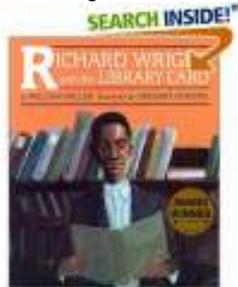


Scaffolded Literacy Lesson Plans–UPA/4th grade–Wed., May 14 and Fri., May 16
Laura Weakland – Reading 310

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

These strategy lesson plans were prepared in conjunction with the course requirements of Reading 310 and for the students in Ms. Barnes’ 4th grade classroom at University Preparatory Academy in Detroit. In consultation with the teacher, I selected a book, *Richard Wright and the Library Card* by William Miller that is leveled just below all the students in her class (Guided Reading level=N), so that I could work with a heterogeneous group of students on a comprehension strategy. After having discussions with the teacher, I chose to do both my lessons on the same text spanning a two-day period to prevent rushing through the lessons. We will be focusing on the comprehension strategy of “making connections” or “activating prior knowledge” using note-taking as we read the text and using a double entry journal as we respond to the text. According to Susan Zimmerman, *7 Keys to Comprehension* (2003), “background knowledge is like Velcro. It helps new information *adhere*” (p. 50).



Book Synopsis

This is the fictionalized true story of the renowned African American author Richard Wright and his determination to borrow books from the public library that turned him away because of his color. (www.perfectionlearning.com; Guided Reading Level=N)

Day One – Lesson One (30-40 minutes)

- Focus question – “*Have you ever wanted something so much that it felt like it hurt inside?*” “*If so, what was it and how did it make you feel?*” Quick write. (5 min)
- Picture Walk – What do you think this book is about based upon review of the pictures? Write one “*I wonder...*” statement about the book. (5 min)
- What is this? {library card}/Text introduction and vocabulary (10 min)
- “*Making connections*” minilesson and mental model of how to make connections as we read and how to take notes using Post-Its (5-10 min)
- Independent read – first half of book (5-10 min)

Day Two – Lesson Two (30-40 minutes)

- Discussion of reading from previous day – what connections did you make so far? (5 min)
- Independent read –remainder of book (5-10 min)
- Minilesson on using our connections to deepen our comprehension of our reading and how to respond to your connections using a double-entry journal (5-10 min)
- Double-entry journal (take 2 quotes from Post-Its) (10 min)
- Concluding discussion (5 min)

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Day 1 – Lesson Plan

Content Area: Language arts

Grade Level: 4th grade (small group of 4-6 students)

Objectives

The **objectives** of this lesson are for students to:

- participate in a “quick write” as a means of introduction to the idea of “making connections” to enhance comprehension while reading
- learn the comprehension strategy of “making connections” and be able to explain the different types of connections: text-to-self, text-to-text and text-to-world
- independently read the selected text
- practice activating their background knowledge and making connections through the use of note-taking
- interact socially with peers and teacher as a means of enhancing their understanding of the books they read

Time Needed:

30-40 minutes

Michigan Department of Education GLCEs:

Language Arts

- R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literacy merit.
- R.NT.04.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
- R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

Materials

Quick write sheet:

(http://www.readwritethink.org/lesson_images/lesson1053/quick_write_draw.pdf)

Pencils

Student copies of Richard Wright and the Library Card

Sample library card

Post-its

Procedures (30-40 min)

1. **Intro/Focus Question/Quick Write** (5 min) - Gather a heterogeneous group of 4-6 students to participate in this lesson that need extra help in “making connections” as a means of deepening comprehension. Tell students that today we are going to be working on a strategy called “making connections” as a way of helping to understand the texts we read better. Explain to the students that background knowledge and the personal connections we make to

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texts determine how we will respond to the text. Each of us will have our own personal response to the material we read. Tell the students that before we read our selected book, we are going to respond to a focus question that will help us to connect to this story. Students are asked to do a 5 minute quick write responding to the following question: ***Have you ever wanted something so much that it felt like it hurt inside?*** “***If so, what was it and how did it make you feel?***”

2. **Picture Walk** (5 min) – After students have completed their quick writes, hand out copies of the book, Richard Wright and the Library Card to each student. Ask the students to take a few minutes to peruse the book looking at the pictures and the cover. Discuss with students what they think this book may be about. Ask them to write one “*I wonder...*” statement about this book that they would like to know more about on the bottom of their quick writes.
3. **What is this?/Text Introduction and Vocabulary** (10 min) – Pass around a sample library card. Ask students if they have a library card. Have they ever been to a public library? Tell them that we are going to reading a story about a young man and his desire to read books and his determination to check out books from the public library. Before we begin reading, there are a few words that we need to discuss that may be unfamiliar. Have students scan the book to see if they can spot any unfamiliar words such as: optician, rebel, boardinghouse, polished, ignored, suspicious, nervously, roamed or spines. Briefly discuss the words the students note and what the words mean.
4. **Making Connection Miniesson and Mental Model** (5-10 min) –
 - *Input* - As we read today we are going to practice the strategy “making connections” to the text as we read. There are three types of connections: text-to-self, text-to-text, and text-to-world. Briefly explain what each one means: text-to-text means it reminds you of something from your own life, text-to-text means it reminds you of something else you’ve read or seen on TV or at the movies, and text-to-world means it reminds you of something in the broader world. As we read, we are going to practice making these connections as a help to help us understand the text. We will use Post-its as we go to take notes of connections that we have.
 - *Modeling* - As an example, the teacher will mentally model reading aloud a passage and making a connection and writing a note on the Post-it.
 - *Checking for Understanding* – Before the students independently read, check for understanding by asking for questions.
5. **Independent Read** (5-10 min) – At this time students will independently read and write comments on their Post-its for the first half of the story. Instruct the students where to stop. Circulate as students are reading to ensure they are making connections and writing on their Post-its. The lesson will be continued on the next meeting.

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Day 2 – Lesson Plan

Content Area: Language arts

Grade Level: 4th grade (small group of 4-6 students)

Objectives

The **objectives** of this lesson are for students to:

- independently read the selected text
- make connections and react to the text through the use of a double-entry journal
- interact socially with peers and teacher as a means of enhancing their understanding of the books they read

Time Needed:

30-40 minutes

Michigan Department of Education GLCEs:

Language Arts

- R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literacy merit.
- R.NT.04.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
- R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

Materials

Student copies of Richard Wright and the Library Card

Double entry journal (http://www.readwritethink.org/lessons/lesson_view.asp?id=228)

Pencils

Books by authors that Wright checked out of the library (Dickens, Tolstoy, Crane) {optional}

Procedures (30-40 min)

1. **Discussion of Connections Made So Far** (5 min) – Before students independently read the remainder of the book, gather students together to discuss the connections they made so far. Did they make lots of connections? What types of connections did they make? Text-to-self, text-to-text, and/or text-to-world? Students can pair-share or share in the bigger group.
2. **Independent Read** (5-10 min) – At this time students will independently read the remainder of the book and continue writing comments on their Post-its. Instruct students to let you know when you are done. Students may independently read a selection of their own until the whole group is done. Circulate as students are reading to ensure they are making connections and writing on their Post-its.

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3. **Making Connection Minilesson and Mental Model** (5-10 min) –
 - *Input* - Gather students back to the group. Tell students that as we read today and yesterday we practiced the strategy “making connections” and marking our connections with Post-Its. Today we are going to select 2 of our connections and respond to them. Hand out copies of the double-entry journal. Explain to students that, in the first column, they should choose a quote or situation from the text that they can react to. (From the connections they noted on their Post-Its). Then, in the second column, they should record their reaction. Reinforce the fact that these reactions should make a connection between the text and themselves, another text, or the world.
 - *Modeling* - At this time, the teacher should model choosing one of the Post-It connections and writing the quote and reacting to it. Reactions should be in the form of “*This reminds me of...*”
 - *Checking for Understanding* – Before the students independently read, check for understanding by asking for questions.
4. **Guided Practice - Double-Entry Journals** (10 min) – At this time, student work independently on their double-entry journals. Circulate the group and assist students as needed and check for understanding.
5. **Concluding Discussion** (5 min) – Gather students back to the group. Talk to students about the making connections comprehension strategy that they have been learning. Ask them to tell why and how the double-entry journal helps them better understand texts. Give students time to share their responses. Share with the students any connections we noted. {Optional-you may at this time share some of the authors/books that Wright checked out the library}. Take out the quick writes and talk to the students about the connection they made to Wright by connecting to a time when they wanted something really badly as did Wright desire to check out books from the library. The teacher will conclude the discussion by asking the students how they felt when they wanted something really badly and how do they think Wright felt.
6. **Independent Practice** – Give students extra Post-Its and Double-entry Journals to practice this strategy as they read independently.