

Plan for Professional Development  
**Crafting Lesson**  
**Picking a “Just-Right” Book: On the Road to Independence**

Wendy Seger, facilitator

TIME	ACTIVITY	MATERIALS	RESEARCH & BRAIN BASED PD
	<p><b>Connecting the Lesson</b>  <b>What do we know about Environment?</b></p> <ul style="list-style-type: none"> <li>• Review physical environment features</li> <li>• Consider the “cultural” environment</li> </ul>		
	<p><b>W.I.L.F. for teachers</b></p> <ul style="list-style-type: none"> <li>• Teachers will identify the steps taken to set up the crafting lesson:               <ul style="list-style-type: none"> <li>○ Expectations for physical space</li> <li>○ Expectations of for learning culture</li> </ul> </li> <li>• Teachers will identify the four parts of a crafting lesson               <ul style="list-style-type: none"> <li>○ Connection</li> <li>○ Teaching point</li> <li>○ Active Engagement</li> <li>○ Link</li> </ul> </li> </ul> <p>Give staff members the focus guide for the lesson; ask them to write down their observations in response to the questions</p>	<ul style="list-style-type: none"> <li>• Handout with WILF &amp; focus questions</li> </ul>	<p>Cambourne, 2001</p> <p><b>Explicit statement of learning purpose</b></p>
	<p><b>Get Ready</b></p>		
<p><b>5 minutes</b></p>	<p>To make this lesson go quickly &amp; go well, I need for you to :</p> <ul style="list-style-type: none"> <li>○ sit right along the edge so that you can see everyone of your friends</li> <li>○ talk in a “5” or “6” voice (explain); have someone practice it</li> <li>○ let me assign you a buddy</li> <li>○ stop when I ask you to stop; signal- “OK, students, please come back”</li> <li>○ Help me put things away when we’re done</li> </ul>	<ul style="list-style-type: none"> <li>• easel</li> <li>• chart paper</li> <li>• marker</li> </ul>	<p>RAND Reading Study Group, 2002; Allington &amp; Walmsley, 1995; Vygosky, 1978</p> <p><b>Attend to student needs; social construction of knowledge</b></p>

## CRAFTING LESSON PLAN

CRAFTING LESSON PLAN			
Connection			
5 minutes	<ul style="list-style-type: none"> <li>Review the idea of <b>easy, challenging, &amp; “just right”</b> book by showing the students some teacher choices</li> <li>Demonstrate <b>Why?</b> <ul style="list-style-type: none"> <li><b>Easy</b> Real Simple magazine-captions &amp; lots of pictures; I don’t have to hardly think at all!</li> <li><b>Challenging</b> Rumelhart text-little print &amp; difficult language; complicated idea; takes a lot of energy because I have to concentrate very hard on each word</li> <li><b>Just Right</b>-not too easy; not too challenging</li> </ul> </li> <li>How did I know the difference? What did I use to decide that this was a “just right” book?</li> </ul>	<ul style="list-style-type: none"> <li>Real Simple</li> <li>Rumelhart article</li> <li>Sewing manual, <i>Saint Maybe, Building....</i></li> </ul>	Cambourne, 2001.  <b>Explicit instruction; linking new knowledge</b>
Teaching Point			
	<b>W.I.L.F. for students</b> <ul style="list-style-type: none"> <li>Students will learn a strategy to pick out a “just right” book for themselves.</li> </ul>		Cambourne, 2001  <b>Explicit statement of learning purpose</b>
10 minutes	<b>Plan: A book is “just right” for you if:</b> <ol style="list-style-type: none"> <li>You can read most of the words.</li> <li>You can read it fluently, like talking.</li> <li>You have something schema for it. (You know something about the topic.)</li> <li>You understand most of it.</li> </ol> <p>Connect how each strategy was used to pick my just right book.</p>	<ul style="list-style-type: none"> <li>Icon posters for a “just right” book</li> <li>bookmark from Frederick Harris, 2006</li> </ul>	Pressley, 1998; Greenleaf, Schoenbach, Cziko, & Mueller, 2001; Alexander & Jetton, 2000  <b>Explicit instruction; modeling</b>
Active Engagement			
10 minutes	<ul style="list-style-type: none"> <li>Guided practice – Student time to “give it a try”</li> </ul> Directions: “There are boxes of different levels of books, different genres, & and different, & different authors. Please find a book that is a “just right” book using the plan in your hand; sit with your buddy and read to them; show them how you used the strategies to pick out the book & then read together, taking turns”; be ready to share how you used the plan. It would be great if you get ready to share how you	<ul style="list-style-type: none"> <li>Boxes of books, various levels &amp; genres</li> </ul>	Cambourne, 2001  <b>Opportunity to employ new learning</b>  Gambrell, 1996; Almasi, 1995  <b>Construction of personal meaning</b>

	picked your book.  <ul style="list-style-type: none"> <li>I am asking if _____, _____, _____, &amp; _____ will come sit with me when you have a “just right” book”. I’d like to make sure that this plan make sense for you.</li> </ul>		<b>through discussion &amp; verbalization</b>
	<b>Link</b>		
5 minutes	<ul style="list-style-type: none"> <li>Bring students back together. Ask : “So how did it go?” Did anyone have any success using the plan? We have time for 3 people to share.</li> <li>Identify how each child used the plan to support their choice of text</li> <li>Review WILF to see if the objective was met</li> <li>Decide on learners’ next steps “Tomorrow, how will you remember to use this plan?”</li> <li>Thank students and release them to parents</li> </ul>	<ul style="list-style-type: none"> <li>Students with texts in hand</li> </ul>	Gambrell, 1996; Almasi, 1995  <b>Construction of personal meaning through discussion &amp; verbalization</b>  Rhodes & Dudley-Marling, 1996  <b>Assessing student attitude &amp; perceptions</b>
2 minutes	<b>FREEZE FRAME</b>	<ul style="list-style-type: none"> <li>Transition from lesson with children to adults</li> </ul>	
<b>ADULT DISCUSSION OF MODEL LESSON</b>			
10 minutes	<b>Teachers- small group work</b>  Using Reciprocal Teaching Model, share questions with each other and clarify any confusing issues; summarize learning with colleagues in small group	<ul style="list-style-type: none"> <li>HO for participants</li> </ul>	Palinscar & Brown, 1984.  <b>Modified Reciprocal Teaching</b>
15 minutes	<b>Reflection Time - whole group work</b>  <ul style="list-style-type: none"> <li>Participants share questions &amp; concerns about delivering a crafting lesson.</li> <li>Complete Focus page w/colleagues</li> </ul>	<ul style="list-style-type: none"> <li>HO for participants</li> </ul>	Tate, 2001;Vygotsky, 1974  <b>Social Construction of Knowledge</b>
<b>62 minutes</b>	<b>TOTAL</b>		

# Crafting Lesson

## Picking a “Just-Right” Book

Wendy Seger, facilitator

October 23, 2007

### Focus Questions for Observers

#### W.I.L.F. For Staff Members

- Teachers will identify the steps taken to set up the crafting lesson:
  - Expectations for physical space
  - Expectations of for learning culture
- Teachers will identify the four parts of a crafting lesson
  - Connection
  - Teaching point
  - Active Engagement
  - Link

What steps were taken to set up the lesson concerning **environment**?

What steps were taken to set up “**a culture of learning**”?

There are four parts that make up a crafting lesson. As you observe, identify & list how the following components are included in the lesson:

1. The **connection**

2. The **teaching point**

3. **Active engagement**

4. The **link**

Notes:

**Questions** I have after observing are:

I need **clarification** about these issues.....

**Summarizing:** The three most important things I learned today about the set up and crafting of a lesson are:

1.

2.

3.