

Story Picture Walk

By Kappus & Katie Griesinger

Standards

- IL.1.A.1b > Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
- IL.1.C.1a > Use information to form questions and verify predictions.
- IL.2.A.1a > Identify the literary elements of theme, setting, plot and character within literary works.
- IRA.1.1 ...demonstrate recognition that reading should be taught as a process
- IRA.10.1 ...develop and conduct assessments that involve multiple indicators of learner progress
- NCTE.3.1.2 ...demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;

Resources & Materials

[The Giant Mushroom](#)

Book by Janaki Sooriyarachchi. Published by Tikiri Publishers.

http://www.childrenslibrary.org/icdl/BookPreview?bookid=soogian_00840010&tab=creator3514&route=award&lang=English&msg=&ilang=English

Story Star Template

One copy for each student along with an overhead for the teacher.

Reading Journals.

Reading journals will be used throughout the year to respond to books, record unknown/difficult words, and keep track of progress.

Overview and Rationale

The purpose of the lesson is to introduce students to making predictions and identifying literary elements. The lesson will begin by completing a picture walk as a whole class and making predictions. After the picture walk, students will read the book in small groups (2-3 students) and then complete a Story Star in order to show comprehension of key concepts. It is important for

students to learn the skills of identifying unknown words and understand the key/important concepts in writing, whether it is for the purpose of reading a textbook, novel, or magazine. Analysis is an important skill to develop.

Objectives

- * Students will be able to make predictions about text before reading it.
- * Students will be able to use context clues and the prior knowledge activated in the beginning of the lesson to decode new/unknown words.
- * Students will be able to identify the basic literary elements (setting, characters, plot, etc.)

Procedure

1. The teacher will activate prior knowledge by asking students to make predictions about the text in their reading journals. The teacher will only show students the cover of the text.
2. The teacher will use a picture walk to introduce the book. Students will then be given the opportunity to revise their predictions in their journals.
3. The teacher will review the rules for working in groups and use random grouping to assign students into groups of 2-3.
4. Students will use the direct link to the website to the Library of Congress website to read the book. Students will be allowed to use whichever method they want. (Students will have previously been introduced to various group reading methods)
 - ** When students come to a difficult word they cannot figure out, they will write it down in their reading journal under the "Unknown Words" category, along with the page number. **
5. When students finish the book, they will respond to it in their reading journals. What did they like? What did they not like? How was their prediction correct/incorrect? etc.
6. Students will work with their partners to fill out the Story Star.
 - ** Throughout steps 4-6 the teacher will be rotating around the groups, assisting when possible and informally evaluating students' **
7. Once all groups have completed the Story Star they will reconvene as a large group and go over the Story Star.
8. Students will share unknown words with the whole group and help each other figure out the words using context clues. If the students cannot figure out a word the teacher will assist.
9. The teacher will collect the Story Star when the discussion is over and already collects the reading journals weekly so they will be evaluated at that time.

Assessment

The teacher will informally assess students while they work in small groups.

The teacher will formally assess student's Story Star to see if they understood the main concepts of the text. Students will be graded using a check minus, check, check plus method.

Students' reading journals will be read and receive a check if all components were included. If some components are missing they will receive a check minus.