**The Junkyard Wonders Read Aloud**

**Grade Level:** 5th Grade

**Subject Area:** Language Arts

**Materials Needed:** “The Junkyard Wonders” by: Patricia Polacco

**Standard:**

* **5.RL.2-** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral
* **5.RL.7-** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

**Objectives:**

* Students will make inferences and predictions about what happens in the story.
* Students will identify the central message or moral of the story.

**Metacognitive Skills:** inferencing and predicting

**Learning Activities:**

* Prior to Reading:
	+ “Has anybody ever heard of the phrase *reading between the lines*?”
		- Allow students to share their interpretations of the phrase.
	+ “Today we are going to work on a technique used in reading that we call *inferencing.* Inferencing is a word that means *reading between the lines* or taking cues that come from our illustrations or words and using them to try and interpret the information that the author is trying to convey but is not telling us directly. We are also going to use these cues to make predictions about what we think will happen later in the book.”
	+ “Just by looking at the picture on the front cover and the title of our book The Junkyard Wonders, what are some inferences we might make?”
		- Student answers should vary.
	+ “Let’s take a look and see.”
		- Teacher begins reading.
* During Reading:
	+ Pg. 1—“Why do you think Kay did not wave to her?”
	+ Pg. 3— (Vocabulary: brusque)
		- “Our main character says that ‘everyone seemed really different’ what do we think she means by that?”
	+ Pg. 5—“Why do you the teacher call this class a junkyard?”
	+ Pg. 17—“Our main character has a bad run in with a bully but Jody saves her. Do we have any predictions about what might happen later on in our story?”
	+ Pg. 23—(Vocabulary: balsa struts, lacquer)
		- “Do you think their airplane will fly?”
	+ Pg. 35—“The principal says that they cannot fly their airplane at school. What do you think is going to happen?”
	+ Pg. 42—(Vocabulary: stratosphere)
		- Some questions will be given to the whole class and students may be asked individually to offer opinions while some questions will be shared with an elbow partner and then shared out. Those shared with an elbow partner could be compared and contrasted.
* After Reading:
	+ “So what do we think was Patricia Polacco’s message? What was her purpose for writing this book?”
		- Some answers may vary but should be connected to the fact that it is okay to be different and that we all have our own strengths and weaknesses and it is more important to focus on our strengths than to dwell on our weaknesses.
	+ “Exactly, as we were thinking about our inferences and predictions, many of us had similar ideas but there we may have had slightly different interpretations and that is okay. That is an important thing about inferences and predictions, they may not always be accurate and we may never know in some cases because they author may leave out key bits of information that could affirm or deny our thinking.”

**Differentiation:** Visual (showing students illustrations), Auditory (student listen to the teacher read), Interpersonal (turn and talks)

**Assessment:**

* Informal assessments will be conducted as the teacher listens in on student discussions during turn and talks. The teacher will also be able to gauge student understanding as they share out their answers to the group and engage in a group discussion on central message at the end of the lesson.

**Reflection:**

 This lesson went fairly well. I wish I would have put the questions specifically on the sticky notes I used in the book. Instead, I only had cues on the notes and because of that some of the questions were asked in a way that was not exactly as clear as they were supposed to be and I felt like I sort of rambled trying to steer the students in the direction I want them to be thinking.

 To include more inferencing opportunities, I could have held the book facing myself and stopped halfway through a few of the pages to allow students to make inferences such as “Why do you think the teacher had red eyes eyes and seemed sad?” or inferences on other pages. This could also be tied to visualizing if the students were never shown the pictures or only shown pictures on a few pages because the writing is very descriptive.

 I felt like the turn and talk opportunities were more effective than just choosing one or two students because they allowed all of the students to be thinking about the story and they allowed students to converse with one another which is more comfortable for those students that are too shy to speak up in class. For these students, I feel as though I could have also given 30 seconds of think time before I asked them to share with one another. Even so, I noticed that the turn in talks did present a bit more of a challenge when it came to classroom management. A few times I did a countdown to bring students back and that helped but sometimes it was tough to gauge which students were on talking on topic and which were just having a conversation. I feel like I struggled a bit with classroom management because I felt like since this was a read aloud that I should stay at the front of the class instead of walking around through the rows so I could really only monitor the first row or so. I did move from side to side but not through the rows and I think that would have helped me better assess understanding. I did try to call on students to share out whom I felt made some good inferences but I also tried to call on some students in the back just so I could check their understanding as well. Perhaps since I already knew that the students in front were understanding or not, I should have called on more students in the back of the room. In my classroom, I would like to do read alouds in a more intimate setting such as a carpet area with everyone gathered on the floor but this room just was not set up to accommodate that.