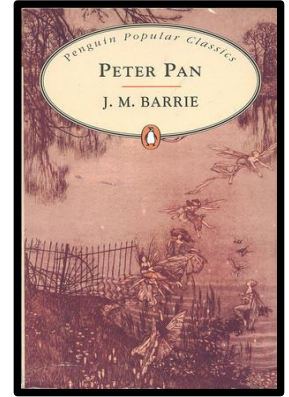


Jigsaw — Creating an Abridged Version

Objectives:

- Read with purpose and understanding.
- Summarize chapters in a novel .
- Describe how a story's plot develops and how characters change as the plot moves towards resolution.



Procedure:

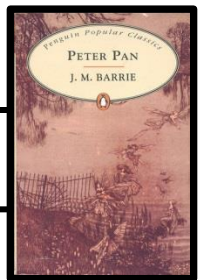
- Teacher will introduce the idea of abridged versions of novels. Students should discuss the pros and cons.
- Teacher will preview the familiar story of *Peter Pan* by J.M. Barrie.
- Students will be separated into small groups or partners and assigned a specific chapter of the novel.
- Each group will read their assigned chapter, write a summary of the chapter using the “S-W-B-S” orgnaizer and create a open mind portrait of the main character(s).
- Groups will present their summaries and open mind portraits in sequential order to the class.
- Teacher will focus a class discussion on the idea that each chapter builds on the last to tell a story.
- The class will analyze the way in which the main characters changed throughout the novel.
- Revisit the idea of abridged versions of longer stories (Spark Notes), discussing when students might find such resources helpful and when it is better to read the entire novel.



CCSS

RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL. 6.10, W.6.4, W.6.9, W.6.9a, W.6.10, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.4, & SL.6.6

SUMMARY



Chapter	
Somebody	Who was the main character?
Wanted	What did the main character want?
But	What was the problem?
So	How was the problem resolved?

Open Mind Portrait

