**Book Title**: *Tacky the Penguin* by Hellen Lester ill. By Lynn Munsinger

**Strategy/Skill**: Predicting – DRTA (Directed Reading Thinking Activity)

1. **Objectives**

* Students will be able to describe the story grammars, main character, setting, and problem, of a narrative story.
* Students will be able to make inferences and visualize what may happen in the text by using their own background knowledge and calling upon information from the text as we read.

**What:** To think as we read and make connections within our reading

**Why:** To make connections to and recognize story grammars

**When:** Throughout the story – ever page or few pages **How:** Making predictions

1. **Standards**

**CC.1.3.3.C** Describe characters in a story and explain how their actions contribute to the sequence of events.

**CC.1.2.3.B** Ask and answer questions about the text and make inferences from text; refer to text to support responses.

1. **Formative and Summative Assessment**

* Formative Assessment
  + Formative Assessment will be used throughout this lesson to determine the understanding of the students. The lesson is completely based on students’ responses, so the teacher can adjust questions and discussion to gear the lesson to better scaffold for the students.
  + The lesson is a Direct Reading Thinking Activity, so it is less based on the students reading ability, and more on their thinking ability, which makes Formative Assessment more appropriate. We are assessing students thinking as we go.
  + The questions in the lesson involve some degree of student background information, and move toward students using information from the text and visualizing and inferring what may happen. The Formative Assessment is based on the students’ responses to these questions. The teacher should notate or think about how well the students can answer the questions in increasing difficulty.
    - Right There – answer is directly in the text or picture
    - Think & Search – answer is relating information from different parts of the text
    - Author & Me – visualizing, making inferences
* Summative Assessment
  + Summative Assessment will not be used for this lesson.

1. **Materials**

* Book: *Tacky the Penguin* by Hellen Lester ill. By Lynn Munsinger
* Large Paper
* Markers

1. **Anticipatory Set/Introduction**

*Today I am going to introduce you to a good friend of mine. We have been friends for quite a long time, and had some great adventure together. Today, this friend is going to help us learn a new skill. But before we meet him, I’d like to talk about what we are going to do together.*

*We are going to create a map of our story by making predictions about what might happen.*

1. **Procedures**

* Teacher Modeling (I do):
  + *First, everyone just take a look at this cover. In your head, as you look, start to think about what you are seeing.*
  + Write the title of the book in the center of your large paper to begin the story map.
  + *To make our story map and figure out what might happen in our story, we need to make some specific predictions about pieces of our story.*
  + *The first prediction we are going to make is about our character.* Write “Main Character” in one corner of the large paper. *What do we know about our main character just from looking at the cover of the book?*
    - His name is Tacky & he is a Penguin
  + *Next let’s think about what might happen in this story.* Write “Problem” on one side of the large paper. *What do you think will be the problem for Tacky? What might happen?*
    - Take any guesses as to what the problem may be
  + *Finally, we need to know where the story takes place.* Write “Setting” on the opposite corner of the large paper. *What do we know about where Tacky is, or where the story takes place?*
    - Anywhere that is cold or has to do with ice
  + *As we read, we are going to think about these things. I’m going to read the first page and each time you hear something that has to do with these pieces, Main Character, Setting, Problem, raise your hand.*
* Guided Practice (We do):
  + Read the first page. Stop to make predictions or change the story map.
  + *What did you hear that made you think about the Main Character, Setting, or Problem?* Discuss the story map and what from the page made them think what they thought. Make adjustments on the Story Map.
* Independent Practice/Application (You do):
  + Continue to read the story and stop at the end of each page or few pages to predict or change our story map.
  + Depending on the group of students, let the students write on the story map themselves since it is a small reading group.

1. **Differentiation**

* Each student gets to respond and add their own ideas and predictions to the story map. By doing so they are thinking and responding on their own level of understanding and knowledge.
* The activity starts with Right There questions to allow the students to use their own background knowledge and apply that to create predictions based on the cover of the book. As the story continues the questions and ideas change to Think & Search or Author & Me in which the students call upon information from the text or visualizing what may happen next in the story.
* For students with special needs such as a student with a learning disability, accommodations such as written instructions can be made. Also, each student will receive some level of individualized instruction throughout the guided reading group. As student ask questions and require reminders, the instruction can be individualized to a certain level. For example, if a student is unable to write on the sticky notes, they can simply talk about the answers or vice versa.
* **\*Specific Students\*** – Additional fluency reminders may be added when needed.

**For example**: talk through difficult words, group & swoop

* + **\*Specific Students\*** – additional time and fluency reminders may be added when needed.

**For example**: talk through difficult words, group & swoop

* + **\*Specific Students\*** – Focus on comprehension questions and behavioral objectives.

**Behavioral Objectives**: (1) Continual engagement in our reading and not on other things going on in the classroom Ex: focus on the reading, listening to and following directions, answering teacher when called on (2) Appropriate posture and physical positioning when reading Ex: avoid putting head down, sitting up with torso facing the table

* 1. **Closure**

*Thank you very much for meeting my good friend Tacky. How do you think the story map helped you to think about the story as we read? How did making predictions as we read help you to think as you read?*

*As we read our predictions will change. We might think that the story will go one way when we begin, but it may change several times when we read. Making many predictions and changing them is a good strategy to help read actively.*

*Today we made many predictions about our story which helped us to recognize characters, setting, problems, and solutions. We did a lot of thinking, and our story maps were a good way to help us think, make predictions, and make connections as we read.*

* 1. **Reflection on Planning**

**What:**

1. Find a book that is appropriate for grade level, has clear examples of character, problem, and setting, and that illustrated a plot in which multiple things happen: I came upon Tacky
2. Create an example DRTA Story Map – see Appendix
3. Write Plan in this order: Anticipatory Set, Procedures, Differentiation, and Closure.
4. Finally, go back and write the standards, objectives, and assessment to match the lesson.

**So What:**

* + I was inspired by my EDR345 class to try the DRTA, and I figured it was the perfect next step for my third grade reading group. We have been working on fluency strategies, but I thought it would be good to move into comprehension. The DRTA perfectly sets up parts of a story and helps students to focus and develop understanding of the purpose for reading.
  + The DRTA starts with Right There questions to allow the students to use their own background knowledge and apply that to create predictions based on the cover of the book. As the story continues the questions and ideas change to Think & Search or Author & Me in which the students call upon information from the text or visualizing what may happen next in the story.

**Now What:**

Next time I would most likely plan very similarly. When using a DRTA, the book is probably one of the most integral parts, so finding the correct book is key. After that, I suppose you could write the plan any way in any order, but I prefer to think through the lesson itself first. Once I think through the lesson and what I would say and conceptualize what students may say, it is easier to create objectives and other supportive sections of the lesson plan.

***How might you use the story maps once it has been completed?***

This question was presented to me by Dr. Solic on my lesson and very briefly in our discussion. I am honestly not sure how we might use the completed story maps. I need some more time to think about it, and it is also something I would love to discuss. I thought it was very important to add to this section though, because it is another addition to planning that I really would need to think about next time.

* 1. **Reflection on Instruction**

This lesson was wonderful for so many reasons. This was my first observed lesson, and in discussion and reflection with Dr. Solic I was able to come up with so many good points and come out with new ideas and strategies for next time. In no way did I feel defeated, I felt empowered to do something more and better; and on top of that, I felt like I knew what to do next time.

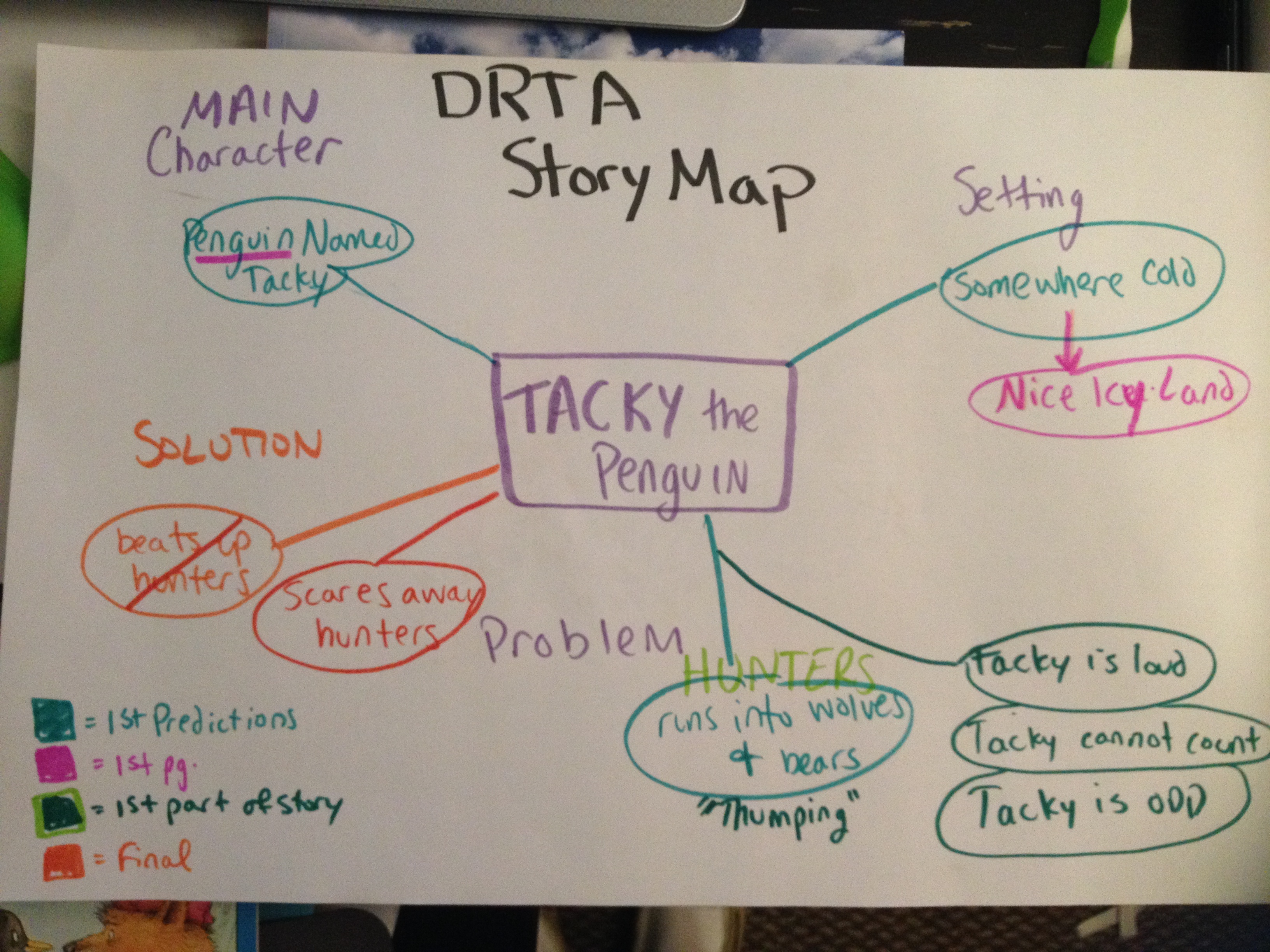
**Strengths:**

* Willingness to try out and embrace new strategies
  + I got my lesson idea from my EDR345 class. I also improved upon the lesson for Wednesday and used another lesson idea from that class for the coming week in my fourth grade class.
* Enthusiastic, friendly teaching presence
* Provide calm, confident feedback to students
  + I am a firm believer that children need to be heard and my job as an educator is to hear them and help guide their ideas to successful results.
* Focus on involving students into conversation
  + Particularly with McHale, I am always trying to monitor who is speaking and how often. If I am aware that a student is losing focus or has not spoken in some time, then I will be sure to direct my attention and the attention of the group and lesson toward those students.

**Focus for Next Time:**

* Book Selection
  + The key to this lesson often is choosing a book that students have never read before. In my lesson the students had read this book before which almost threw a wrench in the works, but we were able to still complete the lesson and come away with the idea of the story map.
  + I also spoke with Dr. Solic about choosing a book that is more challenging. Since we are in a reading group, the text can be challenging because there is a teacher there to guide the students. Next time I will work to choose texts that are more challenging on multiple levels: text level, moral/lesson, complexity
* Share responsibility for the “work” – who is doing the action?
  + Because this lesson was a mini-lesson I did the majority of the work, but I agree that the students could have done more. It was probably 80 teacher/20 student percentage wise. I have had a difficult time in scenarios like this, where I am introducing a new strategy or topic, not taking on the entire load.
  + I think I was able to fix this much more successfully in my follow up lesson where I had the students create their own story maps and really take more control of the process and predicting.
* Respond and extending to student thinking in ways that shape their thinking process
  + In our discussion, Dr. Solic really came back to the purpose of the lesson and was the purpose presented and driven. Did the students walk away knowing what I wanted from that lesson, learning something? This is something I have had a difficult time with in my lessons but our conversation really helped me to realize the missing piece that I needed.
  + I realize now that my purpose for reading is something I need to start, continue, and finish with. It is something I can literally state, discuss, and review, and the students will be able to walk away feeling like they have a new way of thinking.
  + In my follow up lesson, I focused more on the purpose being, “why do we make predictions and think when we read?” and posing questions and discussions related to this really helped the students leave the table with something new.
* Demand more complex thinking and strategy use
  + I am totally on board with this concept, especially now that I have discussed some strategies and ideas with Dr. Solic and other professors. Very much related to book selection, I can stretch the limits of my group because I am there to guide them. Also, now that I know my students and their abilities, I can understand better where they can be challenged and when they need help. Keeping these things in mind, I have already begun planning lessons that are more challenging for my third and fourth grade groups.
  1. **Appendix**

**Initial Planning Story Map**

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