

Expository Text Lesson Cycle - Reflection

Laura Weakland – RDNG 310 – Spring 2008

The expository text lesson cycle I developed for Reading 310 (Reading for the Intermediate Grades), revolves around the book, *The Moon*, by Seymour Simon and was designed for third or fourth graders. I chose this text because Seymour Simon is well known for producing quality nonfiction texts that are engaging to students. My lesson cycle includes a balance of instruction in reading, writing, speaking, and listening and includes activities that are engaging and authentic for students. All of the reading strategies taught in this lesson cycle are research-based, classroom-tested, and developmentally appropriate and were obtained from Diane Nettle's *Comprehensive Literacy Instruction in Today's Classroom: The Whole, the Parts, and the Heart* (2006) and Gail Tompkins' *50 Literacy Strategies: Step by Step, Third Edition* (2008).

This lesson cycle includes a variety of strategies that were designed with a diverse group of learners in mind. Reading levels were matched to student levels ranging from a selection of lower-than-grade-level text to above-grade-level texts. Accommodations were put in place to meet the needs of the struggling readers, as well as a hearing impaired student. Additional small group instruction was included to help the struggling students with their comprehension. Throughout the lesson cycle the activities are varied to include all the multiple intelligences and the various modalities of learning: auditory through class read-alouds, presentations and group work; visual through reading and graphic organizers; kinesthetic/tactile through creating models and performing skits or "jingles."

The goals of this lesson cycle incorporate higher level learning goals as outlined in Bloom's Taxonomy. Students are not only reading this text for knowledge and comprehension, but are also applying, analyzing and synthesizing what they have learned to create presentations and podcasts, as well as to teach their peers strategies for comprehension.

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This lesson cycle includes a variety of before, during, and after reading and writing strategies such as: *Two Minute Fast Facts*, *Exclusion Brainstorming*, and *Teacher Read-Aloud* for pre-reading; *Reciprocal Teaching* and *Reciprocal Questioning* for during reading, and *Presentations*, *Identifying the Main Idea/Clusters*, and *Summarizing the Main Idea/Author's Chair* for after reading.

A complete text-set was developed for this lesson cycle to support the reading and comprehension of this expository text. Included in this text-set are two biographies, two nonfiction books, one below-grade-level nonfiction book, one above-grade-level nonfiction magazine, several poems, a picture book, and many web-based resources. This text-set was carefully chosen to support the students in building schema around the expository text topic and by offering a wide range of selections with multiple perspectives to meet the diverse needs of the students.

This lesson cycle incorporates many opportunities for students to write. Writing in response to reading allows students to organize their thoughts, think about their thinking and to generate new ideas. In this lesson cycle, students will be writing in both informal ways in their journals, as well as formal ways in polished papers and presentations. The students will also be provided many opportunities to interact with their peers; speaking and listening to help support their reading.

Preparing this lesson cycle was very comprehensive and I believed I learned a lot about the process of teaching reading to the intermediate grades through using a balanced, integrated approach that involves many opportunities to read, write, listen, and speak and that is differentiated to meet the needs of all students.

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Overview

Expository Text/Strategies

- Assessment – variety of formative and summative assessments (Speaking/Writing)
- Anticipatory Set – Who Am I? Riddle (Speaking/Listening)
- Pre-Assessment of Content – Two Minute Fast Facts (Writing)
- Pre-Assessment of Vocabulary – Exclusion Brainstorming (Writing)
- Pre-Reading – Teacher Read Aloud/Reading Log (Listening/Writing)
- During Reading (Whole Group) – Reciprocal Teaching (Reading/Listening/Speaking/Writing)
- During Reading (Small Group) – Reciprocal Teaching (Reading/Listening/Speaking/Writing)
- After Reading (Discussion) – Reciprocal Teaching Presentations (Listening/Speaking/Writing)
- After Reading (Comprehension) – Identifying the Main Idea/Clusters (Listening/Speaking/Writing)
- After Reading (Extended Writing) – Summarizing the Main Idea/Author’s Chair (Listening/Speaking/Writing)
- Performance Assessment – Moon Podcast (Listening/Speaking/Writing)

Ancillary Texts/Strategies

- *Buzz Aldrin Reaching for the Moon* – Point of View Response Activity (Listening/Writing)
- *If You Decide to Go To the Moon* – Interactive Read-Aloud/Reading Log (Listening/Writing)
- *Tomie dePaola’s Book of Poems* – Collaborative Book (Writing)
- *Horrible Harry Goes to the Moon* –Support for Struggling Readers (Reading)
- *Moon Exploration, Kids Discover* – Tea Party (Listening/Reading/Speaking/Writing)
- *Midnight on the Moon* - Support for Struggling Readers (Reading)
- *Space: A Nonfiction Companion to Midnight on the Moon* - Support for Struggling Readers (Reading)
- *One Giant Leap: The Story of Neil Armstrong* – Making Connections/Venn Diagram (Listening/Writing)
- Ancillary Websites and Extended Activities - Various