

TOPICS

16/17

Using FIG TESPN with Literature

- OBJECTIVES**
- To demonstrate understanding of FIG TESPN
 - To systematically apply FIG TESPN using problems and situations that are presented in literary works

MATERIALS Copies of the "Literature Discussion Guide" (Worksheet 5.16/17.1)

PREPARATION Select stories or chapters from books for the students to work with.

NOTE This topic ideally runs at least two weeks, giving the students a chance to practice with several different problems from literature.

INSTRUCTIONAL ACTIVITIES

1. Conduct a Sharing Circle.

Have the students talk about their favorite books and why they are their favorites. Encourage them to exchange favorite books with each other to read at school.

2. Introduce the skill components.

Explain that it is often possible to practice social decision making and social problem solving skills by using materials from academic subjects and that it can be especially fun to use these skills with literature. Tell the class that today students will use all eight steps to practice solving some challenging problems that characters face in a story.

3. Present a story to read for practice.

Select a short story in which one of the characters faces a problem toward the middle of the story. Select a critical point, or stopping point, at which the character's problem has been introduced but before the character does any problem solving or decision making.

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- What is the author's goal?
- Why did the author write this story?

4. Distribute the Literature Discussion Guide.

5. Repeat the exercise.

The process can be used with another short story or a different section within a chapter book.

6. Introduce a Reflective Summary.

As outlined in the Introduction, ask students to reflect on the question "What did you learn from today's lesson?" Reinforce key themes, then go over any follow-up work.

7. Follow up.

The following steps will help make sure that the students have a chance to continue working with the new concepts.

Assignment

Provide students with another copy of the Literature Discussion Guide and tell them to complete it, using a short story of their choosing or one you assign to them. Tell students that they will be sharing their worksheets during the next meeting.

Plans to Promote Transfer and Generalization of Skill

1. The Literature Discussion Guide can be infused into the academic curriculum and used with many stories in the fifth-grade language arts curriculum.

2. Use the "FIG TESPN as a Book Report Guide" (Worksheet 4.30.1 in the Grade 4 curriculum) with full books.

TIPS FOR TEACHERS

1. This area is so important that it benefits from being structured as two Topics. This way, teachers have the time to do two full examples of applying FIG TESPN to literature and drawing out practice opportunities and applications that arise.
2. After this introduction, the application of FIG TESPN to literature can be continued across multiple lessons, especially if students work in pairs or small groups. Even a single use of the discussion guide might take more than one class period.
3. This Topic enables students to see that most pieces of literature focus on characters who deal with problems in both positive and negative ways.
4. Stories and books for students this age include the following.

Short Stories

It's Our World Too: Stories of Young People Who Are Making a Difference, by Phillip Hoose

The Witch of Fourth Street, by Myron Levoy

Fiction

Holes, by Louis Sachar

Tuck Everlasting, by Natalie Babbitt

Number the Stars, by Lois Lowry

From the Mixed up Files of Mrs. Basil E. Frankweiler, by E.L. Konigsburg

Felita, by Nicholosa Mohr

Maniac Magee, by Jerry Spinelli

Historical Fiction/Biography

Freedom Crossing, by Margaret Goff Clark

The Hundred Dresses, by Wanda Petronski

Amelia Earhart: Courage in the Sky, by Mona Kerby

Eleanor Roosevelt: First Lady of the World, by Doris Faber

Thank You, Jackie Robinson, by Barbara Cohen

Kokopelli's Flute, by Will Hobbs

Student(s) _____ Date _____

Before starting the story, keep the following questions in mind: What is the author's GOAL? Why did the author write this?

When you reach a point where one of the main characters faces a problem, stop reading. (Your teacher will tell you where to stop if you're doing a group exercise.) Ask the following questions.

1. How do you FEEL about what you've read so far?

2. In one or two sentences, tell what the story is about up to this point. What is the PROBLEM that _____ faces?
(main character)

3. How does _____ FEEL about the problem?
(main character)

4. What is _____'s GOAL? What does that character want to happen?
(main character)

5. If you were _____, what are the different SOLUTIONS to the problem
(main character)
that you would think of?

6. What are the possible CONSEQUENCES that you can envision for each solution?

SOLUTIONS		CONSEQUENCES
_____	{	1. _____ 2. _____
_____	{	1. _____ 2. _____
_____	{	1. _____ 2. _____

Now return to the story and see what _____ decides to do. After you finish the
(main character)
story, consider these follow-up questions.

7. What was the SOLUTION that _____ chose to solve the problem?
(main character)

8. How well did it work?

9. Now that you've learned what happened, would you have handled this situation any differently? If so, what would you have done?