

## Variant Lesson Plan

### Unit:

Tome Society

### Unit Objective:

Students will be able to participate in competitions and conferences in order to showcase their knowledge with reading comprehension and technology.

### Lesson:

Read and critique Variant by Robison Wells.

### Lesson Objective:

Students will read Variant and analyze the book.

### Standards:

- CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Tools/Equipment Needed:

copies of Variant, internet access, computers, SmartBoard or other projection device, video creation software, document creation software

### Links to Prior Knowledge/Activities:

Begin the lesson by reminding the students of the Tome Society and its purpose. Remind them that the book they read will then be used in creating a blog entry and video

submission.

## **Lesson Activities:**

### *Before Reading the Novel:*

1. As a class, watch the book trailer for Variant and read the synopsis. After completing both activities, generate discussion by asking students to name books or movies that the novel was similar.

2. Ask the students to predict in small groups or pairs what they think will happen in the novel based on the trailer and synopsis. From there, work as a large group to generate a list of ideas that will be used as a comparison after the students have read the novel.

*Optional:* Have students research the term Variant to find out the meaning and give some examples. Ask them to think about why this book is named Variant.

### *As you are Reading:*

1. As you are reading the novel, review the students' predictions about the novel for any similarities and differences.

2. Throughout the novel, use the guided questions to provide discussion in the classroom. Have students post their thoughts on both the blog and on twitter to generate activity outside of the classroom.

### *After Reading:*

1. After completing the novel, have students critique the book trailer and book cover and then create their own version of each. Students should be able to describe why they chose elements of their own trailer and synopsis and why their version is more effective.

2. Students will then create a list of suggested readings if they enjoyed Variant with explanations for their choices.

## **Assessment**

Students will take a short multiple choice quiz for basic understanding. Their primary assessment will be in their critique and creation of their trailers and synopsis as well as the creation of suggested readings.