

PLANNER FOR INTERACTIVE READ-ALoud:

Objective: Make predictions about what may happen next based on teacher-led questions.

Resource: *Horton Hatches the Egg* by Dr. Seuss

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BEFORE READING

<p style="text-align: center;">Establish prior knowledge, purpose, and predictions</p>	<p>Prior Knowledge: (1) Ask students if they know the name of another Dr. Seuss book with Horton as the main character. (<i>Horton Hears a Who!</i>) (2) Talk about the genre: Does this story look like it will be fiction or nonfiction? How can you tell? Genre: Fiction – How do we know by looking at the cover of this book that it is fiction? (<i>Elephants can't climb trees or hatch eggs.</i>) Predictions: Look at the cover. What does this story look like it will be about? Make some predictions about what you think will happen to the egg in the story. Purpose for reading: As we read <i>Horton Hatches the Egg</i>, let's try to keep making predictions about what we think will happen next in the story.</p>
<p style="text-align: center;">Introduce/Review vocabulary</p>	<p>Words that I will discuss with students (instructional strategy - questioning): Kinks (1), Immense (3), Faithful (4), Tenderly (8), Taunted (19), Absurd (19), Dawdling (41)</p>
<p style="text-align: center;">Introduce/Review the focus strategy (How to find and use the evidence)</p>	<p>Explain to students how to apply the strategy: When you're trying to make good predictions in a story, think about what has already happened. That will help you decide what will <i>probably</i> happen next. Look at the pictures, too. Sometimes the pictures will give you even more clues about what will probably happen. After you make a prediction, pay very close attention to what really does happen next so you can see if your prediction was right.</p>

DURING READING

<p style="text-align: center;">Model and practice the focus strategy</p> <p>(Allow students to use other strategies as appropriate: connecting, picturing, wondering, figuring out)</p>	<p>Model p. 8: I'm predicting that Horton will break the tree and make the egg fall. The picture is helping me make this prediction because I think Horton is much heavier than the tree. Practice p. 12: How long do you think Horton will stay on the egg? p. 16: Was your prediction correct? p. 34: Where do you think the boat will take Horton and the egg? p. 37: Raise your hand if you have ever been to New York. p. 41: What do you think Mayzie will do when she sees Horton? Turn to your Think, Pair, Share partner and tell what you think Mayzie will do and why. p. 41: Call on a few students to give their predictions and their reasons. p. 42: Did Mayzie seem happy to see Horton? Did Horton seem happy to see Mayzie? p. 44: What do you think will come out of the egg when it hatches? Turn to your Think, Pair, Share partner and tell them what you think will come out of the egg and why. pp. 49: Raise your hand if you were surprised at what came out of the egg.</p>
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AFTER READING

<p>Discussion questions</p>	<p>Follow-up to focus strategy: (D-2) On the last page the story says that Lisa and Corduroy are <u>friends</u>. What do you predict they might do together next?</p> <p>Other questions (Select questions appropriate for your class): 1. (D-1) Why did Corduroy think the escalator was like a mountain? 2. (B-3) What details in the picture on pages 14-15 made Corduroy think he was in a <u>palace</u>?</p> <p>[Marzano: questions]</p>
<p>Reflect on focus strategy</p>	<ul style="list-style-type: none"> • How do readers make good predictions when they read? • What kinds of clues help you to make good predictions? • After making a prediction, what should you always be looking for? (Evidence) • What if your prediction isn't correct, is that OK? (Yes) <p>[Marzano: generate hypothesis]</p>
<p>Indicator of Mastery [Marzano: reinforce effort and recognition]</p>	<p>Task: Students will be able to respond to the D-2 question above during a class discussion about this text.</p> <p>3 = Surpasses grade level expectations: Provides logical prediction about what Lisa and Corduroy might do together; includes several clear details; excellent use of language</p> <p>2 = Proficient at grade level Provides logical prediction about what Lisa and Corduroy might do together; at least one detail; generally good sentence structure</p> <p>1 = Almost proficient Prediction is somewhat logical but details are sketchy; response may be stated in short phrase or single words</p> <p>0 = Not evident at this time Prediction is not logical; no details; very limited language facility</p>

LITERACY ACTIVITIES FOR DIFFERENTIATING INSTRUCTION:

Corduroy

<p>Vocabulary extensions (oral)</p>	<p>Button: Count the buttons on the [shirt] of a member of the class. Student uses the word <i>button</i> in a complete sentence: (For example, Darryl’s shirt has six <i>buttons</i>.)</p> <p>Overalls: Create a fancy pair of overalls (as a class or individually). Describe the <i>overalls</i> using a complete sentence.</p> <p>Sighed: Reread the sentence with this word on page 7. Practice “sighing.” Complete this sentence: I would sigh if ...</p> <p>Search: On pages 10-11, Corduroy was <i>searching</i> for his button. Tell about something you have <i>searched</i> for. (Act out “searching”)</p> <p>[Marzano: practice]</p>
<p>Oral language/ Fluency practice</p>	<p>Write the following sentences on sentence strips. Have students practice saying these sentences with good expression, using their voice to express the appropriate feeling:</p> <ul style="list-style-type: none"> • (Lisa) “Oh, Mommy! Look! There’s the very bear I’ve always wanted.” • (Mother) “Not today, dear. I’ve spent too much [money] already.” • (Corduroy) “I didn’t know I’d lost a button.” • (Corduroy) “This must be a palace! I’ve always wanted to live in a palace.” • (Night watchman) “Now who in the world did that! Somebody must be hiding around here.” • (Lisa) “I’m Lisa, and you’re going to be my very own bear.” <p>[Marzano: practice]</p>
<p>Phonological Awareness/Phonics extensions</p>	<p>Initial sounds: Look at the picture on page 5. What is the initial sound of each toy on the shelf? (Repeat for page 27)</p> <p>Rhyming: Identify some items on pages 14-15 and find some rhyming words for each one. (For example: bed, chair, lamp)</p> <p>Onset and rime: Divide words such as the following into onset and rime: <i>bear, home, look, down, lost, chair, bed, pop, shelf, doll</i></p> <p>[Marzano: practice]</p>
<p>Interactive writing</p>	<p>Create a simple summary of the story using the following frame:</p> <p>At the beginning of the story _____</p> <p>In the middle of the story _____</p> <p>At the end of the story _____</p> <p>[Marzano: nonfiction writing]</p>
<p>Reading extensions</p>	<p><i>We're going on a Bear Hunt</i> by Michael Rosen</p> <p><i>Brown Bear, Brown Bear</i> by Bill Martin Jr.</p> <p>Read some additional <i>Corduroy</i> books by Don Freeman</p> <p>[Marzano: practice]</p>
<p>Writing extension</p>	<p>Students draw a picture of themselves having fun with a special stuffed animal.</p> <p>Emerging writers: Dictate sentence to teacher about picture.</p> <p>Beginning writers: Label parts of picture; write single sentence.</p> <p>Advanced writers: Write two or more sentences about picture.</p> <p>[Marzano: practice]</p>
<p>Content area extensions</p>	<p>Math: Count buttons, sort and classify buttons, create patterns with buttons, estimate the number of buttons in a jar.</p> <p>Math: Ask students to bring in a favorite stuffed animal. Create a frequency graph (for example, number of bears, bunnies, etc.).</p> <p>Science: Read a book about real bears. Make a Venn diagram comparing Corduroy to the real bears.</p> <p>Social Studies: Lisa and Corduroy were friends. What makes a good friend? Make a class list of things students like to do with their friends. (For example, Carlos likes to ride bikes with his friend Mike.)</p> <p>[Marzano: practice]</p>