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Lesson Plan

Reading Workshop *The Mysteries of Harris Burdick*

10-31-13

**Reading Mini Lesson**

**Grade:** 5th

**Standard:**

**Objective:** Students will use a text to develop observations and wonderings and by using their personal schema they will create inferences.

**Materials:**

* *The Mysteries of Harris Burdick* book by
* Pictures from the book posted around the classroom
* Chart with the title, observations, wonderings, and inferences

**Procedure:**

1. **Lesson Introduction/objective and purpose-**
	* "Boys and girls, today we are going to do a really fun activity for Halloween using a book called *The Mysteries of Harris Burdick* by one of my favorite authors named Chris Van Allsburg . This book is very interesting because it forces you to create the story, it does not really give you one. I know you all have been talking about being detectives in reading and solving mysteries in stories. Does anyone remember the method that you all use? I'll give you a clue, it is an acronym and has three letters.”
	* “Yes! CSI, using the content and your schema to make inferences, which is an educated guess that you can make based upon observation and wonderings. Remember, it is like solving a mystery and being detectives.”
	* “Today readers, we are going to go walk around the classroom where Mr. Cottrell and I have posted the pages of the book. The book has only three things: pictures, the title of the picture, and a short caption, later we will explain why it is like this. You are going to make observations, wonderings, and inferences about the picture."

**2. Teach and Model -**

* "So boys and girls, usually when we read a story we have A LOT of content. Content includes the words in the story, sometimes pictures, titles of chapters, and maybe captions. Today our book does not have a lot of content in it. However, we can create our own content by using what we have and this is when our personal schema comes in. Authors use their schema to create stories and later you will do that too! However, for right now, let’s just practice making inferences."
* (We have chosen a picture from the book as an example).
* Pull up the chart on the projector.
* "Boys and girls, you all are going to eventually get a chart that looks like this. Right now I will show you how to fill this out, later we will practice together and then you will be on your own!"
* "This is one of the pictures in the book. The title is *Under the Rug* so I will write this in the title and caption space. Now, I will record my observations. Hmmm, when I see this picture I am observing a man that looks older, he is at a house, he looks angry to me, and he is holding a chair above his head, it looks like there is something under the rug, it seems like it is alive because it looks like the table is being pushed with the lamp on it."
* "So these are strictly my observations. This is what I see in the picture."
* “Now, I am going to read the caption and this along with my observations will help me make some wonderings. The caption says: “two weeks passed and it happened again.’"
* "Hmmm, now that I have a little bit more content I am going to make some wonderings. I wonder…who is this man? Where is he? Is this his house? Is he home alone? What is this thing under the rug? What happened when this happened two weeks ago? What did he do two weeks ago? Will this thing go away?"
* Now that I have made some wonderings I will use my own person schema to answer these questions for myself. Boys and girls there is no right or wrong answer to this because you are using your OWN schema, your own experiences and past to help you. Mr. Cottrell and I have a different schema so our inferences may be different, or they may be the same!"
* “So my inferences, my educated guess that you can make based upon observation and wonderings is: This man might be a grandpa who lives alone. I am making this inference because he looks like he is older and it does not seem like there is anyone at the house. I think this is his house because the caption said this happened two weeks ago so he is staying here for a long time. This thing under the rug might be a rat. Maybe two weeks ago the same rat came into his house and hid under the rug. I am going to make an inference that maybe it is winter and it is cold outside and that is why the rat is trying to come into his house and hiding under the rug, because he is cold. Maybe two weeks ago he tried to get rid of it but it ran away too quickly for him to catch. I also think it will run away again!"

**3. Guided Practice**

* "See boys and girls as long as we have some content to work with, whether it be pictures or words in a story we are able to make inferences."
* "So let's do an example quickly together."
* "Let's take a look at this picture. What is the title? (*The House on Maple Street).* Can anyone tell me an observation that they have? Wonderings? Inferences?"
* "Great job boys and girls! Now, it is your turn to do it on your own!"

**4.  Independent Practice-**

* "You see that all around the classroom we have posted the pictures from the book. Along with the picture you will see the title of the picture and the caption. Using this content and your schema you will fill out the chart. After you have done that, by using that information you will make some inferences."
* "We have 12 other pictures from the book posted around the room. You are going to walk around and choose six to make observations, wonderings, and inferences for. If you finish early, your chart that you will get has enough space for 12 pictures. Have fun with it! Make sure to write a lot of details in your chart because later, you will be actually writing your own stories for one of these pictures."

**5. Closure -**

* “As you are starting to finish up please make your way back to the rug/your seats. We have about two minutes before we start sharing."
* When everyone has reached the rug, have the students turn and talk to a partner about the different kinds observations, wonderings, and inferences they have made.
* Listen to the conversation and provide some great student examples that you heard.
* Ask for two examples from students about two pictures.
* "Wonderful job today detectives! We have used the content of our story (which was very limited) and our personal schema to make great inferences in stories. Using these three things helps us understand the story. Remember, the author guides readers to a common message of a story but certain parts mean different things to different people because of person schema, just like a lot of our stories were different from each other! The less information we have, the more room for different kinds of inferences. Next, we will work on writing our own stories by using these charts we have made from the pictures!"

**7. Assessment- How will you know the lesson has been successful? -**

* If the students were able to successfully fill out the chart with accurate observations, wonderings, and inferences. A lot is left up for interpretation here.

**8. Differentiation -**

* This lesson will be individualized for students because they are only required to use six pictures to fill out the chart. If the students would like to or had time to do more.
* The chart will be differentiated because we are an inclusion classroom so there is one chart with just the titles and one chart with the titles and a little explanation for each.

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| --- | --- | --- | --- |
| Title | I observe…(content: picture) | I wonder…(content: picture and caption/title) | I infer…(all content and personal schema) |
| 1) |  |  |  |
| 2) |  |  |  |
| 3) |  |  |  |
| 4) |  |  |  |
| Title | I observe…(content: picture) | I wonder…(content: picture and caption/title) | I infer…(all content and personal schema) |
| 5) |  |  |  |
| 6) |  |  |  |
| 7) |  |  |  |
| 8) |  |  |  |
| Title | I observe…(content: picture) | I wonder…(content: picture and caption/title) | I infer…(all content and personal schema) |
| 9) |  |  |  |
| 10) |  |  |  |
| 11) |  |  |  |
| 12) |  |  |  |
| Title | I observe… | I wonder… | I infer… |
| 1) |  |  |  |
| 2) |  |  |  |
| 3) |  |  |  |
| 4) |  |  |  |
| Title | I observe… | I wonder… | I infer… |
| 5) |  |  |  |
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| Title | I observe… | I wonder… | I infer… |
| 9) |  |  |  |
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| 12) |  |  |  |