

Lesson Plan for Small-Group Text Talks

Abby Takes a Stand

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Reading Level: Grade 3

Overview

This lesson plan is designed to help teachers organize independent reading groups and student-led text-based discussions. It focuses on building vocabulary and comprehension skills of students in grade 3.

Materials

In addition to this lesson plan and a copy of the reading text for each student, teachers will need the following materials:

- Text Talks teacher flip book
- Text Talks Student Workbook for each student
- Bookmark for each student
- Checklist: Successful Collaborative Discussion rubric for each student

Download these materials at

www.elitetexas.org/resources-el/text-talks-a-strategic-book-club-routine

How to Use the Materials

The lesson plan aligns with the before-, during-, and after-reading steps of the Text Talks Cycle outlined in the Text Talks teacher flip book. Refer to this book for guidance throughout the Text Talks Cycle.

Provide each student with a copy of the text, a bookmark, and a Text Talks Student Workbook. Students will use the bookmark during both reading and discussion. It includes prompts for group discussions and sentence stems to support group interactions.

Students will use the Text Talks Student Workbook throughout the Text Talks Cycle. In preparation for Text Talks, students will record the target vocabulary and relevant anchor charts in their workbook, which they can refer to when they practice specific comprehension processes. During Text Talks, students will use the workbook to respond to the reading, write summaries, and record new words learned during reading. Students will also refer to reflections in their workbook during group discussions.

Preparation

Introduction

Form reading groups of four to five students based on reading and language proficiency levels.

Introduce the book (see Preparation page of the Text Talks flip book for ideas).

Whole-Class Mini-Lesson

Provide a whole-class mini-lesson on one skill or strategy students can apply to comprehend the text and/or participate in group discussions. Focus on a word-learning strategy, a comprehension process, the characteristics of a good book discussion, or the characteristics of a strong reader's response.

Example focus areas include the following:

- Using word-learning strategies to make meaning out of new words encountered in the text
- Using metacognitive skills to develop and deepen comprehension by rereading, using background knowledge, asking questions, and annotating when understanding breaks down

Have students record anchor charts from the mini-lesson in their workbook on pages 2–3. Students will refer to their anchor charts throughout the Text Talk Cycle.

Before Reading

Preview and Activate Background Knowledge

Show and read the front and back covers of the text.

Activate students' knowledge by making connections between what they know and what they need to know to understand the text.

Ask students to predict what the text is about and briefly discuss related concepts.

Introduce the Target Vocabulary Words

Choose four to six words that are essential to understanding the events and/or characters of the narrative. When possible, choose words that build background knowledge for events or topics explored in the story.

Explicitly teach the words using student-friendly definitions and nonlinguistic representations.

Give students a chance to discuss and practice the new words.

Have students record the target vocabulary words and meanings on page 2 of the workbook.

Example words and instruction for this text are shown below.

scrapbook (p. 2): A book with blank pages in which you put photographs, letters, newspaper stories and other things called "scraps" that help you remember a person or time

Show a visual and provide an example from the book (e.g., In this story, children help their grandmother make a scrapbook from things they find in her attic.).

Provide a turn and talk prompt: What things would you put in a scrapbook about your life?

turn away (p. 19): To tell someone they cannot enter a place

Provide a general example or one from the story, (e.g., In the 1960s, during segregation, African Americans were turned away from many public places.)

Provide a turn and talk prompt: Is it fair to turn away certain people from a store or restaurant? Why or why not?

flyer (p. 20): A piece of paper that has something printed on it that is given to many people

Show a visual and provide an example (e.g., When I had a garage sale, I made a flyer with information about the time and place. I gave the flyer to people in my neighborhood.)

Provide a turn and talk prompt: Is a restaurant menu the same thing as a flyer? Why or why not?

protest (p. 30): To show you strongly disagree with something at a public event with other people

Show a visual and provide an example (e.g., In the 1960s, many people protested because they disagreed with segregation).

Provide a turn and talk prompt: If you could protest, what is something you would protest to change? Tell your partner about it.

convince (p. 39): To make someone believe something is true

Provide a general example or an example from the book (e.g., My daughter tried to convince me to serve chocolate cake for dinner, but she did not convince me.)

Provide a turn and talk prompt: Do you think you could convince a waiter at a restaurant to give you a meal for free? Why or why not?

Set a Purpose for Implicit Vocabulary Learning During Reading

Direct students to record the new words encountered in the book that they are curious about on the New Vocabulary page of their workbook.

If not provided already, create a mini-lesson on a word-learning strategy and have students record an anchor chart on page 3 of their student workbook. Remind them to use their word-learning strategies while reading. Focus on one or more of the following self-monitoring/fix-up strategies:

- Sound it out
- Is there a cognate?
- Look for affixes you already know
- Use context clues
- Replace with another word (what would make sense?)
- Use a dictionary

During Reading

Provide a Prompt

Provide a prompt for students to consider as they read their section of the text. This sets a purpose for reading, extends comprehension, and promotes higher-order thinking. Possible prompts include the following:

- Pages 1–23: What happens to Abby at the Monkey Bar and Grill?
- Pages 24–42: On page 35, the reverend says, “Democracy and segregation are like oil and water.” What does this mean to you?
- Pages 43–64: Do you think the protests are working so far? Why or why not?
- Pages 65–84: Was it a good decision for Abby to go downtown to the protests? Why or why not?
- Pages 84–100: What change happened as a result of the protests?

Students Read Independently

Have students read a section of the text and check off target vocabulary words they encounter during reading. Students should use their workbook vocabulary organizers to record new words and use word-learning strategies.

Students Respond to the Reading

Have students fill out the Reading page of their workbook:

- Summarize the reading.
- Choose an additional prompt from their bookmark and complete a readers’ response.
- Record any questions they have about the reading.

Next, have students complete the New Vocabulary page.

After Reading

Students Engage in Collaborative Discussion

Have students participate in authentic discussion about the sections of text they read, for the purpose of deepening comprehension. Have students use their bookmarks (discussion stems) for discussion. Remind them to use their workbook responses to support their ideas during discussion.

Continue the Cycle

Students repeat the during-reading and after-reading activities until they have completed the entire text. Then, move on to the next section.

Extend Language and Comprehension

Periodic Self-Assessment

Model how to use the Checklist: Successful Collaborative Discussion rubric and then have students use it to rate the quality of their participation and evaluate progress toward their goals.

Final Reflection

Model how to fill out the After Reading page of the student workbook and then have students fill it out on their own, reflecting on key events or connections from the book and deciding whether they would recommend it to someone else.

Vocabulary Extension

Have students engage in deeper practice of the target vocabulary and new vocabulary concepts they recorded during their independent reading.

Example: Probable Passages

- Have students write a probable passage using and underlining all of the vocabulary words in the list in their workbook. (This activity can be done independently or as a group.)
- Have groups share their passages.

Comprehension Extension

Have students engage in activities to deepen their comprehension of characters, events, themes, or language features of their text. Support students in making connections between the text and their lived experiences (see the Extensions page of the Text Talks teacher flip book for ideas).