

Lesson Plan for an Interactive Read Aloud

Warm-up: Poem

Title: Uma Wimple Charts Her House	Author: Reif Larsen and Ben Gibson
Genre/Unit: Realistic Fiction/Math/Picture book	Warm-up: (Shared Reading): Poem Feelings

Clear Purpose/Objective of Lesson:

Students will be able to identify a skill/talent and connect it to a task/assignment that must be done. They will also explore the emotions of feeling overwhelmed when faced with an assignment that might involve thinking and problem solving with many steps required to complete the process.

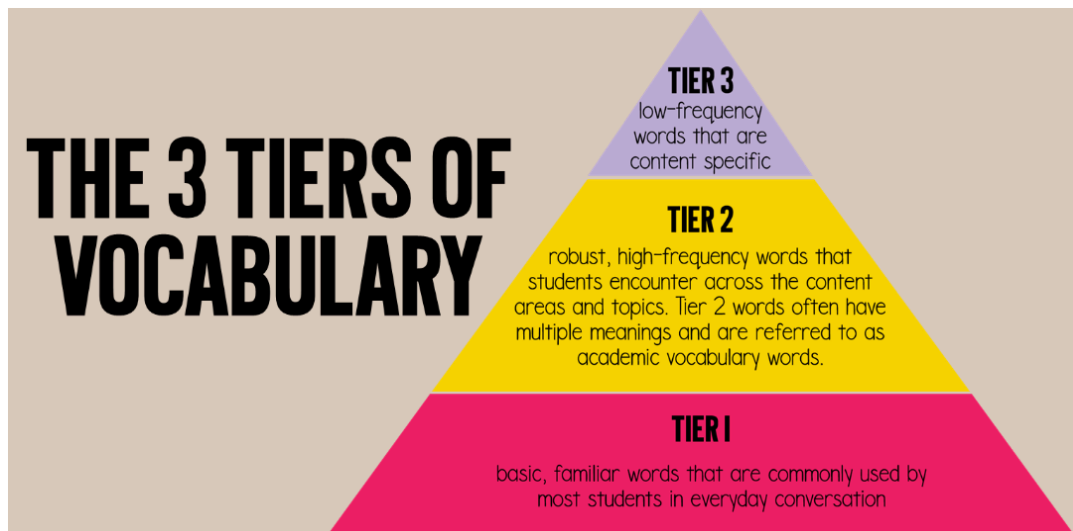
Standard(s) Lesson Aligns with:

ELA: Reading Standards: 5R1-5R9

Math: Mathematical Practices: MP 1,4-5 Standards 2.MD.10, 3.MD.3, 6.EE.9

Science Standards: Draw, create, model... your thinking

Knowledge Building: What's the difference between a Chart and a doodle?



Vocabulary:

Tier 2 Words	Page #	Kid Friendly Definition
<p>Chart (Uma) Inflections: charts, charting, charted</p>	<p>2</p>	<p>Kid Friendly Definition</p> <p>1. kids.wordsmyth.net</p> <p>Noun:</p> <ol style="list-style-type: none"> 1. a sheet that gives information in the form of a graph or table. 2. a map used to guide a ship across water or an airplane through the skies. <p>Verb:</p> <ol style="list-style-type: none"> 1. to make a map of or record the measurements of. 2. to show on a table or graph.
<p>Doodles Inflections (a change in the form of the word): doodles, doodling, doodled</p>	<p>7</p>	<p>Verb: to draw or scribble without purpose. <i>He doodles in class when he should be taking notes.</i></p> <p>Noun: a drawing, sketch, or scribble made without a purpose.</p>
<p>“Holy Moly” used to show that you think something is surprising, shocking, or impressive</p> <p>Gorgonzola is Cheese</p>	<p>10</p>	<p>Noun: Gorgonzola a type of cheese, originally from Italy, characterized by its cream color, blue-green veins, and sharp taste. <i>Gorgonzola is one of the most famous blue cheeses from anywhere in the world.</i></p> <p>Idiom: Holy Moly Gorgonzola</p>
<p>Possibilities</p>	<p>10</p>	<p>Noun:</p> <ol style="list-style-type: none"> 1. the fact or state of being possible. 2. something that might happen.

		<i>The possibility of rain kept us inside all day.</i>
Pressure	10	<p>Noun:</p> <ol style="list-style-type: none"> 1. a steady force upon a surface. 2. a steady force upon a surface. <p><i>I feel a lot of pressure to do well in school.</i></p>
<p>Complicated</p> <p>Similar words: complex, messy, tricky</p>	10	<p>Adjective:</p> <ol style="list-style-type: none"> 1. Not simple; having many parts that are connected in various ways 2. hard to understand; difficult to do or to deal with. <p><i>Our teacher gave us a complicated problem to work on.</i></p>
Panic (Implied)	9	<p>Noun:</p> <ol style="list-style-type: none"> 1. a sudden terror that often causes wild behavior and spreads to many other individuals. <p>Verb:</p> <ol style="list-style-type: none"> 2. to feel or be overcome by panic. <p><i>She panics whenever she has to give a speech.</i></p>
“Big whoop”	12	<p>Idiom:</p> <p>Big whoop is used in an ironic way to say that something is not important or impressive. "It might look special but it's really no big whoop.</p>

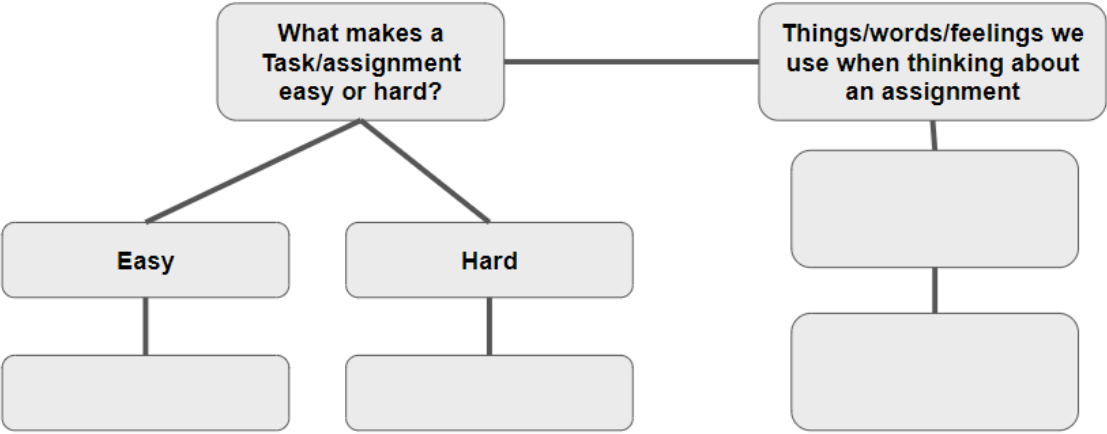
“housey”	16	Adjective: describing the feelings one gets living in a house filled with people (family)
impossible	25-26	Adjective: not able to happen, or be done; not possible. <i>It is impossible to walk across the ocean.</i>
Perseverance (So I do)	29-31	Noun: steadfast continuance in a course of action, task, or belief. <i>She was rewarded for her perseverance when, after many failed attempts, she finally broke the world record.</i>

Tier 3 Words	Page #	Kid Friendly Definition
		2. kids.wordsmyth.net
Chart/Graph (Math)	1-2	Noun: In math, a graph can be defined as a pictorial representation or a diagram that represents data or values in an organized manner.
Samaras	3	Noun: The purpose of samara fruits, as with all fruits, is to disperse seeds. Samaras do this by spinning to the ground, sometimes catching the wind and traveling farther.
Official Route	11	a particular way of getting from one place to another; course.
Pattern	13	Noun:

		an arrangement of shapes, lines, letters, numbers, or colors that can be repeated or used again and again.
iguana	22	Noun: a large lizard found mostly in the warmer parts of Central and South America.
Hessel Hairsteak	23	Noun: A small butterfly
Bolognese	27	Noun: The Italian word for meat sauce

Warm-up: Word Web-words

Charts & Doodles



Page #	Accountable Talk Vocabulary, comprehension strategies, think alouds, and student talk	Vocabulary Getting students to own their words: speaking, reading, and writing
Before	Read the title, explore the pictures and details Uma draws and labels, start the word web together on an anchor chart	Word Consciousness: be alert for new words: Introduce vocabulary words with word web activity. Discuss how a word can be used to express powerful emotions.
During Pgs. 3-6	Turn and Talk: How does Uma feel about her ability to draw charts? What kinds of things are important to her? How do you know? Is 4 a young age to start drawing charts like she does?	Study Uma’s charts. Discuss and describe the details <ul style="list-style-type: none"> ● Family ● Outdoors ● Feelings (connections or feeling connected) ● ideas /interests
During Pgs. 7-8	Turn and Talk: Why does Uma say, “At school, my teacher calls my charts doodles. They are not doodles. Come on, people!” How is Uma feeling at this particular point? Turn and Talk: Does something change for Uma when she hears her teacher’s new assignment for them?	Words can take on different meanings to people
During Pgs. 9-10	Turn and Talk: What happened to Uma after she started to think more about the assignment?	Learning that you can hear your own thinking and then think more about that thinking can bring out many different feelings.
During Pgs. 11-15	Turn and Talk: Who is Uma talking to? How is she feeling? Author used the rule of three strategies to build understanding of metacognition	Herself
During Pg. 16	Turn and Talk: What changed in Uma as she decides on how she will go about charting her house?	She uses the word “housey” and sets off to understand this word and how it could help her with the assignment
During Pg. 17-22	Students jot/write down ideas of how Uma defines “housey” while walking through her	Food connections to feelings: the who and what

	house and yard conducting interviews	People connections: who lives in the house Ages of the people in the house and what that brings Noises, things she travels with, and things she sees as she moves through the house
During Pg. 23-24	Turn and Talk: What changed for Uma after she talks to her brother Lukey?	Feelings of Pressure, Overwhelmed, Overload, doom, despair, broken, giving up
During and to the end Pgs. 25-32	Students jot/write down how Uma's Family and house give her comfort to finish her assignment.	Uma begins to recognize just how important her questions were to understanding and completing the assignment.
After	Small Moment Written Response How did it make you feel when Uma worked through her assignment? Why did she include the heart in her house?	Was it a Doodle or a Chart?

Warm-up Poem

You have a gift, a special skill,
A talent that sets you apart, still,
But talent alone won't get you far,
You need to work hard and raise the bar.

So when your teacher gives you a task,
Don't let your confidence slip or mask,
Take a deep breath and start to plan,
Use your talent, with hard work in hand.

With practice and persistence, you'll see,
The progress you make, just wait and see,
The work you put in, day by day,
Will help you through, come what may.

And when you face a challenge or two,
Remember your talent will pull you through,
But with hard work and grit, you'll surely find,
Success in learning, of a certain kind.

So don't give up, keep pushing on,
Your talent combined with hard work is strong,
And with perseverance, you'll reach your goal,
As a student, you'll succeed and roll!