

Introducing a Unit

Introduction This guide discusses how to introduce a Prentice Hall Literature unit for Grades 6–10, and it explains textbook and PH Lit Online activities.

Introduce the Big Question The first page of any unit—the unit introductory page—presents the unit genre and the Big Question. To begin the unit introduction, explain what students will learn over the next six weeks. Then, discuss the genre and how the illustration relates to the Big Question.

A few pages after the unit introduction is the Introducing the Big Question page. Have students read the introductory section. Stimulate class discussion about the Big Question by posing open-ended questions. Suggested questions are provided in the margin of the Teacher’s Edition. Next, introduce the Big Question vocabulary, discuss each word, and have students complete the vocabulary worksheet. It may be helpful to preteach vocabulary to English learners and low-level students to build their confidence for participation in class discussions.

Introducing the Big Question

1. Have students read the introductory section on the student page. Elicit examples from early childhood of beliefs or perceptions that are subject to change. (**Possible responses:** the tooth fairy, the bogey man)
2. **Ask:** How would you go about proving or disproving a statement of fact? (**Possible responses:** go to outside print or online sources; consult an expert on the subject.)
3. **Ask** students the Big Question: “What is the best way to find the truth?” (**Possible answers:** Look for evidence; ask someone reliable.)
4. Note that the works in this Unit explore different ways of finding the truth. As students read, they should consider whether the stories support or challenge their first answers to the Big Question.

The Understanding by Design box outlines how to explain to students that they will continue to consider the Big Question as they work through the unit with the goal of gaining a deeper understanding of the literature.

Understanding by Design

The Big Question

Explain to students that they will continue to consider the Big Question as they work through the Unit.

- At the beginning of each selection, they will write a response to a Writing About the Big Question sentence starter.
- As they read the selection, they will look for details related to the Big Question.
- At the end of the selection, they will answer a Critical Thinking question that is related to the Big Question.

- At the end of Unit 1, they will complete an Applying the Big Question workshop (pp. 184–185). In the workshop, they will review literature in the Unit and think about real-world examples that shed light on the Big Question. They will also have a chance to reflect on their first answers, thinking about how their ideas have changed.

Tell students that their goal will be to gain a deeper understanding of literature and a more sophisticated way of discussing the Big Question.

Note that in the various activities for introducing the Big Question, students are encouraged to reflect, and then talk and write about their ideas.

PH Lit Online

The online activities for introducing the Big Question are accessed from the Teacher Center home page by clicking the grade level tab. Once in the appropriate grade level, click any unit to drop open the table of contents. Finally, click **Introducing the Big Question** and select **View** from the pop-up menu.

Introducing the Big Question includes a Big Question video, Introduction, and Vocabulary Central. Students reflect and respond online after watching the video and reading the introduction. Vocabulary Central includes vocabulary flash cards, music, games, and worksheets to teach and reinforce understanding of the new vocabulary words.

The online lessons guide students through the same content covered in the textbook. Consider blending the print and online activities to enrich instruction. For example, perhaps show the Big Question video prior to whole-class discussion.

Introduce the Unit Genre and Author

Immediately following the Introducing the Big Question page in the Teacher's Edition is the genre introduction. Each unit focuses on a different genre and is hosted by a featured contemporary author. The list of lesson objectives is on the left.

A graphic titled "Lesson Objectives" with a checkmark icon. It lists four objectives for students:

1. understand the characteristics, types, and purposes of fiction and nonfiction.
2. learn about author Richard Peck.
3. read and analyze an example of fiction and an example of nonfiction.
4. relate visuals to fiction and nonfiction.

This helps students understand the important characteristics and key concepts of the genre while getting to know an author.

The genre and author introduction pages include a list of teaching resources. Icons identify resources appropriate for different types of learners.

A graphic titled "Teaching Resources" with a red header. It lists various resources with icons indicating their type:

- Unit 1 Resources, pp. 13–29
- Professional Development Guidebook, pp. 32, 41
- See It! DVD
- Richard Peck, Segments 1 and 2
- Graphic Organizer Transparencies, pp. 1, 2
- Enriched Online Student Edition
- Reader's Notebook
- Reader's Notebook: Adapted Version
- Reader's Notebook: English Learner's Version
- Hear It! Audio CD
- Hear It! Audio CD (adapted text)

PH Lit Online! All resources, including print and video, are available online at www.PHLitOnline.com.

Teaching support—such as making connections to the Big Question, developing vocabulary, and checking for reading comprehension—is provided in the Teacher’s Edition.

Assessment resources are listed near the end of the last model selection in the unit introduction pages. Leveled assessments provide options for checking understanding of the unit genre and author.

After learning about the unit genre and author, students read model selections and apply their understanding of the literary forms and concepts. They can read the selections in the textbook, Reader’s Notebooks, and online. The Reader’s Notebooks and online selections provide reading support based on learner needs.

PH Lit Online

There are activities available for introducing the unit genre and author on PH Lit Online. Select **View** from the pop-up menu for the genre introduction. Notice the colored arrows that indicate the flow of the online lesson content. There are several online activities to introduce the unit genre and author. These activities appear below the colored arrows. All activities parallel the content covered in the textbook. Students can listen to the entire selection in English. The audio summary of selections is available in three languages: English, Haitian Creole, and Spanish.

Students interact with the content and input responses into notes, journals, and activity text boxes. Online activities have the same purpose and learner objectives as those described for the textbook activities.

Review

This tutorial explained how to introduce a Prentice Hall Literature unit for Grades 6–10. It also discussed the following:

- Students are introduced to the Big Question then reflect, talk, and write about their ideas using the Big Question vocabulary.
- Students frequently revisit the Big Question as they work through unit activities.
- Each unit, hosted by a contemporary author, focuses on a different genre.
- PH Lit Online provides the same lesson content in an interactive format that can be used for whole-class instruction or independent study.
- Lesson activities in the textbook and online have the same learner objectives and purpose.
- The Teacher’s Edition provides teaching support and a list of leveled resources for lesson activities.