

MINNESOTA WRITING PROJECT DEMONSTRATION LESSON

Title: Scaffolding a Reading/Writing Lesson -- This lesson is taken directly from *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom* by Carol Booth Olson

Grade appropriate: 6 – 9, adaptable to other grades

Approximate length of time to complete lesson: Two to three class periods

Objectives to be covered:

- Tap prior knowledge to make predictions about the title of the story
- Visualize and interpret a picture to revise meaning and make further predictions
- Make connections by bringing personal experiences to the text
- Revise meaning before, during, and after being exposed to sections of the text
- Practice a range of cognitive strategies by keeping marginal notes using sentence starters

Specific standards addressed:

Language Arts (Grades 9 – 12)

- Comprehension – students will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, and inferential and evaluative comprehension.
- Literature – The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluated and appreciate a wide variety of fiction, poetic and non-fiction texts.

Brief summary/outline:

Outline

Pre-reading Activity – Easy as 1, 2, 3!

Read and React

Beat the Author

After Reading Activity

Summary

Prereading Activity:

Use the handout: “Easy as 1, 2, 3!”

Ask students to think about the title *All Summer in a Day*. Have them use their knowledge of summer and write down predictions of what the story will be about and write it under *This is what I think I know because of the **Title***. Ask for volunteers and write them on the board.

Show students Robert Vickrey's picture *The Magic Carpet* (hide the title from students). Have students react to the picture under *This is what I think I know because of the Pictures.*

Ask students if they have ever had to move from one place to another and found the experience to be difficult. What was the experience like? Was it easy or hard to make friends in the new place? Explain that what they are about to read is about a girl who moves to a new place where the weather is very different.

Read the story up to
“It's stopping, it's stopping!”
“Yes, yes!”

Have students write their new predictions under: *This is what I know because of the Words.*

Read and React:

Read the story aloud to the class up to the point where the children lock Margot in the closet and the sun is about to come out. Ask students to listen closely and to follow along in the text as you read.

For the second reading, provide students with the Reader Response Starters or a portion of it. Have them reread the first part of the story silently using the response starters as a resource for writing down their reactions.

Beat the Author:

Students should get together in pairs or groups and think about what happens immediately after “The sun came out.” Their job is to write the next “chunk” of the text, about 4 to 7 sentences. Their goal is not to finish the story but only to write the next few lines – it may be only one paragraph or include dialogue. Their versions of the story will be placed in competition with one another as well as with the real version. Whichever team most students vote for as the actual author will win the game. Prizes also will go to any team which votes for Ray Bradbury's. Give students about 10 minutes to make a list of the author's stylistic traits; then have each group share their findings.

Post the entries and have groups read and vote for the one they think is the real one. Have the groups explain their reasons.

Return to the reading of the text. Give students the real ending and tell them to keep their predictions in mind.

After Reading Activities:

Ask students, “What is your initial response to the story?” They can refer to their Easy as 1, 2, 3! forms. Give students the phrase “At first I thought _____, but now I . . . as a way to get started.

Grand Conversation -- Have students write interpretive questions on note cards. Use this for discussion.

Resources:

Bradbury, Ray: "All Summer in a Day"

Olson, Carol Booth: *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*

Companion Website for Olson book: www.ablongman.com/olson

Contact for additional information:

Jill McKenna, e-mail: jill.mckenna@spps.org