Using Patterned Partner Reading with Alice in Wonderland in The Library of Congress Website

Samantha Burch and Johnica Haynes

Standards

IRA.5.1
> ...create a literate environment that fosters interest and growth in all aspects of literacy

IRA.5.5
> ...provide opportunities for creative and personal responses to literature, including storytelling

IRA.5.7
> ...use instructional and information technologies to support literacy learning

US-CC-2010.ELA.5.Read.Lit.6
> Describe how a narrator's or speaker's point of view influences how events are described.

US-CC-2010.ELA.5.SPEAK.1.1
> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

US-CC-2010.ELA.5.SPEAK.1.2
> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Resources

Alice's Adventures in Wonderland
> "Library of Congress: Book Turner: Alice's Adventures in Wonderland." Library of Congress: Book Turner: Alice's Adventures in Wonderland. N.p., n.d. Web. 3 Apr. 2014.
> http://www.read.gov/books/pageturner/alice_wonderland/#page/12/mode/2up .

Patterned Partner Reading!
> *McLaughlin,M. (2013). Round-robin reading never! Reading* Today, 31(1), 2-3.

Objectives

Students will be able to participate actively in the Partnered Partner Reading activity.

Students will follow classroom rules for small group discussion.

Students will be able to create a sketch based on the information they learned from the text.

Students will be able to share their thoughts and sketch about the story with their partner.

Procedure

Introduction: "Okay class we are going to get into our reading pairs!" "How many of you have ever seen the movie Alice in Wonderland?" "Can someone tell me their favorite part?" After allowing a few students to answer the teacher will then explain that they are going to be reading Alice's Adventures in Wonderland on the computer.

Body: Explain Read-Pause-Sketch and Share (One student reads, the pair pauses, and each student sketch his/her visualization. Then the students share and discuss their sketches.) to the class. Tell the students that they are going to be reading the first chapter in their pairs today using the computer and the Library of Congress website. Allow the students about thirty minutes to complete this process.

Closing: After the students are finished with the pair work they will come back as a class and discuss the first chapter of the book with teacher guided questions such as: Who was the main character? What did you think about the first chapter? Would you follow in Alice's footsteps?

Assessment

Exceeds (3 pts)	Meets (2 pts)	Falls Below Expectations (1 pt)	
Directions (25%)	TL follows all directions	TL followed most directions, and completed the assignment on time.	TL did not follow most directions and did not complete assignments on time.
Participation (25%)	TL actively participated in all classroom work and discussion.	TL actively participated in most classroom work and discussion.	TL did not actively participate in classroom work or discussion.
Visual Connections (25%)	TL made an accurate connection of the story to the sketch.	TL mostly made an accurate connection of the story to the sketch.	TL did not make an accurate connection of the story to the sketch.
Presentation and discussion (25%)	TL presented their sketch to their partner with discussion.	TL presented their sketch to their partner with limited discussion.	TL presented their sketch to their partner with no discussion.

Reflection

The strategy, Read-Pause-Sketch-Share, from the Patterned Partner Reading (2013) will allow the students opportunities to creatively and personally respond to the story *Alice's Adventures in Wonderland*. The students will use the computer to read the book with their partners, which will foster the use of technology with literacy as well as develop positive collaboration skills. The students summarized visual information through written and oral presentations to the class.