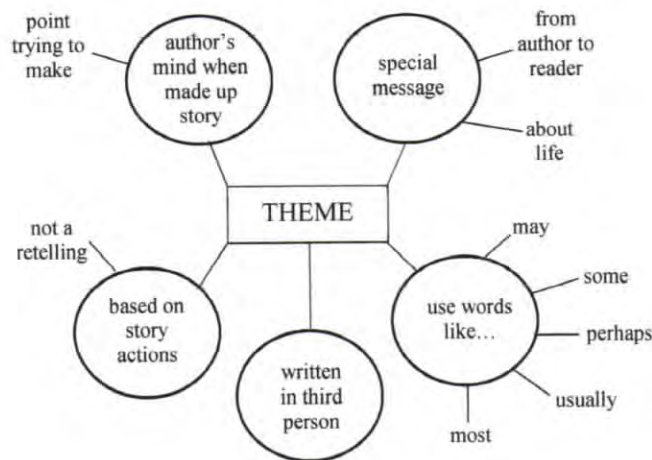
DAY FIVE—READING AND ANALYSIS CYCLE

Independent Analysis One (Literature Circle)—Student Booklet Pages 6-7
Robot Design Activity—Student Booklet Page 9

WHOLE CLASS LESSON: THEME

Presenting the Concept Explain to students that the theme of a story is a basic idea about life the author is trying to convey to readers. It takes a sophisticated reader to understand the author's theme, or philosophical intent.

Students should be able to distinguish between theme and plot. Plot is what happens and how, whereas theme is the central point or key idea of the story. It is a special message from the author. When discussing theme, ask such questions as: What point is the author trying to make by telling this particular story? What special message about life is the author conveying to the reader? Building clusters during discussion helps reinforce the key point in the discussion. Below is an example of a cluster on theme.



Developing the Concept Introduce students to several broad categories of themes commonly found in science fiction stories: conflict between different life forms; interrelatedness of all things; conflict between scientific accomplishments and human values; effects of change and technology on people; and importance of ecological issues. Use these categories as headings for a class chart. Have students identify the general theme category of the story they are reading. Record the title of the story under the appropriate heading on the chart.

Independent Activity: Robot Design Ask a student to read aloud the instructions. Answer any questions. Ask students where they might find information about different kinds of robots (the Internet, library, magazines, novels they are reading, nonfiction books, and so on). Demonstrate some techniques for labeling sketches (drawing a pointer line from the description to the part being labeled, labeling parts with letters that correspond to descriptions with the same letters.) Ask students to give an example of what they could write for each of the categories in the Robot Specifications list.

READERS AND WRITERS IN THE CLASSROOM

T Whole class lesson—Theme. Students complete the Robot Design activity. Move students into literature circle groups. Circulate to help groups with their analysis sheets and to participate in discussions. Provide corrective feedback if necessary. Some individual students and partner groups may be finished with Independent Analysis Two. Conference with a few of these students. Using a “sign-up” system is a way for students to let you know they are finished and wish to meet with you. You can then schedule “appointments” throughout the day to have 3-5 minute conferences. Conferences can also be done while students work on the activity sheet. Students who have completed Independent Analysis Two can move on to another novel and start the sheets for Independent Analysis Three.

S Students complete the Robot Design activity. They work with their literature circle groups. Students who have completed Independent Analysis Two conference with the teacher. Students who have completed Independent Analysis Two can move on to another novel and start the sheets for Independent Analysis Three.

FIVE-MINUTE FOCUS

Gather the class together. Ask for volunteers to show their robot sketches and read aloud from their robot specifications.

REMINDER ✓ Students should add to Authors Clipboard. In Author's Progress Log, students record the date they completed the Robot Design activity.

AUTHOR'S CLIPBOARD

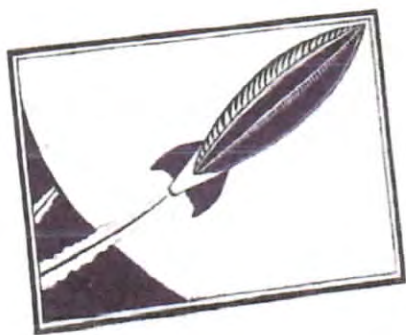
WORDS

PHRASES

CHARACTER NAMES

SKETCHES

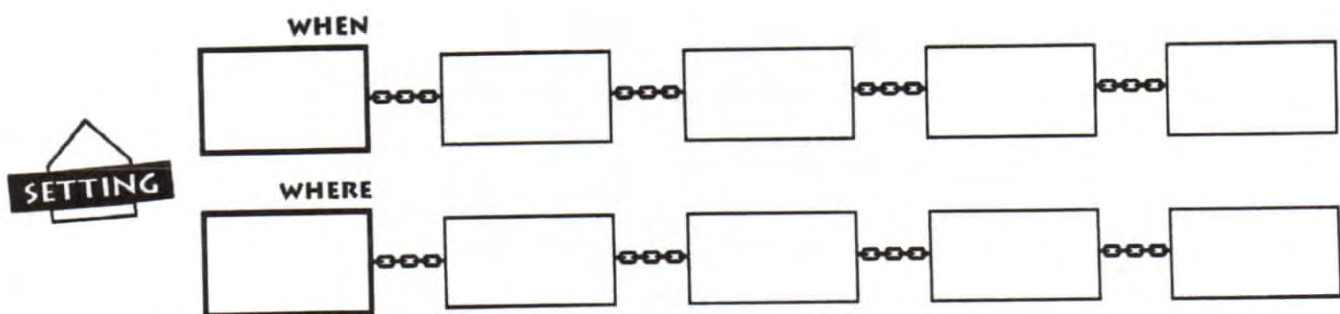
SETTINGS



INDEPENDENT
ANALYSIS
ONE
SCIENCE FICTION

TITLE _____

AUTHOR _____



POINT OF VIEW  _____

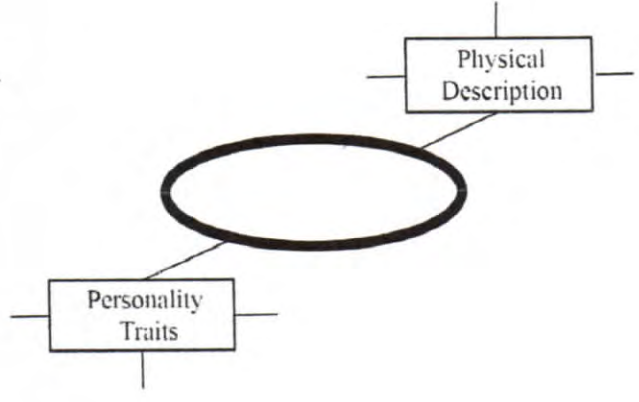
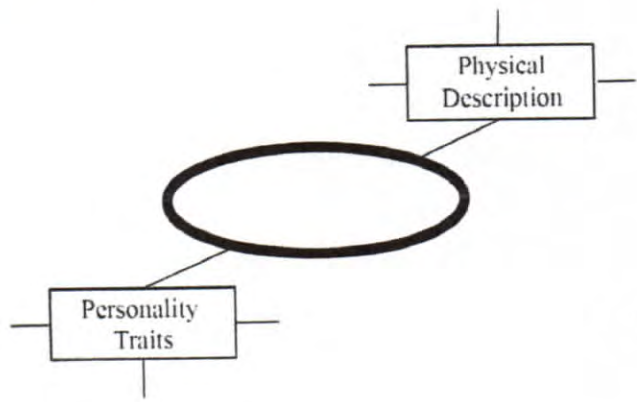
PLOT DIAGRAM

SCIENCE FICTION

FUTURISTIC INVENTIONS



CHARACTER CLUSTERS



CONDITIONS FOR SURVIVAL

BASIC NEED	HOW BASIC NEED WAS MET
Oxygen	
Water	
Food	
Clothing	
Shelter	



ROBOT DESIGN

Research to find out about different kinds of robots. Then design a robot that could become a character in a science fiction story. Make a sketch of the robot. Label its parts.

Complete the Robot Specifications list with any other information a laboratory might need to build the robot you have designed.

➤ ROBOT SPECIFICATIONS

Name: _____

Size: _____

Materials: _____

Power Source: _____

Special Features: _____