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For this lesson plan, *Where the Sidewalk Ends*, by Shel Silverstein will be used to implement the stages of reading and writing.

## **Stages of Reading**

### **1. Prereading**

For the prereading stage, students will brainstorm ideas they have about the cover of the book, and what they think the story is about based on the cover and the information they find on the front and back of the book. I would give them a chart to sort out their questions and thoughts about the book before reading.

### **2. Reading**

Students will read teacher-selected poems from the book, and then they will also have the opportunity to choose their own poem to read. To start, students will read each of the assigned poems individually. After everyone has had enough time to complete the readings, students will pair up and read the assigned poems (and the one they chose) to their partner. This gives students the chance to not only read the poems in their head, but it also gives them the chance to hear what it sounds like out loud.

### **3. Responding**

After completing both readings (independent and partner), students will fill out a graphic organizer about their thoughts and opinions of each poem. They will include what they did and didn't like, and why. They will also include what they think the author was trying to convey through writing the poem, or explain the author's message. These organizers and opinions will all be recorded in each student's reading log, which is a booklet that they each get to put together and create relating to the book being discussed, which in this case, is *Where the Sidewalk Ends*. After getting time to record their thoughts in their reading logs, the students will all come together as a group to have a grand discussion about what they read.

### **4. Exploring**

To explore the text, students will be taught minilessons comparing and contrasting the different poems that were assigned. They will break into groups and participate in stations to complete different activities emphasizing different information from the poems, such as themes, author's purpose, tone, and word choice. Each station will have a different activity and groups will rotate to complete the assignments at each station.

### **5. Applying**

Students will create a project to turn into the teacher that show their understanding of the text read. They can choose to perform a skit of one of the poems they read, to create a poster about

different elements of one of the poems, or to write a new stanza to add to the end of one of the poems. Each of these projects will show that the student has an understanding of what the poem was about, and they can determine any underlying meanings to the poem's words.

## **Stages of Writing**

### **1. Prewriting**

For the prewriting stage, students will brainstorm a list of topics relating to what they read in *Where the Sidewalk Ends*. They can consider the plots, themes, or other similarities and differences between some of the poems they read. This is when students can decide what they want to include in their writing. Students can choose a graphic organizing strategy to help them organize their thoughts on paper before they begin writing. Students can choose the topic for their paper and get it approved by the teacher. As long as it relates to the poems they read, their topics can vary.

### **2. Drafting**

In the drafting stage, students should make sure there is enough space in between lines so they have room to alter their work in the next stages of writing. So that students are more motivated to write, the class may go to the computer lab so that students can type their rough drafts. This will make them neater and easier to read. This also gives students the opportunity to have the book in front of them while writing, enabling them to cite text and gather more information for their paper. When they finish, they can print out their document to turn in and prepare for the next stage of the writing process.

### **3. Revising**

To revise, students will wait to receive their papers back from the teacher. Taking time away from the work gives the students a fresh perspective to critique their own writing. While revising, students will form revising groups, and share their work with their peers. By working in groups, students can gain new ideas and phrases to include in their paper. Because everyone read the same poems, but each student may have written about a different poem, the groups will be separated based on which poem students chose to write about.

### **4. Editing**

In the editing stage, students will proofread their work and make corrections. They can do this by rereading their paper and following the provided editing checklist. Switching papers with another classmate can give a new perspective to the editing process as well. Having a new person look for errors can be beneficial to see if the author missed anything.

### **5. Publishing**

To finish the process, the publishing stage occurs. For this stage, the students will present to class. They will discuss the topic and theme of their paper instead of reading the whole paper out loud to the class. The teacher may select some of the papers to display for the class and their parents, or maybe enter some into a writing contest. Being published, or having people see work that a student is proud of can be very exciting, making the student want to write more.