**Lesson Plan: Interactive Read Aloud**

**The Wretched Stone**

**Common Core State Standards:** Reading standards for Literature K-5.

Grade 5 CCST:

1. [CCSS.ELA-LITERACY.RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

1. [CCSS.ELA-LITERACY.RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

1. [CCSS.ELA-LITERACY.RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

1. [CCSS.ELA-LITERACY.RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

1. [CCSS.ELA-LITERACY.RL.5.5](http://www.corestandards.org/ELA-Literacy/RL/5/5/) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

1. [CCSS.ELA-LITERACY.RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator's or speaker's point of view influences how events are described.

1. [CCSS.ELA-LITERACY.RL.5.7](http://www.corestandards.org/ELA-Literacy/RL/5/7/) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

1. [CCSS.ELA-LITERACY.RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Objective:** The students will listen as the teacher reads aloud, making observations, which will allow students to make predictions, connections, and wonderings.

**Materials:** *The Wretched Stone* by Chris Van Allsburg

**Lesson Sequence:**

* **Before Reading:**
	+ “Readers today I am going to read you a book by one of my favorite authors. Have you ever heard of Chris Van Allsburg? You may know some of his other books such as *The Polar Express* or *The Stranger*. Today I am going to be reading his book *The Wretched Stone* to you. I want you to look at the cover of the book and share with me what you see. Based on your observations, what do you think the book will be about? What do you think the boat is representing? Can you make a prediction based off of your observations?”
	+ Allow students to then predict, asking, “why do you think that?” and “what on the cover do you see that makes you think that?”
	+ “Your predictions are very interesting. Now I am going to read the book aloud and I want you to listen as I read. Pay attention to whether your predictions were correct or not. If we find our predictions are not confirmed, then we can simple make new predictions as we read.”
* **During Reading:**
	+ Stop reading occasionally to allow students to confirm or make new predictions. If students appear not engaged with the story, stop and redirect by making a connection or asking a question. If students need redirecting, this is also an opportunity for the teacher to model his/her own thinking.
	+ Plan to stop at least twice times to ask questions.
		- Pg. 9 – “What do you think this stone is? Does the description remind you of anything?”
		- Pg. 14 – “What is happening to the crewmembers? Why aren’t they reading or dancing anymore?”
	+ Model your own thinking.
		- At end of Pg. 10 – “At this point I am wondering what exactly is this mysterious stone? I am wondering why the crew is so fascinated by it. I’m thinking that maybe they are watching it for a reason. Lets keep reading to find out.”
* **After Reading:**
	+ “Readers turn and talk with a neighbor about two things:”
		- What do you think the stone was?
		- What message do you think Chris Van Allsburg is trying to send to his readers?
	+ After three minutes discuss these questions with the class and try to piece together the meaning of the story without directly feeding the students the answer.
	+ “Great job today readers! We have made some very interesting predictions and conclusions on the story today. I want you to keep this story in mind for tomorrow because we will be re-visiting it for writers workshop.”
* **Assessment:**
	+ How I will know if students are successful in reaching the objective:
		- Students will be successful if they are able to make accurate predictions, connections, and wonderings, based off of their observations, through oral discussion.