Lesson Plan # 1 Directed Reading Thinking Activity (DRTA) for *David Goes to School* **by David Shannon**

Literacy Development Level: Emergent and beginning Transitional

Grouping: Whole class or small guided reading

Learning Objectives:

- Make predictions based on picture clues, context clues, and prior knowledge.
- Comprehend what they are reading through pictures, predictions, and discussions.
- Revise predictions as the story continues.

PDE Language Arts Standards

P.A.R. 1.1.1.D- Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, use picture and structural clues, question, reread and clarify for meaning). Monitor predictions while reading.

P.A.R.1.1.2.D.1- Use text to monitor and revise predictions as needed.

P.A.R.1.2.1.A.3- Make predictions about what happens next in a story or process and justify**.**

Rationale: As students read they will be making predictions and suggestions, which will set a purpose to their reading and engage them throughout the story. Prediction helps students think about what they are reading. Students learn to look at other words, pictures and clues to help them make a prediction.

Materials: *David Goes to School* by David Shannon, document camera, computer, projector and http://www.youtube.com/watch?v=ybqNYWqYQp4&feature=related

Procedures:

Before Reading Activities

ANTICIPATORY SET- Ask students has anyone thought about in the morning what will happen in their day and all of what they thought about was true? Give feed on students' responses. Let students know that process is when you predict. Prediction allows you to think about what might happen before it actually happen. There could be clues that could help you predict for example, it's a rainy day outside. So that means you might stay in for indoor recesses. Let students know they will be reading a book and give many predictions based on the book.

During Reading Activities

Ask students," Where is that boy standing on the front cover?" To activate their schema, students' answers should be in front of a classroom, disrupting in front of a classroom,

misbehaving in a classroom, etc. Give feedback to students' responses saying the boy looks like he is misbehaving in front, something everyone here should know not to do. Allow students to examine the cover more but looking at the background and other predictions; for example, the boy on the cover is probably David. Now explain to students as we read along in the book try to make predictions on what will happen next. Let students know you will be stopping a few times throughout the book to ask students what they predict will happen next and why they predict it, so make sure they listen carefully.

Stop after all quotes that are listed and have students make and explain predictions

Stop- "No, David No Yelling, no pushing, no running in the halls"

Stop- "David raise your hand!"

Stop-"Wait your turn, David!"

Stop- "That's it Mister! You're staying after school!

Stop- "David, have you finished?"

AfterReading Activities

CLOSURE- Guide students to reflect upon various predictions and if their predictions turned out true. Have students discuss with a partner if their predictions came true or what was different about their prediction on what really happened in *David Goes to School*. Make sure students volunteer and tell the class what their prediction was and if it matched the ending and ask why they predicted that? Ask students if they enjoyed making predictions? Let students know it is great to make predictions, especially to understand that concepts of the book. Make students aware that they will be using prediction a lot when reading books throughout the year.

EXTENSION ACTIVITY- Students will illustrate a part they had predicted in *David Goes to School* in their Kid Writing. Students will first draw the scene with guidance from a teacher(s). The students will be responsible to let teacher(s) know what their illustration is.

Differentiation:

Emergent readers may need modeling of prediction. Before reading *David Goes to School*, the teacher will make a prediction first, so students see what a prediction is. Prior to actually reading the book the teacher could go through a picture walk, which is showing the pictures on each page of the book to the students.

Late Transitional readers would be able to read the story on their own, so the teacher and the students could read the book together by everyone reading out loud.

Visually impaired students - The teacher should put the book under the document camera or use the youtube link so students will be able to see.

Assessment:

Formative assessment will begin during pre-activities when students begin to make predictions. It will continue until the book has finished. Students will make predictions throughout the entire book. Students will identify what happened in the book through their predictions, especially when they find out their prediction wasn't necessarily true.

Summative assessment will start out with students in the classroom discussing with a classmate what their predictions were throughout the book and which predictions were true. As the teacher, I will walk around and listen to what the students told their partner about their predictions throughout *David Goes to School*. Students will share to the class what their partner had predicted.

References

Cunningham, P. M. (2009). *Phonics They Use*. Boston, Pearson.

McCormack, R. L, & S. Pasquarelli. (2010). *Teaching Reading*. New York: The Guilford Press.