**Interactive Read Aloud**

**Grade:** 5

**Common Core State Standards**: Reading Standards for Literature grade 5

**Objective**: Students will listen to a story, stopping to discuss discussion questions, and name ways in which they were respectful this month.

**Materials**: *The Hundred Dresses* by Eleanor Estes, "rings of respect".

**Lesson Sequence:**

* **Before reading:** 
  + "Boys and girls, today I am going to read part of a book called *The Hundred Dresses* by one of my favorite authors, Eleanor Estes. This is a great book because it deals with a very important subject and that is respect. What does it means to be respectful, what we can do to show respect?" Wait for responses.
  + "Great! Keep those thoughts in mind while I read this book. I am going to read two chapters in this book and unfortunately we will see some disrespect to one of the characters. We are going to have a conversation about what is happening in the story, we will try to figure out why our character is being disrespected and talk about if what the characters are doing is nice. We will also talk about what they should do instead. For now, just by looking at the title and the cover, can anyone make a prediction about what might happen in this book?"
  + "Wonderful predictions boys and girls. As I am reading think about the predictions that you had and see if you were thinking the same thing as the author. Remember, predictions are our own thoughts about what we think MIGHT happen, so they are never wrong, they are only confirmed or not confirmed. While I am reading raise your hand if you would like to change your prediction or raise your hard if you and the author were thinking the same thing!"
* **During reading:**
  + While reading allow students to comment on their previous predictions, changing it or talking about how it was confirmed. Make sure the students are with you. Also discuss connections they might have.
  + Read the book stopping at pages: 2, 4, 6, 10, and 18 to discuss the post-its marked on the pages.
* **After reading:**
  + Ask for a student to summarize why they think Wanda might be being disrespected.
  + "Turn and talk to a partner about the last question on the post-it. How are Maggie and Peggy different? Are their actions equally as bad?"
  + After a few minutes ask for a few pairs to share their answers in a whole group discussion.
  + "Boys and girls, do you think Wanda felt good in the story? Have you ever felt this way?" Wait for responses.
  + "It does not feel good to be disrespected. Instead, let's talk about what Maggie and Peggy could do instead. Turn and talk to a partner." Wait for responses.
  + "Those sound like great solutions! Now boys and girls, take a second and think about ways that you have demonstrated respect this month." Give the students a few seconds to think.
  + "Turn and talk to a partner and discuss the ways that you have shown respect."
  + Listen to get some answers and say them out loud. Later, ask for volunteers to share some respectful things they have done.
  + "You sound like a very respectful class! I love it! Now, you will work with Mr. Cottrell and write about these acts of respect by writing them as a fun poem!"

**Assessment:**

* Students will be successful if they could participate in the discussion and name ways in which they were respectful.