

<p>Teaching Point(s):</p> <ul style="list-style-type: none">• Use dialogue journals to examine conflict or theme• Analyze literature
<p>Standards: CC.1.4.8.O</p>
<p>Materials:</p> <ul style="list-style-type: none">• Chart paper• Sticky notes• Reading journals• <i>Language of Literature: <u>Raymond’s Run</u>, pg 32</i>
<p>Connection: Writing about what we think while we read helps us to capture the unique thoughts we have as readers. Writing about what we read helps us to monitor our comprehension. Today, as we are reading, we are going to focus specifically on the conflict or the theme that arises.</p>
<p>Teach/Model:</p> <p>Gather students together in the classroom library, if applicable, where they can sit closely together while you read and talk about your thinking. Have students bring with them their text, journal and pencil. Place chart board next to you with a T-chart drawn on it. Title it: “Raymond’s Run”. The left side should say “Text”, and the right side should say, “What the text makes me think”.</p> <p>Set an expectation with the students that good readers often stop regularly (page by page even), and check their comprehension by making sure they are understanding what’s happening in the story. Not all readers write down what they are thinking, but we are going to stop regularly and write down what we are thinking, and what is happening in the text that gives us those thoughts and to make sure we are understanding what we are reading. Your chart paper should reflect what their reading notebook will soon look like.</p> <p>If you haven’t modeled this type of “think aloud” before you will want to let your students know that you will be thinking while you read, stopping and writing when you have notable thought.</p> <p>Starting at the beginning of the text, read aloud, about mid-way through the first page, stop and write down a personal connection that you can make with the story. Place the sticky note on the right side of my</p>

T-Chart. On the left write down the page number, and paragraph reference. Continue to read and stop once again to write when there is a chance to monitor your comprehension. Again, write the page number and paragraph reference.

Active Engagement/Guided Practice:

After you have two modeled examples, ask the students do this work with a partner. For this part of the lesson pass around a sticky note pad and let kids have one sticky note each. Direct the students to reread from where you started, the first page of the text, with a partner sitting nearby. Each student will stop (at some point while they read) and write what he/she is thinking on the sticky note, adding their sticky notes to the T-Chart.

Students should take turns reading for one, maybe two pages. After all students have posted their thinking, review the chart and share out what you've gathered. Point out what is similar amongst the ideas, while also pointing out what is unique.

As students leave the carpet have them take their sticky note off the T-Chart. It can become the first note in their Reading Journal.

Independent Practice:

Students should then go back to their desks set up their Reading Journals like the T-Chart. Once their journal is ready, students are ready to start reading. Depending on the length of the short story, students may be able to independently finish the text today, or this lesson may be continued on the following day(s).

Closure:

While students read, walk around the room to confer with individuals. This conference is a reading conference, but you'll want to monitor for what they write about. The question you might ask to get started is, "What parts of the story are you writing about?"

As you conference with students, look for examples to share with the class. Point out what is working in their note taking, what ideas they are expressing, and how these ideas develop amongst different readers/writers as they progress through the story.

Assessment – Check for Understanding

The student's Reading Journals document their understanding. As you confer, assess whether or not the student understands what they read, understanding what to write about, and what challenges students need to enhance or enrich their reading.

I like to keep the T-chart up for the students to see as a model. Once students remove their sticky notes from the chart paper, however, the model doesn't exist (except for my two examples). It is best if some students who felt comfortable add to the chart paper while they read (while also writing in their journals) so that the journal model exists with more student examples.

Reflection:

Notes:

Resource(s):

Christensen, Linda. Reading, Writing, and Rising Up. Milwaukee, WI: Rethinking Schools, 2000.

