Lesson Plan: Interactive Read Aloud

Common Core State Standards:
CCSS.ELA-LITERACY.RL.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Objective:
• Students will be able to explain what a text says explicitly by drawing inferences from the text and referring to details in the text.

Materials:
• *Mr. Lincoln's Way* by Patricia Polacco
• Copy of text from *Mr. Lincoln's Way* for all students
• *Thank You Mr. Falker* by Patricia Polacco (from previous lesson)

Lesson Sequence:
• Before Reading:
  • “Boys and girls, today I am going to begin to read a book aloud by one of my favorite authors. Have you ever heard of Patricia Polacco? I know that we just read *Thank You Mr. Falker*. Can someone remind me of some of the features in Mrs. Polacco’s writing?
  • Students may notice that it was a memoir previously and that she writes about her personal experience.
  • “Great job readers, the title of this book is *Mr. Lincoln’s Way*. I want you to look at the cover of the book and tell me what you see. Based on those observations, what do you think this book is about? Do you notice any similar characters?”
• Students may notice that the main character is the same on the cover as in Thank you Mr. Falker.

• “Interesting predictions readers. Now let me read aloud the book and I want you to listen for details in the text that stand out. You have a copy of the text on your lap. What are some things you should be noting?”
  • Setting, Characters, Climax, Downfall, etc.
  • “Great work readers, I think we are ready to get started!”

• During Reading:
  • Stop reading occasionally and allow students to talk about the details in the settings. If I notice students are not engaged with the story, stop and redirect by asking a question or discussing a prediction.
  • Stop at the end of page 2: Why do children think Mr. Lincoln is cool? Do you think he is always going to be the cool principal?
    • Mr. Lincoln explores class similar to the students and is always learning.
  • Stop at the end of page 10: How do Eugene Esterase treat the other students?
    • He was mean and used words that weren’t very nice.
    • Mr. Lincoln used what example to help him relate to the other students?
  • Why do you think Mr. Lincoln wants to help Eugene?
    • How could other students help Eugene?
  • Stop at end of page 13: What was the word that Eugene gave to Mr. Lincoln?
    • He would be a model citizen.
  • Stop at end of page 15: How did Eugene and Mr. Lincoln work together?
    • They helped get the ducklings out of the atrium.
  • How was Eugene changed? What do you think caused the change?

• After Reading:
  • “Great job, readers! I would like you to turn to your partner and talk about the main characters, the problem, and overall theme.”
  • Allow students a few minutes and then bring them back together.
  • Theme: treat others that way you want to be treated, one person can change your thinking
• “I heard a lot of great discussion. Readers, how would you solve this problem? Use evidence from Mr. Lincoln to support your answer. Turn to a new partner and share you response.”
• Allow students a few minutes and then bring them back together.
• Bully can follow his heart regardless of his father. Look at the role models that are important to you.
• “Great job, Readers! I know that we have a lot of great ideas! Let’s work on carrying them over into writing today and every day. That way we can always solve our problem in our writing. Be sure that you are adding clues to help me while I read your stories. I am looking forward to reading more with you tomorrow!”

Assessment

• Students will be assessed based on their responses on making conclusions and connections from the text.
• If time allows and comprehension is a problem in class have students complete attached worksheet. Students must be able to identify the setting, problem and solution. They should be able to support their details with evidence from the book.

Source:

What lesson does Eugene learn in this story? What advice would you give to someone who treated others the way Eugene did in the beginning of the story? Use evidence from the text.