

Learning Plan for Read Write Think Aloud Lesson

Standards:

State:

- 3.1 The student will use effective communication skills in group activities.
- Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
 - Ask and respond to questions from teachers and other group members.
 - Explain what has been learned.
- 3.5 The student will read and demonstrate comprehension of fiction.
- Make, confirm, or revise predictions.
 - Ask and answer questions.
 - Summarize major points found in fiction materials.
 - Understand basic plots of fairy tales, myths, folktales, legends, and fables.
- 3.9 The student will write descriptive paragraphs.
- Develop a plan for writing.
 - Focus on a central idea.
 - Include descriptive details that elaborate the central idea.
 - Revise writing for clarity. *** *if time permits*

IRA/National:

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Intended Audience:

The lesson will be taught to a group of twenty third grade students who are mostly on grade level, with the exception of one student who is below grade level due to what is believed are developmental delays and three students who are above grade level in all subject areas. The students are expected to know how to behave and listen during a read-aloud and write and revise their writing in the form of paragraphs.

Background/Overview:

This lesson is to help students make personal connections with stories. Students will learn how to write these connections in paragraph form with descriptive language (showing with the senses, not telling). Key skills include finding connections, writing in paragraphs, and revising first drafts. The main strategy used to teach these skills is modeling.

Behavioral Objectives:

- Students will verbally brainstorm with a partner three ideas for writing.
- Students will write descriptive paragraphs describing a personal “security item” using correct spelling of high-frequency words.
- Students will revise their paragraphs, marking at least 5 changes with a green colored pencil.

Resources/Materials, Time, Space:

- 1 copy of *Owen* by Kevin Henkes; chart paper or dry erase board easel; markers (2 colors to show revising)
- 45 minutes-1 hour: 10 minutes for read-aloud; 10 minutes for mini-lesson; 30 minutes for writing
- open carpet space for read aloud and writing mini-lesson; students' desk space for individual writing
- 20 students

The Lesson Proper

Introduction: The book is introduced by reading the title and author of the story, "Owen" by Kevin Henkes. The teacher will have students remember reading "Chrysanthemums" and "Chester's Way" by Henkes earlier in the year. Looking at the cover, the teacher will ask if they can find any similarities between the two books. The teacher will then ask the students what they see in common in both the picture on the front and the back. This should lead into a discussion of predictions for the story (focusing on the yellow blanket in each picture).

Instructional Strategies:

The teacher will begin to read the story aloud fluently and with expression using the following markers as places to stop and share thoughts or discuss key ideas (marked by sticky notes in book):

- Page 1: I see this mouse peaking from behind the fence. I wonder who she is?!
- Page 4: There is the neighbor, Mrs. Tweezer talking to Owen's parents.
- Page 5: I wonder if this will work. I remember the tooth fairy leaving presents underneath my pillow.
- Page 10: What does "essential" mean? Why was Fuzzy essential when it came to nail clippings, haircuts, and dentist appointments?
- Page 11: Take two seconds to think silently about what the vinegar trick may be.
- Page 13: What was the vinegar trick? (student answer) Tug your ear if your prediction was correct.
- Page 19: I see her cutting and sewing. And there is the yellow blanket. I wonder what she's doing? Touch the tip of your nose if you think Owen will see Fuzzy again.
- End: Did Owen see Fuzzy again? Why did Mrs. Tweezer never say another word?

While reading, the teacher will hold the book so that students are able to see the illustrations at all times. After reading a page, the teacher will swivel the book in front of her from side to side to give all students a better view. When the teacher finishes reading the book, he/she will ask the students what happened to Fuzzy and why Mrs. Tweezer never said another word.

The teacher will then show his/her pre-made brainstorming sheet of connections to the text. The teacher explains how there were four connections she made (Tooth Fairy, know-it-all neighbors, binkies, Winnie-the-Pooh teddy bear). She has circled "binkies" and written more details about what she would like to include in her writing. She tells the class information about growing up with binkies:

- Used as reason that people couldn't understand how she talked
- Security item
- Tried to hide them when told to give them away

After the class has an idea of the teacher's background with "binkies," the teacher models the writing process by getting input from the students. She asks what the first sentence should say, and writes the students' ideas. After getting at least four or five sentences on the page, the teacher models the editing process by reading each sentence and asking if there is anything that should be changed or more description that could be added. The revisions are made in green.

Once the modeling is completed, the teacher will ask students to pair off and brainstorm ideas to write about in connection the text. After two minutes, the teacher asks if anyone is still thinking of a topic. The students are given directions to return to their desk and begin writing a first draft. The students are to make at least 3-5 corrections to their first draft before beginning their final draft. The teacher will meet individually with students who do not have a writing topic. The teacher will continue circulating throughout the students to make sure they stay on track writing and offer assistance to students. Distribute extra paper as necessary for final drafts.

Differentiation: To differentiate the lesson to meet individual's needs, I will ask questions that reach varying thought processes to ensure that all students are able to participate in the book discussion. I also will assist students one-on-one during the writing process based on their needs (grammar, spelling, concepts, etc.).

Accommodations/Modifications: I will modify the lesson for individual students who have trouble recalling childhood memories. A transcriber or computer can be used for any students who are unable to write due to disabilities.

Closure: Students will be asked to volunteer to share their writings. After a few students have shared their stories, the teacher will collect the papers.

Assessment/Evaluation:

Formative:

The teacher will observe student behavior, such as their interest in the read-aloud by watching eye- contact, responses to questions, signals of correct predictions through pulling of ear or touching of the nose, and noting who is being a good listener during the read-aloud. During the mini-lesson, the teacher will pay attention to student responses during specific parts (brainstorming, descriptive language, revision) to ensure students know their task when returning to their seats. When students are writing individually, the teacher will circulate making sure that students are quietly writing and staying on task.

Summative:

Students will submit their rough (with revisions marked) and final drafts of their paragraphs describing their childhood security item to the teacher.