

Read Aloud Lesson Plan: Noting Details

Title: Jason's Gold Chapter Nine **Grade Level:** 4th-5th

Author : Will Hobbs **Genre:** Historical Fiction

<p>Purpose: Link enjoyment of text to quality writing by the author.</p> <ul style="list-style-type: none"> • Noting details 	<p>Me: Model collecting details from text and explain how they support the main idea.</p>	<p>Students: Link details in text to author's purpose.</p> <ul style="list-style-type: none"> • Accountable to text. • Rigor of collecting text in your mind.
<p>Connection/Entry Point</p>	<p>Quick summary/review of text through chapter 8.</p>	
<p>Learning Strategies (Author's purpose, setting, inferring etc./ strategies a good reader uses: think aloud) Chart?</p>	<p>A good reader collects ideas from great books to support their own writing. (EL.04.WR.12) Use words that describe, explain, or provide additional details and connections.</p> <p>"I am going to find and collect details today. I enjoy this book so much because it seems so real. It is the details the author writes that make it seem so real."</p>	
<p>Questioning What questions will I use to enhance the learning focus and deepen thinking?</p>	<p>Pre - Reading</p> <p>During Reading</p>	<p>"I am going to find and collect details today. I enjoy this book so much because it seems so real. It is the details the author writes that make it seem so genuine."</p> <p>Pg. 60: Model, "Wow, I need to stop. Will Hobbs tells us a lot here about what Jason notices before he eats. The author makes this seem like I am really there with Jason. I collected these details in my mind: (chart) He took his first bite, detected a rancid odor, odor from his clothes, dead horses</p> <p>Pg. 62: (Top) Now I will read slowly. Begin to collect details in your mind. What details did Will Hobbs write that make this seem so authentic?</p> <p>Top half 65: I will slow down. Gather details in your mind. This seems so real! What details show evidence of great writing?</p>
<p>Accountable Talk Pairs, quads? Accountable to text/accuracy? Accountable to others? Accountable to rigor? Sentence stems?</p>	<p>Pairs assigned</p> <p>Students accountable to rigor as they collect text in their mind. Students accountable to text as they note details.</p> <p>"I noticed _____"</p>	
<p>Closure / Send off How will I pull the lesson together at the end so that students know what they have learned? Connection back to the objective/self. • Contrast typical student writing with Will Hobbs'</p>	<p>Model Thinking Isn't this a great book? I feel like I know where Jason is and how he feels. Let's look back at all the details we found. What if these details were not in the book? It might sound like this, "Jason sat down and ate. There was a smell. The dog did not eat." How does that compare to this? Re-read the one paragraph on pg. 60. What do you notice?</p> <p>The next time you read, begin to note the way the author makes the book come alive. You can use these ideas in your own writing this year.</p>	