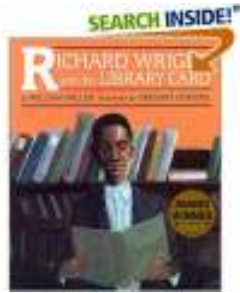


**Scaffolded Literacy Lesson Plans–UPA/4th grade–Wed., May 14 and Fri., May 16
Laura Weakland – Reading 310**

REFLECTIONS – *Richard Wright and the Library Card* – “Making Connections”



Day 1 - Reflection

I was pleased with how today's lesson went. The students seemed delighted to get the opportunity to be taken out of class to work with me. Ms. Barnes ended up giving me 5 students to work with, all from a homogeneous reading group. She felt it would be easier to just not meet with a group for a couple of days than to pull a student from each group and then to have to try and catch them up at a later date. I have three girls and two boys. We started the lesson by discussing the strategy “making connections” and what that means. I was happy to hear the students already were familiar with this strategy and were able to even tell me about the different types of connections: text-to-self, text-to-text, and text-to-world. I was also pleased with the quick-writes as well. Students seemed to take their time and think about what they wanted to say. They all participated in the writing, but only 3 of the 5 elected to share. One of the students that did not share was very quiet and somewhat reluctant to speak for most of the lesson. During the book walk and searching for unfamiliar vocabulary, I noted that the students at first said “I know all these words”...but after a minute or two, several students piped up with a few words such as “optician” and “rebel.” We then discussed looking to the pictures and surrounding text for clues to help us make meaning of the unknown words. I was happy with the students' participation in the independent read and the writing on the Post-its of connections they made to the text. Most of the connections were personal or text-to-self, but these are the ones that are the most adherent in helping comprehension of the text to stick. One student did reference other people she made connections to such as Harriet Tubman and Rosa Parks. These connections were made from other texts or from her other schoolwork. I will be interested to see the remaining connections made and their reflections on Friday. I plan to ask more focused questions with the next lesson, instead of open-ended questions about the text.

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Day 2 - Reflection

Today we resumed where we left off with our lesson on “making connections” using the text, Richard Wright and the Library Card. One student was absent because of a family funeral. We began our lesson with a quick read-aloud of the text that we had read before. I asked the students if they would like me to read aloud, or if they would like to. They said they would like to. I also gave them the object to “pass” on reading aloud if they did not want to read. This group is a homogeneous group of students on the same reading level, so I felt confident that they would be at about the same place in abilities to read aloud. As we read aloud, we shared our “connections.” The students raised their hands to share. All of the students shared a connection on one page or more. Most all of the connections were “text-to-self” except for one student who made a few “text-to-text” connections with books she had read about Harriet Tubman and Rosa Parks. I shared a few others: Ruby Bridges, Abraham Lincoln and Anne Frank. All of these texts were from their classroom, except for The Story of Ruby Bridges, which I checked out of my library. Some of our connections were as follows:

- In their Own Words: Abraham Lincoln by George Sullivan - *“Lincoln loved to read. But books were scarce on the frontier. Lincoln would walk a long way to borrow a book.”* (Connect to Richard Wright’s love of books and desire to obtain them.)
- Rosa Parks: Freedom Rider by Keith Brandt and Joanne Mattern – *“She could not sit in the first ten rows, because those seats were reserved for white passengers.”* (Connect to Richard Wright’s exclusion from the public library because of his skin color.)
- Harriet Tubman: The Road to Freedom by Rae Bains and Joanne Mattern – *“In 1831, new harsher laws were passed. Now slaves were not supposed to talk while they worked.”* (Connect to the expectation that blacks in Richard Wright’s story were not supposed to read.)
- Who Was Anne Frank? By Ann Abramson – *“Books by Jewish authors were banned. So were movies made by Jews. Jewish people couldn’t even attend movies.”* (Connect to Richard Wright’s exclusion from the public library.)
- The Story of Ruby Bridges by Robert Coles – *“Ruby Bridges was born in a small cabin near Tylertown, Mississippi. ‘We were very poor, very, very poor.’ Ruby said. ‘My daddy worked picking crops. We just barely got by. There were times we didn’t have much to eat. The people who owned the land were bringing in machines to pick the crops, so my daddy lost his job, and that’s when we had to move.”* (Connect to Richard Wright being born in Mississippi and being very, very poor. He also had to move for his father to find work. Ruby lived during a time of segregation and experienced racism when she went school, as Richard did when he went to the library).

I then modeled how to take one of our connections and to write the corresponding text and our connections on the double-entry journals. The student then independently read the remainder of the book and then wrote on their journal page. We then shared our connections. We also discussed the time period that this book was written about and how people are no longer excluded from public libraries based on their skin color. I then shared with the students a letter I wrote that was published in the paper when they threatened to close our public library. I told the students how I connected how I felt when they were going to close my public library to how Richard Wright felt when access to the public library was not available to him. I concluded the lesson by revisiting our beginning quick write on something that we really wanted and how it

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felt to Richard Wright’s desire for a library card and access to books. Hopefully by all the connections we made, the text will stick with the students like “*Velcro!*” I gave the students the Post-its and extra copies of the double-entry journals to practice this strategy on other texts.