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| Lesson Title: ***How to Respond to Books 3*** |
| **Grade: 4** **Subject: Book Response and Critical Thinking****Unit: Language Arts**  |
| **Driving Question: How can we make a personal connection in a book response?** |
| **Curriculum Outcomes:** **ELA GCO 2 -** Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.**ELA GCO 6** - Students will be expected to respond personally to a range of texts.**ELA GCO 7**: Students will be expected to respond critically to a range of texts,applying their understanding of language, form, and genre.**ELA GCO 8:** Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.**ELA 10.3** use technology with increasing proficiency in writing and other forms of representing proficiency in writing and other forms of representing |
| **Learning Targets:**1. **Students will analyze story detail in order to develop text-to-self connections. This will be leveraged into a final response**
2. **Students will recall story detail and create a visual reading response showing that they can “picture” a scene from the story, “The Wretched Stone”.**
3. **Students will leverage their analysis of the story by writing a description of the scene and explaining their text to self-connection, referring to story detail, and specific personal detail.**
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| **Resources/AT Tips:** 1. Prior class – teacher reads “The Wretched Stone” by Chris Van Allsburg.
2. [Notability](http://choltmasters.weebly.com/language-links.html) App on all classroom iPads – this app supports UDL as it can used for students wanting to handwrite, draw, and even type.
3. Anchor Charts for Book Responses, and Evidence of Response
4. [Rubric](http://choltmasters.weebly.com/-rubrics.html) for visualization response.
5. [Visual Reading Response video](https://youtu.be/g2J1Lynx8uU)
6. [Sentence Stems](http://choltmasters.weebly.com/response-stems.html)
7. Students who are absent may access [“The Wretched Stone”](http://www.slideshare.net/mashazubkis/the-wretched-stone) as a slide show
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| **Lesson Procedure** |
| **I do (10 – 15 minutes):**1. Refer to previous lessons on reading strategies, making connections and determining important ideas.
2. Quick demonstration of a thoughtful response to a question about a known text “Wretched Stone” by Chris Van Allsburg)– encourage help from students

For example: *I think the stone is like Computers or computer games. Parents* *think that the games take all of their child’s attention, and some people really change if they become addicted to the games. I think the sailors are addicted to the stone just like some kids are addicted to video games. The captain wants to get their attention and get them back to work, but he feels that he has to get rid of the stone to do it.* |
| **You Do (25-30 minutes):**Explain to students that they will be working in teams, but creating individual responses to, “The Wretched Stone”. Remind students that thoughtful responses need to refer to specific information in the book. (Put up Book Response and Response Evidence Anchor Charts)1. Review basic  [Anchor Charts](http://choltmasters.weebly.com/book-response-anchor-charts.html) for responses
2. If needed for review, watch [Visual Reading Response video](https://youtu.be/g2J1Lynx8uU) for directions
3. Remind students they can use the Notability app to write or type, whichever they prefer.
4. Students work on visualization
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| **We share: (10 – 15 minutes)**1. Have 2 – 3 students project their drawings on the board and read their responses
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| I Do (10 -15 mins)1. Let students know that next class we will be sharing thought and opinions about “A Stranger Came Ashore”.
2. Giving opinions about a story is another type of response. Just like other responses, it is important to be thoughtful about a story.
3. Tell students they are going to “practice” this kind of response by thinking about today’s book, “The Wretched Stone”. Draw their attention to Responding with Evidence Anchor Chart. Remind students that meaningful response has to show that they understood the story and can refer to detail from the story to “back up” what they are saying.
4. Project 4 [Sentence Stems](http://choltmasters.weebly.com/response-stems.html) on Board
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| **You do: (10 – 15 minutes)** 1. Students choose *one* of the sentence stems to write 2 full sentences about the book.
2. They may use their writer’s notebook, or iPad if using assistive TECH.
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| **We share: (15 minutes)**1) Students share responses to the book. Brief discussion as a class on each share. |
| **Adaptations:** **Hearing Impairment** – make sure (student names) have their mics in and you are wearing the transmitter.**ASD** studentscan access assignment from [**Showbie**](http://choltmasters.weebly.com/language-links.html) and work in the break out room (with TA) to create a quiet space. Access the assignment in [**Claro**](http://choltmasters.weebly.com/language-links.html) to use Text to Speech. Speak Select in [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) for the text can be pasted into their document or poster.**LD –** any LD students will be able to access their work in [**Showbie**](http://choltmasters.weebly.com/language-links.html) **,** then[**Claro**](http://choltmasters.weebly.com/language-links.html) to access the Text to Speech. They can use the Speech Select from [**Co:Writer**](http://choltmasters.weebly.com/language-links.html) and paste text in their document or poster. |