**Read-Aloud (The Raft)**

I. **Rationale** – This will give the students a chance to see and listen to a model of good reading. It will also encourage fun reading. Students need the chance to see the fun in reading and the adventure that can be possible with it. This is a way to be able to do that.

II. **Goals and Objectives**

a. Instructional goals:

Students will be able to listen and see model reading skills, such as rate, prosody, accuracy.

Answering questions relating to the story will help with comprehension.

b. Specific objectives:

Students will be able to:

Acquire strategies for reading with accuracy, rate, and prosody.

Sequence events in the story.

Construct a visual representation of the main events of the story.

Follow directions for create a product.

c. West Virginia Content Standards and Objectives:

RLA.O.3.1.5- Read familiar stories, poems and passages with fluency:

•appropriate rate

•accuracy

•prosody

RLA.O.3.1.8- Use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, **sequence**, draw conclusions, describe characters, and provide main idea and support details.

RLA.O.3.1.13- Use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams).

IV. **Procedure** -

a. Lesson introduction:

- After I read

b. Lesson development:

- Read the story to the students.

- After I read it aloud, I will tell them that instead of just talking about the story we are going to do an activity to see how much of the story we can piece together by remembering it.

- I pass out 8 popsicle sticks to each student.

- I will explain to the students that we are going to sequence the main ideas of the story together into our own rafts.

- On six of the sticks, they will paste strip of paper with the events from the story in the order that we talk about them.

- To talk about them I will have the events on the board with sentence strips. We will put them in chronological order first.

- They glue their six sticks together in order side to side, with two additional sticks glued under them (holding them together) - creating their own raft.

c. Lesson closure:

- Have students draw some of their favorite animals on the sticks just like the boy in the story.

- Explain to the students that with their next couple of days off, instead of staying inside and playing videos games challenge them to go outside and explore or do something new.

- have them see what animals live around them.

- draw a picture of the animals that they find to bring in and share.

V. **Daily (formative) Student Assessment** –

Students will be assessed though the guided questioning throughout the book. It will reveal students’ comprehension and stimulate critical thinking. Also, assess the order in which the “raft” is in, and did they follow orders.

VI. **Materials, Equipment, and Resources**

* “The Raft” by Jim Lamarche
* Popsicle sticks
* Glue sticks
* Sentence strips with events
* Paper with events for students to cut out
* Scissors

VII. **Modifications for Diverse Learners**

- Have students with hearing disabilities or ADHD come sit up front closes to the book and teacher.

- For students with visual disabilities, use the ELMO to show the pictures larger.

- I can have precut strips ready for those students that might have a hard time with the cutting and gluing of the popsicle sticks.

VIII. **Reflection and Revision**

To be reflected upon at a later time.