Lesson Plan – Read Write Think Aloud

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Standards: VA SOL 3.5c,j., 3.10b, 3.11.

Intended Audience: This lesson is for a class of third grade students. Reading levels range from 2.5 to about 4. All students have been able to successfully write a friendly letter. There are a few students (3-4) that can add good and important details to their brainstorming. However, there are about 2-3 students that do not add any details to their brainstorming. For the most part, students add minute amounts of details to their brainstorming. Most students could add details. For example, if they are writing about their favorite stuffed animal, they would probably include details like the color. They wouldn't include details like the size of the animal. Students should be able to write a friendly letter, and know the elements of a friendly letter. Students must also be able to recognize spelling and punctuation errors. Lastly, students must know the elements of the trickster tales.

Background/Overview:. During this lesson, students will write a letter to a character in the story, describing a time when they were tricked by someone. They will try to add details to their brainstorming to give a better mental picture of the trick.

Behavioral Objectives: Given teacher modeling, students will be able to revise and edit their work to include important details, and check spelling/punctuation errors.

Resources/Materials, Time, Space: What resources/materials will you need? How much space? Class/group size. How much time for each part?
- Projector
- Book – "The Monkey and the Crocodile"
- 22 Brainstorming Sheets
- Transparencies
- Markers

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Procedure

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Introduction: Students will sit on the carpet, and the teacher will give a very brief introduction to the book, "The Monkey and the Crocodile." The teacher will ask students to make predictions on what the book was about.

Instructional Strategies: The teacher will perform an interactive read aloud with the book specified above. During the story, the teacher will stop at points to ask students to make predictions about what they think will happen. After this, the teacher will instruct the students to write a letter to the Monkey, telling him about a time when someone tricked them. The teacher will go through the brainstorming process with the students, using a personal example of when her dad tricked her. The teacher will ask students to give suggestions on details that they can include in the brainstorming. After doing this, the students will revise and edit the teacher's draft of the letter, looking for spelling errors, punctuation errors, and places where the teacher can add more detail to the letter. Students will them be given an opportunity to brainstorm using the same format that the teacher used. They will be given hand outs to do this on. During this time, the teacher will go around and observe what the students are writing. The teacher can give suggestions or hints on what else the students can include in their brainstorming. After the students brainstorm, they will be given a sheet of paper to write a draft. After the student writes the draft, they should reread their work, to ensure that they included all of their details on the brainstorming sheet. They should also check for punctuation and spelling errors, as they do in class.

Differentiation: Students will be allowed to move at their own pace through the brainstorming and drafts. The teacher can give suggestions for students who may be stuck.

Accommodations/Modifications: Some students will be pulled at the beginning of the lesson. The teacher will give these students a brief introduction to the lesson while other students are brainstorming.

Closure: At the end of the lesson, students will give examples of extra details that they added to thei brainstorming/drafts.
Assessment/Evaluation: How will the students' learning be evaluated?
Formative: Informal – answers that students give to teacher's questions.
Summative: Students will submit their brainstorming sheets, and their drafts. Also, during the closure, the teacher will evaluate the examples of supporting details that they students give.

Reflection

I did not have enough time to complete this lesson. I originally planned to have an hour to complete the lesson. I figured that even an hour would not be enough, because I wanted the students to be able to revise their work for all of the elements stated in the objectives. However, a parent came to present to the class, and I was unaware that this was going to happen. She took about twenty minutes. I think that if I had this extra time, more students would have been able to produce drafts and begin to edit them.

The students really enjoyed the book, and they were very engaged during the read aloud. I do wish that I had more time to spend on the read aloud, because I was not able to entertain all of the questions/comments that the students had. I would have liked to have more time to do some text-to-text connections, because they are currently working on trickster tales. They would have been able to make some great connections to books that they read earlier during the week.

I mostly used the teacher modeling for instruction in this lesson, because I wanted to keep in step with what was being done in class. The students were reading trickster tales, and were working on their how-to paragraphs. I did not want to confuse them. I found that it was very difficult to find trickster tales in the library. However, I think the one that I ended up picking was a good choice for my class. If there was one thing in the lesson that I could say I did very well, it was the read aloud. I think that using voices made it more entertaining, and the students really enjoyed it.

I also think that the teacher modeling did not go too badly either. Students were readily able to give details that I could have added. However, I wish that I made it clearer that good writers revise and edit their work for details as well as spelling/punctuation. The students in my class are pretty good at finding their spelling/punctuation errors. However, they are not so good at using supporting details, or using all of the points in their brainstorming in their actual writing. For example, some students do not cover all of the points in a prompt when they have to write to a prompt. I think that I would have been able to explain this better if I had a little more time.

The student writing segment is the part of the lesson that probably needed the most extra time. Most students were able to finish a draft. This is also the part of the lesson where all of the students who were pulled rejoined the class. This made it somewhat chaotic, in my opinion. Also, there were some classroom management issues. One student said that he couldn't think of a time when someone tricked him. Even after I gave him suggestions, he said he couldn't think of anything.

During the closure, many students were able to give good examples of supporting details. One of the issues with the closure was that about half the class had to leave during this time. I was not able to assess them. Also, I was not able to devote as much time as I would have liked to the closure. I would have liked to discuss the details that students gave in a little more depth.

The biggest problem in this lesson was time. My main objective was to have the students add another element to their revising and editing skills. I really don't think that I was able to accomplish that. If students had the time to actually produce a draft, then I think that the lesson would definitely have been

more effective. I think that it also would have been good to review the elements of a friendly letter more explicitly, because many of the students forgot some of the parts. While I think that the modeling helped with this a little bit, it would have been good to ask the students to list them briefly.