

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson: “I See What You Mean”: Reading Response Through Sketching and Writing

Suggested grade/age: Highly adaptable (elementary through adult), demonstrated with third graders

Approximate time needed to complete lesson: Adjustable, minimum 15 minutes

Learning objective(s) and significance of lesson:

Students will *routinely* practice writing (and possibly sketching) in response to what is read aloud to them or what they read in order to

- become proficient in writing for a variety of purposes (Writing, Standard 10, Minnesota Academic Standards for ELA K-12),
- focus and clarify their own thinking about texts,
- build upon verbal, visual, and artistic strengths, and
- share their ideas with classmates and the teacher (integration of all aspects of literacy: reading, writing, speaking, and listening).

Brief summary/outline of lesson:

This routine can be used throughout the year and throughout the school day. Depending upon the emphasis that is chosen, students and sketch and/or write in response to literature, informational text, and other forms of communication (presentations, movies, etc.)

Planning Questions

- Which text will be read?
- Will the text be read aloud or silently?
- Who will read it? (teacher, student, small group)
- Will students be asked to sketch/write a free or guided response? Can I build upon students’ existing strengths? Can I gently push students in areas where they need to grow?
Example: If a student is already strong visually, her response can be key words to represent key details or the theme. If a student is struggling with visualizing, he may grow through repeated opportunities to sketch.
- If the response is guided, what will be the emphasis? What modeling and prompts can I provide? (use of particular strategy, focus on particular character, focus on particular connection between ideas)
- Do the responses need to be saved for future use? What materials will students need? (marker boards, sticky note, notebook, computer, email, exit slip, etc.)
- Should students share their responses? How? (partner, whole group, orally, written)
- Will I record information from the responses? (checklist, anecdotal records, grade)

Related Resources:

- Fountas, I. C. , & Pinnell, G. S. (1996). *Teaching for comprehension and fluency: Thinking, talking, and writing about reading, K-8*. Portsmouth, NH: Heinemann.
- Fountas, I. C. , & Pinnell, G. S. (2000). *Guiding readers and writers (Grades 3-6): Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- Olshansky, B. (2008). *The power of pictures: Creating pathways to literacy through art*. San Francisco, CA: Jossey-Bass.

Resources

Paper-based Response Resources

- Think Mark—open-ended response bookmark originally created by Fountas and Pinnell
<http://lexington1literacy.wikispaces.com/5th+Grade> (Scroll down to Independent Reading, Reader Response.)
- Downloadable pages for strategy-related responses
<http://www.scholastic.com/teachers/top-teaching/2013/01/reading-response-forms-and-graphic-organizers>
- Reading Response Prompt Bookmarks and other learning strategy resources (elementary)
from Into the Book by the Wisconsin Educational Communications Board
<http://reading.ecb.org/teacher/downloads.html> (Click on Prior Knowledge, Linda's Reader Response Bookmarks)

Other Response Materials

- Small dry-erase boards, about \$1 each
<http://www.amazon.com/NEOPlex-Student-Laptop-Erase-Marker/dp/B001EW9I4W>
- Ideas for making dry-erase boards
<http://teachersnetwork.org/ntol/howto/adjust/c14661,.htm>
- Speech Teacher—free iPad application to record oral responses
<https://itunes.apple.com/us/app/speech-journal/id436945985?mt=8>
<http://letstalkslp.blogspot.com/2013/03/speech-journal-app-review-and-giveaway.html> (Since this review Speech Journal is available for free.)

Read Aloud/Mentor Text Ideas

- Picture books for read alouds connected with strategies
<http://www.mauryk12.org/Literacy/reading%20mentor%20texts.htm>
- Mentor texts (at a variety of levels) for reading strategies
<http://www.mrsjudyaraujo.com/mentor-texts-for-reading-strategies/>
- *Reading, Writing, and Mentor Texts: Imagining Possibilities* from the National Writing Project
<http://www.nwp.org/cs/public/print/resource/4090>
- Writing Fix Website—prompts, mentor texts with lesson ideas, and much more from the Northern Nevada Writing Project
<http://writingfix.com/>

- Children’s Choices Reading List—child-reviewed books, joint project of the International Reading Association and the Children’s Book Council
<http://www.reading.org/resources/booklists/childrenschoices.aspx>

Additional Reading

- Strategy-related ideas using the *New York Times*—before, during, and after reading activities including Quick Writes, Text-on-Text group annotation, and the One-Page response
<http://learning.blogs.nytimes.com/2011/06/14/the-times-and-the-common-core-standards-reading-strategies-for-informational-text/>
- Elements of reading workshop, notebook and sticky note response examples
http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop
- Article about how instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement for third graders
<http://www.readingrockets.org/article/21160/>
- Definitions of metacognitive strategies and related learning objectives
http://reading.ecb.org/downloads/itb_Strategies&Objectives.pdf

Possible extensions or adaptations for different purposes/student needs:

- Create an on-line space for students to share their individual thinking and then allow other students to respond create a dialogue.
- Adapt the focus for response. Middle school students might record interesting words they hear in a read aloud if you are working on word choice/vocabulary.
- Have students create story boards for novels or make novels into graphic novels to capture the imagery in the text.
- Include an area in a response journal for sketching so students have the option of adding sketches to their written responses.
- Have students exchange their sketches and describe the sketches orally or in writing to further vocabulary development.
- Consider using this routine in literature circles.

For additional information, contact:

merrily.wolters@isd624.org