Thursday

University of Mary

Department of Education

Ms. Cate Zebroski

September 2015, Block II

Before the Lesson:

1. Prepare Read Aloud Text with questions or sticky note prompts if necessary.

 *Splat the Cat Says Thank You!* By Rob Scotton

2. Prepare the ELMO projector to display the book and writing prompt.

3. Prepare the Promethean board/projector to create an anchor chart.

4. Cut paper for students to use for their writing prompt.

**Standards:**

(Integrated with Art lesson plan)

Literacy: 4 SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing: 4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Objectives:**

**TSW:** participate respectfully in large group conversation about a read aloud text.

**TSW:** explain the main idea and details of a text to a partner.

**TSW:** create their own thank you note.

**Learning Activities:**

**Reading:**

Expectation: Please be focused on the text today because I will need your help in understanding the text and I will be calling on you for help.

1. Introduce the author and illustrator. Ask students to make a prediction based on the cover what the book will be about.

2. Before Reading:

Who are the two characters in this book?

As we read focus in on how you might feel if you were in the story and what the main idea is in this story.

3. During Reading:

Have you ever been sick like this before?

Do you have friends like Splat?

4. After Reading:

Turn and talk:

 Retell the story.

 What is the main idea? How do you know that?

Create an Anchor Chart:

Why does saying thank you matter?

Who should we say thank you to?

When should we say thank you?

Why is it important to remember this?

**Writing:**

**The students will write and deliver a thank you card to a custodial worker in the building for National Custodial Workers Recognition Day.**

1. Ask students why we should thank custodial workers and what they do for our school.

2. Ask students to use the paper provide to write their prompt on.

3. Use the prompt (attached) to help guide the format of a thank you card.

4. Model using the ELMO projector what an example would look like filling in the blanks with words the students provide.

5. Students should use their best guess spelling and then check their work for correct punctuation and capitalization.

\*\* Accommodations: Use example prompt for them to fill in, or write the entire prompt asking them to then copy your work with best handwriting practices.

**Assessment:**

1. Observe students as they listen to the text, answer questions, discuss in partners, and participate in creating the anchor chart.

2. Observe neatness and personal best of each student’s handwriting.

*Optional:* *Use BPS district 4th grade writing rubric*

**Reflection:**

 **The students followed directions well. Some students were distracted at their desks while I read. I would have liked to have the students seated around me and not used the projector, but that was what the classroom allowed. The students had read *Splat the Cat* books before so they were engaged as soon as I showed the cover. The students have also been working on main idea in reading small groups, so they were able to offer great answers to my question about the main idea. I liked using the anchor chart to help brainstorm *who, when, and why* we should say thank. We came to the conclusion that we should be saying thank you to everyone all the time. This was exciting for me to see the students really reflecting on how the text could influence their life. I would have liked to use a text that better matched my topic, but the students seemed to see the significance of thank you. I could have used more questions about the text itself, but I was excited to help the students make connections.**

**My hope would be to display the anchor chart in the classroom so students could be reminded to continue to write thank you notes. The ELL student and student with a handwriting IEP did a great job. They may not have had all the sentences or all the details, but it was legible and they were able to express their gratitude sufficiently. The example format of a thank you note with fill-in-the blanks helped the writing go smoothly and quickly. I could display that in the classroom too as a reference for the students. Writing letters and saying thank you is a lost art and I am grateful to find the students excited and potentially motivated.**

Dear \_\_\_\_\_,

 Thank you for \_\_\_\_\_\_\_\_\_\_\_\_. I just wanted to tell

you \_\_\_\_\_\_\_\_\_\_. I think you are \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I hope you have a \_\_\_\_\_\_ day.

Sincerely,