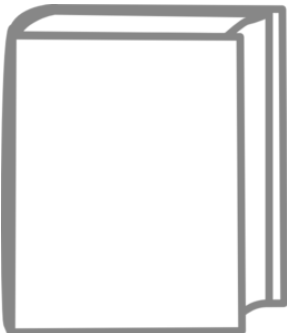


| NOUNS | |
|--|---------------------------|
| Word/location: | Definition: |
| Word/location: | Definition: |
| Word/location: | Definition: |
| <p>Make a book title and cover with 2 of them:</p>  | Where have you seen them? |

| VERBS | |
|---|---|
| Word/location: | Definition: |
| Word/location: | Definition: |
| Word/location: | Definition: |
| <p>What are the usual objects for these verbs? Ex) eat - lunch, eat - a snack, eat - (nothing)</p> | <p>Draw a picture of you doing all three:</p> |

| ADJECTIVES | |
|--|--|
| Word/location: | Definition: |
| Word/location: | Definition: |
| Word/location: | Definition: |
| <p>What are some nouns for these words? Ex) fun - time, fun - day, fun - game</p> | <p>Who is the most _____ (choose one of your adjectives) person in your family? Why?</p> |

| CHUNKS (short phrases) | |
|--|--|
| <p>Ex) "I would have liked to..." Ex) "..., no matter what."</p> | |
| Chunk/location: | |
| Chunk/location: | |
| Chunk/location: | |
| <p>Use two of them in one sentence:</p> | |

In class: What word did your classmates think was the most interesting?

In class: Which words or chunks have your classmates heard before?

| CHARACTER |
|---|
| Choose a character: |
| What is the most important thing that happens to that character in the reading? |
| Choose a "golden sentence" from the reading that says something important about this character. Copy it here. |

| CHARACTER |
|---|
| Choose a character: |
| What is the most important thing that happens to that character in the reading? |
| Draw the character in a scene from the book. |

| CHARACTER |
|---|
| Choose a character: |
| What would be a good job for a character (besides his/her real job)? Why? |

| CHARACTER |
|--|
| Choose a character: |
| What do you think this character has in his/her pockets? |
| What do you think this character orders on pizza? |
| What do you think is this character's favorite TV show? Why? |

| | | | |
|--|-----------|-----------|-----------|
| In class: Figure out which character every member in your group is most similar to. | | | |
| Member 1: | Member 2: | Member 3: | Member 4: |

VISUALIZATION

Make scrapbook. Paste, draw, or print pictures related to the reading and put them here.

LYRICS

Find a song that is about a topic from the book. Write the artist's name and a sample of the lyrics here. (in English)

In class

What do your group members say about your visualization?

Do they know the song? What do they think?

GRAMMAR I ALREADY KNOW

What is the grammar point?
(Ex. It would be *adj* to *verb*)

What is the sentence that it appears in?

Write a new sentence with it.

GRAMMAR I THINK I'VE SEEN

What is the grammar point?
(Ex. lack *noun* to *verb*)

What is the sentence that it appears in?

Write a new sentence with it.

GRAMMAR I'M NOT SURE ABOUT

What is the grammar point?
(Ex. It would be *adj* to *verb*)

What is the sentence that it appears in?

Write a new sentence with it.

IS THIS GRAMMAR?!

What is the grammar point?
(Ex. It would be *adj* to *verb*)

What is the sentence that it appears in?

Write a new sentence with it.

FIND THE WORDS

Uncountable noun Word/location:

Gerund Word/location:

Irregular past tense verb Word/location:

In class

Which grammar point do the most people know?

IN THE REAL WORLD

Try searching the Internet for more information on the topics in the passage. Try newspapers, YouTube, TED, etc.

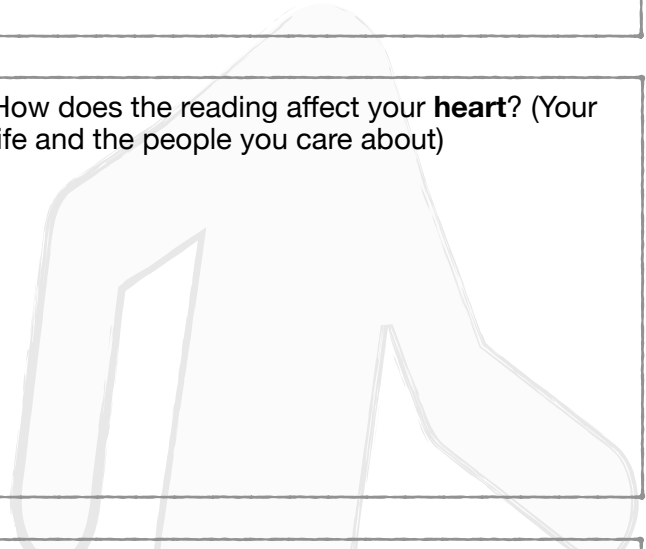
Write the title of the article.

Write a short summary here.

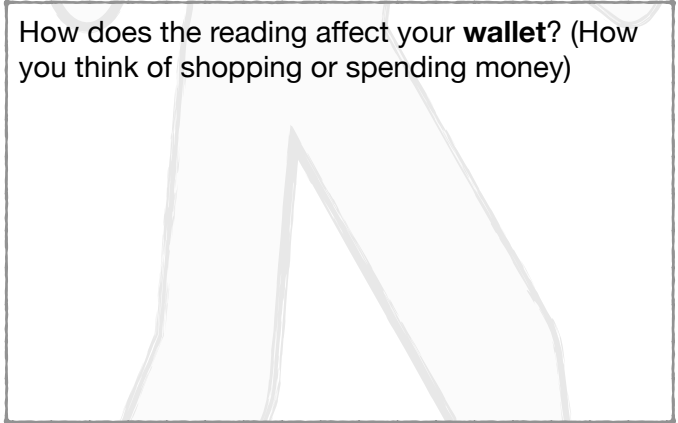
How does the reading affect your **head**? (That is, your deep thoughts and ideas)



How does the reading affect your **heart**? (Your life and the people you care about)



How does the reading affect your **wallet**? (How you think of shopping or spending money)



In class

Do your classmates want to read the article?

On which point do your classmates feel affected the most - head, heart, wallet, or feet?

Does the article affect where you think of **going**?

