

The Giver

Character Development Analysis

Name: _____ Period: _____

Directions: Trace the character's development from the beginning to the end of the story. Keep a record of how the character feels (emotions) and what the character wants or needs (motivation). Also provide a quote from the text to support your answer.

Beginning	Illustrate the character's thoughts, emotions, wants, or motivation.	Jonas feels _____ wants/needs: _____ Supporting Quote: " _____ _____ _____ _____ " (_____)
Middle	Illustrate the character's thoughts, emotions, wants, or motivation.	Jonas feels _____ wants/needs: _____ Supporting Quote: " _____ _____ _____ _____ " (_____)
End	Illustrate the character's thoughts, emotions, wants, or motivation.	Jonas feels _____ wants/needs: _____ Supporting Quote: " _____ _____ _____ _____ " (_____)

Graphic Organizers For The Giver

Douglas Fisher, Nancy Frey



Graphic Organizers For The Giver:

The Giver - Literature Kit Gr. 5-6 Nat Reed,2010-10-01 Enter a futuristic world where all manner of emotions are nonexistent Students imagine a future and how different it will be to their present Provide writing prompts that encourage students to make strong text connections Explain Jonas mindset when he brought home the apple an act that is forbidden in this society Write a journal entry as Jonas expressing his innermost feelings about what will happen the following day Write and post a review of the novel online View the events of the book from different perspectives and catalog them in a chart Write the definitions of vocabulary words from the story Aligned to your State Standards additional crossword word search comprehension quiz and answer key are also included About the Novel The Giver is a Newbery Medal winning story about a child named Jonas who lives in a futuristic society in which everything is managed and controlled eliminating hatred hunger war love families and personal decisions When Jonas is assigned the task of becoming the next Receiver of Memory the Giver transmits memories of a past world where hatred war and love existed revealing the truth to the young boy Jonas soon realizes the horrors of his perfect society Through the memories imparted to him from the Giver Jonas also learns of an alternative better world The Giver and Jonas come to the realization that for the good of the community these memories must be transferred to the entire community In order to do this Jonas and the Giver must leave the Giver through death and Jonas through escape

The Giver: An Instructional Guide for Literature Kristin Kemp,2014-05-01 Young readers will be captivated as they discover the dark secrets of a supposedly utopian society in this classic Newbery Award winning novel The Giver An Instructional Guide for Literature provides challenging activities and lessons that work in conjunction with the text to teach students how to analyze and comprehend story elements Students can practice close reading improve text based vocabulary and determine meaning through text dependent questions This guide is the perfect resource to add rigor to your students exploration of rich complex literature

A Guide to Graphic Organizers James Bellanca,2007-05-30 Creating a mindful rendering of student thinking with these graphic tools is at the heart of this extensive work K 12 teachers will applaud this effort as they use these graphic organizers in rich and relevant instructional activities Robin Fogarty Educational Consultant and Author An excellent aid in teaching students to gather and process data systematically develop critical thinking skills and become actively engaged learners Mary Jo Johnson Educational Evaluator North Carolina School for the Deaf Morganton NC Help students organize their thinking process content and work cooperatively Graphic organizers are effective research validated tools for supporting student achievement promoting students higher level thinking and strengthening learners visual and metacognitive skills In this combined update of The Cooperative Think Tank I and II James Bellanca offers teachers a collection of 24 ready to use graphic organizers to enhance student learning across subject areas and grade levels Presenting each graphic organizer in its own chapter the author includes lessons for introducing these engaging learning tools to students and offers tips for maximizing their positive learning effects Revised with current

research new graphic organizers and a streamlined format this edition also provides guidelines for using graphic organizers to Support cooperative learning groups Help students process content Effectively assess students understanding of concepts For novice teachers or seasoned veterans Bellanca s extensive collection is the ideal guide to help you integrate graphic organizers into daily instruction *The Giver Studying the Story Elements* Kristin Kemp,2014-04-01 Students will enjoy studying the story elements of *The Giver* Through these engaging activities students create products to share their understanding of characters plots and settings of the short stories in the book *The Giver* ,2011-03 **The Giver by Lois Lowry** School Rules,2013 **Graphic Organizer for Active Readers** Herw,Holt, Rinehart and Winston Staff,1999-05

Visible Learning for Literacy, Grades K-12 Douglas Fisher,Nancy Frey,John Hattie,2016-03-22 Every student deserves a great teacher not by chance but by design Douglas Fisher Nancy Frey John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year s worth of learning for a year spent in school Would you keep the paper or throw it away We think you d keep it And that s precisely why acclaimed educators Douglas Fisher Nancy Frey and John Hattie wrote *Visible Learning for Literacy* They know teachers will want to apply Hattie s head turning synthesis of more than 15 years of research involving millions of students which he used to identify the instructional routines that have the biggest impact on student learning These practices are visible for teachers and students to see because their purpose has been made clear they are implemented at the right moment in a student s learning and their effect is tangible Yes the aha moments made visible by design With their trademark clarity and command of the research and dozens of classroom scenarios to make it all replicable these authors apply Hattie s research and show you How to use the right approach at the right time so that you can more intentionally design classroom experiences that hit the surface deep and transfer phases of learning and more expertly see when a student is ready to dive from surface to deep Which routines are most effective at specific phases of learning including word sorts concept mapping close reading annotating discussion formative assessment feedback collaborative learning reciprocal teaching and many more Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students lives and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one s impact on student s learning Teachers it s time we embrace the evidence update our classrooms and impact student learning in wildly positive ways say Doug Nancy and John So let s see *Visible Learning for Literacy* for what it is the book that renews our teaching and reminds us of our influence just in time *30 Big-Idea Lessons for Small Groups* Michael Rafferty,Colleen Morello,Paraskevi Rountos,2016-04-13 *30 Big Idea Lessons for Small Groups* provides an amazing framework with a bank of engagement tools that gets students interacting with texts Follow this unique 4 part process to develop students literal inferential evaluative and analytical skills Engage Before Reading Students use a tactile tool like a topic card or a pyramid Discuss During Reading Students read and mark up a short text Deep See Think After Reading Students re read and revise their interpretations

together Connect After Reading Students begin to transfer their understandings to other texts **Think Like Socrates** Shanna Peeples,2018-08-16 Socrates believed in the power of questions rather than lecturing his students But how did we get so far away from his method of inquiry Shanna Peeples 2015 National Teacher of the Year will show you how teachers can create an engaging atmosphere that encourages student questions and honors their experiences This resource provides Questions paired with sample texts Step by step lessons for generating and using students questions Lesson extensions for English language learners special education students and gifted and talented students Writing suggestions in class debate questions and scoring rubrics Multimedia texts Protocols for using inquiry with adults as a base for professional development

The Vocabulary Playbook Douglas Fisher,Nancy Frey,2023-03-30 Concepts conversation collaboration vocabulary instruction is so much more than lists of words More is more when it comes to students vocabulary knowledge and in The Vocabulary Playbook educators in K 12 get ideas for transforming all children into curious capable word learners The key Put away the word list mindset and embrace active modeling peer work and independent practice Five modules offer direct instruction and effective routines that show how to Select and teach only the most high utility transferable words that are ripe for discussion Use direct instruction to model word solving in each content area Teach morphology in ways that invite students to apply understandings in reading writing talk and listening Turn academic word learning into a relevant experience with peer collaboration activities Create a culture of word consciousness by emphasizing concepts modeling curiosity and offering low risk routines that make it okay to not yet know Intentional vocabulary instruction is critical in every grade and in every content area With The Vocabulary Playbook your approach is now tactical transparent and fun Whether you are an administrator executing a school wide plan or a teacher eager for practical strategies this is the book that will help students build academic success word by word **Teaching English Learners and Students with Learning**

Difficulties in an Inclusive Classroom John Warren Carr,Sharen Bertrando,2012 This guidebook offers powerful concrete ways to engage all middle and high school students especially English learners and students with other special needs in successful learning Teachers will benefit from the practical evidence based approaches for teaching standards based content in any subject area School and district leaders will benefit from the sustainable schoolwide and districtwide practices that respect diversity and support inclusion Authors John Carr and Sharen Bertrando provide invaluable insight tools and strategies including An effective framework for teaching diverse learners in any core discipline Specific steps and resources for helping students organize concepts develop appropriate use of academic language and communicate ideas effectively Rubrics identifying key characteristics of five English language proficiency levels along with teaching strategies appropriate for each Methods for scaffolding assessments to ensure every student has a fair and accurate way to communicate what he or she is learning A lesson plan template for combining and putting into practice all of the ideas approaches and tools included in this guidebook **Simplifying the Journey** Bob Sonju,Maren Powers,Sheline Miller,2023-11-14 Smart educators know

simplicity is key to mitigating overwhelm and ensuring success This book will help Access the proven PLC at Work process in a straightforward easy to implement guide Designated actions and essential steps for teachers school leaders and coaches focus on answering each of the four critical questions of a professional learning community so you can be confident you are doing the right work This book will help teachers school leaders and coaches Learn the six actions that help answer each of the four critical questions of a PLC Create a shared vision among teacher and leadership teams and gain clarity on student mastery of essential standards Employ meaningful feedback to encourage student self assessment and ownership of learning Utilize field tested prompts rubrics and templates to facilitate effective ongoing collaboration Address common roadblocks in establishing a collaborative school culture and work environment Contents Introduction Chapter 1 Identifying Essential Standards and Skills Chapter 2 Gaining Shared Clarity and Defining Mastery Chapter 3 Encouraging Student Ownership Through Student Self Assessment Chapter 4 Utilizing Formative Assessment for Feedback Chapter 5 Learning From Formative Data Chapter 6 Creating Extra Time and Support Chapter 7 Ensuring Focused Productive Collaboration Final Thoughts References and Resources Index **Literacy in Grades 4-8** Nancy L. Cecil,Joan P. Gipe,Merrill E.

Marcy,2017-07-05 Comprehensive yet succinct and readable Literacy in Grades 4 8 Third Edition offers a wealth of practical ideas to help preservice and practicing teachers create a balanced and comprehensive literacy program while exploring the core topics and issues of literacy in grades 4 through 8 It addresses teaching to standards differentiating instruction for readers and writers motivating students using assessment to inform instruction integrating technology into the classroom working with English learners and struggling readers and connecting with caregivers Selected classroom strategies procedures and activities represent the most effective practices according to research and the many outstanding classroom teachers who were observed and interviewed for the book The Third Edition includes added material connecting the Common Core State Standards to the instruction and assessment of literacy skills a combined word study and vocabulary chapter to help readers integrate these important topics in their teaching more on technology including comprehension of multimodal texts enhancing writing instruction with technology tools and teaching activities with an added technology component added discussion of teacher techniques during text discussions strategic moves that help students become more strategic readers Key features In the Classroom vignettes more than 50 activities some with a technology component questions for journal writing and for projects and field based activities troubleshooting sections offering alternative suggestions and activities for those middle grade students who may find a particular literacy focus challenging **Strategic Reading Groups** Jennifer Berne,Sophie C. Degener,2012-03-02 Differentiated reading instruction An effective model for the middle grades Strategic grouping can transform reading instruction in the middle grades from a hit or miss learning experience to a targeted responsive one This book features a practical and field tested model for small group differentiated reading instruction in Grades 4 8 The authors offer a clear detailed discussion of how to position this instruction inside middle school language arts

or reading classrooms and simple effective strategies for classroom management groupings and assessment This text explains how to Balance brief strategic reading lessons with whole class work Structure and guide reading groups consistently Assess students before and during reading groups Cue students and gauge understanding as they read

Vibrant Learning Debra K. Wellman, Cathy Y. Kim, Lynn Columba, Alden J. Moe, 2018-07-27 Grounded in research Vibrant Learning focuses on language rich literacy based collaborative classrooms as the foundation for transforming content area learning The authors emphasize three areas 1 strategies to support student understanding of concepts 2 ideas to encourage student engagement and 3 creating a lively and respectful classroom environment to foster an integrative approach to learning Knowledgeable teachers with a repertoire of effective instructional strategies make genuine learning possible With that in mind this book presents a solid theoretical background and a set of practical tools in each of its chapters ranging from assessment compression vocabulary motivation to integration for the content area teacher **Walking by Faith Grade 1**

Parish David Haas, 2002-03 CliffsNotes Praxis II English Subject Area Assessments, Second Edition Diane E Kern, 2013-02-25 Your guide to a higher score on Praxis II English Subject Areas The Praxis II English Subject Area Assessment tests are designed to assess whether an examinee has the broad base of knowledge and competencies necessary to be licensed as a beginning English teacher in a variety of school settings The various exams some multiple choice questions and some essay format cover reading and understanding text language and linguistics and composition and rhetoric CliffsNotes Praxis II English Subject Area Assessments includes question type reviews subject reviews and six model practice tests for each of the Praxis II English tests that a variety of would be English teachers need to pass to be certified Includes subject reviews of all test topics 6 practice tests one for each Praxis II English test Proven strategies from the experts at CliffsNotes If you re an aspiring teacher looking to take the Praxis II English test CliffsNotes is your ticket to scoring high at exam time **Collaborating for Real Literacy** Sharon M. Pitcher, Bonnie Mackey, 2013-03-21 Advances in

literacy require collaboration between all of a school s stakeholders This book harnesses the latest research and takes into consideration CCSS to show how to make that collaboration a reality Authentic literacy practice is crucial to preparing all students to be successful both in the workplace and college in the 21st century Insisting that this literacy achievement will only happen when librarians teachers literacy coaches and administrators work together in their schools Collaborating for Real Literacy addresses the role of each instructional leader individually and examines the importance of the group collectively in bolstering the literacy of all students Practical ways to support the teaching of the Common Core State Standards CCSS are infused throughout every chapter In this second edition of the book core chapters on scaffolding literacy centers family literacy English language learners comprehension assessment writing and discussion have been updated based on current research and CCSS Each of these chapters now offers suggestions for literacy coaches Also new are recommendations for grades K 5 and 6 12 demonstrating specific ways to apply instructional ideas to different age levels and

providing materials that can be used for the instruction Additionally three new chapters have been added with real literacy instructional ideas for content area reading and Response to Intervention support for struggling readers Literacy and Learning in the Content Areas Sharon Kane, 2018-09-19 The Fourth Edition of Literacy and Learning in the Content Areas Enhancing Knowledge in the Disciplines provides readers with the knowledge motivation tools and confidence for integrating literacy in their disciplinary classrooms Offering an original literature based approach to teaching disciplinary literacy the new edition shares important ways in which teachers of courses in the disciplines can enhance student learning of subject matter and skills while also fostering their growth in the many facets of literacy Throughout each chapter Kane provides engaging and creative strategies and activities to make literacy come alive in discipline specific courses and to encourage students to explore and learn in the classroom Embedded in each chapter are examples resources and strategies to help readers actively engage with and implement literacy practices These features include Teaching in Action examples by subject area Activating Prior Knowledge activities to stimulate critical thinking to prepare readers to learn complex theoretical and conceptual material about teaching learning and literacy and end of chapter Application Activities to apply field experiences to classroom use New to the Fourth Edition Every chapter of this new edition is updated to reflect the current approaches standards and benchmarks for discipline specific literacy Enhanced Companion Website with BookTalks to introduce relevant books in many genres and subjects encouraging readers to explore the books for themselves and providing a model for BookTalks in their own classrooms Expanded practical instructional strategies for teaching literacy in math science and social studies Updated to include newly published titles in children s literature young adult literature and nonfiction

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