**Stephanie Palmieri**

**7th/8th Grade Language Arts: Summerbridge**

***Artemis Fowl***

**Lesson 3: Wednesday 6/22/11**

**45 mins**

**Unit Title:**

*Artemis Fowl*

**Lesson Title:**

Talking to the text

**Objectives:**

1. Students will make predictions about Artemis’s character and the plot using the facts and inferences they generated for homework. [Knowledge, Comprehension, Application, Analysis]
2. Students will talk to the text by making comments, questions, predictions, and connections. [Comprehension, Application, Analysis, Synthesis]

**Instructional Procedure:**

1. **Warm Up: (10 mins)**
	1. Share homework with partner: facts and inferences
	2. I will read the prologue aloud and we will discuss as a class.
		1. Predictions 🡪 what do you think Artemis will do?
		2. What other species do you think he will encounter?
		3. Do you think he is evil?
		4. What might qualify him as brilliant?
2. **Talking to the Text Introduction: (20 mins)**
	1. What do you think talking to the text is?
		1. Educated guesses
		2. How do you think we talk to the text?
		3. Why do you think we talk to the text?
		4. What are examples of texts?
	2. Intro: I will give the students a worksheet that provides examples of how to comment, predict, create questions, and make connections
		1. Comments (symbols)
			1. This is good because…
			2. This is confusing because…
			3. I like the part where…
			4. My favorite part so far is…
		2. Questions: examples
			1. Who did…
			2. What’s this part about…
			3. What would happen if…
			4. What does this section mean…
		3. Predictions:
			1. I think that…
			2. I wonder if…
			3. I bet that…
		4. Connections: **(text to self, text to text, text to world)**
			1. This reminds me of…
			2. This character is like…
			3. This is similar to…
			4. This setting reminds me of…
		5. Types of connections:
			1. Text to text: what are the different kinds of texts (books, films, music, poetry, tv etc)
			2. Text to self (personal experience)
			3. Text to world (everything outside of self)
	3. ***Passage from book:*** Page 152-153
		1. I will read this passage aloud while students follow along silently.
		2. Students will reread the passage quietly to themselves.
		3. Students will be asked to talk to the text and make at least:
			1. 1 comment
			2. 1 question
			3. 1 connection
			4. 1 prediction
		4. Students can refer to handout to help them come up with starters for all of the above ideas.
	4. ***Share: (12 mins)***
		1. I will write each of the categories on the board.
		2. Students will be asked to write their comments/questions/predictions/connections under the appropriate section
		3. Discuss as class
			1. What questions do we have?
			2. What do we think the answers will be?
			3. What connections did we make?
			4. What comments?
3. **Wrap Up: (3 mins)**
	1. What are the four major things we do when talking to the text?
	2. What types of connections can we make?
		1. Examples
4. **Homework**
	1. Read chapter 1: talk to the text with post its (one comment, question, connection and prediction)
	2. Pay particular attention to references to characters’ eyes
	3. Bring in one word from chapter 1 for the word wall

**Assessment:**

1. Homework worksheet
2. Homework share
3. Talking to the text activity and share
4. Wrap up discussion

**Materials:**

1. Talking to the text guide
2. Passage
3. Post its for homework
4. Board space

**Talking to the Text**

**Connections**

* This reminds me of…
* This character is like…
* This is similar to…
* This setting reminds me of…
* This part is like the time when…
* This word reminds me of…
* This is like when I…

**Questions**

* Who did…
* What’s this part about…
* What would happen if…
* What does this section mean…
* What does this word mean…
* Why did he/she do that…
* Why did he/she say that…

**Comments**

* This is good because…
* This is confusing because…
* I like the part where…
* My favorite part so far is…
* This part is interesting because…
* I like this character because…
* This part is weird because…

**Predictions**

* I think that…
* I wonder if\_\_\_\_will happen…
* I bet that …
* He/she will probably…
* I think he/she will change his/her mind about…
* I have a feeling that…
* It seems like he/she will…

**Notes:**

Artemis buttoned his designer jacket, pausing at the mirror to straighten his tie. The trick to negotiation was to hold all the cards going in, and even if you didn’t, to try to look as though you did.

Artemis put on his best sinister face. Evil, he told himself, evil but highly intelligent. And determined, don’t forget determined. He put a hand on the doorknob. Steady now. Deep breaths, and try not to think about the possibility that you have misjudged this situation and are about to be shot dead. One, two, three…He opened the door.

“Good evening,” he said, every inch the gracious host, albeit a sinister, evil, intelligent, and determined one.

Root stood on the doorstep, palms up, the universal gesture for Look, I’m not carrying a big murderous weapon.

“You’re Fowl?”

“Artemis Fowl, at your service. And you are?”

“LEP Commander Root. Right, we know each other’s names, so could we get on with this?”

“Certainly.”

Root decided to chance taking out his weapon. “Step outside then. Where I can see you.”

Artemis’s face hardened. “Have you learned nothing from my demonstrations? The ship? Your commandos? Do I need to kill someone?”

“No,” said Root hurriedly. “I only – ”

“You only meant to lure me outside, where I could be snatched and used to trade. Please, Commander Root, raise your game or send someone intelligent.”

Root felt the blood pump through his cheeks.

“Now you just listen to me, you young…”

Artemis smiled, in command again. “Not very good negotiation techniques, Commander, to lose your cool before we even get to the table.”

Root tool several deep breaths.

“Fine. Whatever you say. Where would you prefer to conduct our talks?”

“Inside, of course. You have my permission to enter, but remember, Captain Short’s life is in your hands. Be careful with it.