

1st Grade Interactive Readaloud Lesson – The Paper Crane

Reading and Analysis of Complex Text

Background: This lesson was developed to model a readaloud strategy that supports critical reading skills, while providing **effective scaffolds for ELs**.

1st Read

**RL.1.1, RL.1.2
RL.1.10**

L.1.4, L.1.5

Objective: *To gain literary and cultural knowledge while acquiring habits of reading closely.*

Text: The Paper Crane, by Molly Bang, from the K-1 Read Aloud section of Appendix B of the CCSS exemplar list.

1st Read Purpose: SW listen to story to understand how the restaurant owner was lucky. (AD 810L)

Conversational Warm-Up

- TW explain: We are going to read a story about a restaurant owner who has a change in luck after a stranger eats at the restaurant. First we should talk about some vocabulary that is important to our understanding of the story:

Vocabulary: Teach Words

- **restaurant: A restaurant is a place where food is served to people.**
 - Have you ever eaten at a restaurant? Turn and talk about where you ate.
- **guest: If you have eaten at a restaurant, we say you were a guest in the restaurant.**
 - Use this sentence frame and talk about when you were a guest at a restaurant. (T give ex.)
“When I was a guest at _____ I ate _____.”
- **stranger: A person you don’t know.**
 - Before I was a guest in your classroom, I was a stranger, because you did not know me.
- **crane: A type of bird.**
 - This is a photo of a crane.
 - This is a picture of a crane made by folding paper.
- **luck: When things are going your way, you might say you have *luck*. Or if you get something you weren’t expecting you may say that you are *lucky*. Having *luck* usually makes us feel happy.**
 - Have you ever felt lucky? Tell your partner why you felt lucky. **SW share out and TW address and correct any misconceptions.**

Vocabulary words and pictures are added to a word bank so students can access them during retellings.

Build background for ELs by using pictures.

Sentence frames guide discussions and help develop ELs’ syntax.

ELs benefit from multiple exposures and discussion prior to content development.

Picture Walk

- TW share: The illustrations in this book were created by the author herself. She actually cut the figures out of construction paper and glued each piece on a big sheet of paper. It took her about a year to complete the pictures for her book!
- TW lead students through a picture walk asking key questions that will help in developing students’ understanding of the plot.
 - Pg. 2 & 3 Where do you think the characters are in this picture?
 - Pg. 4 & 5 These illustrations look as if they came out of a photo album. The award says, “First Prize Cook.” Whose ribbon do you think that is? What is the man and boy standing in front of?
 - Pg. 6 T describe the plan (map).

Opportunity for formative assessment

2nd Read

SL.1.1, SL.1.2

Partner discussions support ELs language acquisition and offers a non-threatening platform to grapple with content.

- Pg. 7 Where do you think they are? What is happening?
- Pg. 8 & 9 What do you notice in this picture? Who do you think that is?
- Pg. 10 & 11 It looks to me like they are serving the man food. Where are they?
- Pg. 12 & 13 What is the man giving the boy?
- Pg. 14 & 15 What do you notice happening here?
- Pg. 16 & 17 What are the people doing on this page? Where are they going?
- Pg. 18 & 19 What do you notice different about this picture and the picture on pg. 7?
- Pg. 20 & 21 Can you find the crane in this picture? How many do you see? Sometime illustrators want to represent several moments of time in one picture.
- Pg. 22 & 23 Who is that?
- Pg. 24 & 25 What is he doing? Where is the paper crane?
- Pg. 26 & 27 What happened?
- Pg. 28 & 29 Why do you think they are looking out the door?
- Pg. 30 & 31 Notice the sign on the restaurant says The Paper Crane.
- Pg. 32 What is the boy doing?

Readaloud

- TW explain the purpose of this 1st read. "Read to Find Out" question: **How was the restaurant owner lucky?**
- TW read the book beginning to end so students can get the gist of the story.

Discussion #1: Partner talk to increase comprehension

- Let's begin our conversation retelling what we know happened in the story. Try to retell the story in your own words. Start with the beginning, and try to recount it in order. Try to retell across your fingers focusing on 5 or 6 details.
 - SW retell across fingers with a partner.
- TW ask 3 students to share their recount, scribing student responses on a chart.
- TW use the chart and book to demonstrate how to check for accuracy.

Discussion #2: Assessing the understandings and confusions

- Let's talk about our "Read to Find Out" question: How was the restaurant owner lucky?
 - SW discuss their partner's reasons why the restaurant owner was lucky.
- TW ask students to share what their partner said, asking student if they agree or disagree with partner and why.

Charts organize information making it more comprehensible for ELs.

Opportunity to use Accountable Talk response stems.

2nd Read Purpose: SW listen to the story to understand how the restaurant owner's luck changed throughout the story while considering author's use of symbolism.

L.1.4, L.1.5
L.1.6

Response cards with picture cues make the task more comprehensible for ELs.

Conversational Warm-Up

- I got to thinking about the story we read The Paper Crane and it reminded me of a time that someone gave me a paper crane and said it was a symbol of luck. And so I did a little bit of research because I wanted to see if there was a connection as to why the author wrote about a crane. And this is what I found out:
 - TW share the meaning of the paper crane in Japanese culture <http://thepapercraneorigami.com/animal-symbolism>
- This makes me think that the author was very thoughtful in using the paper crane as a symbol for luck.
- TW explain: Good readers will take the time to reread books to see if they can uncover more meaning the author wants us to understand. We are going to reread The Paper Crane to notice how the restaurant owner's luck changed throughout the story. Let's begin first by talking about the word *luck*. (write luck on the board).
 - Yesterday we said *luck* means: **when things are going your way, you might say you have luck. Or if you get something you weren't expecting you may say that you are lucky. And we said having luck usually makes us feel happy.**
 - But what happens when I add the prefix "un" to the word *lucky*.
 - We read this as "un-lucky, unlucky."
 - Your turn to read: SW chorally chunk and blend the word.
 - I know the prefix *un* means not. So I know that unlucky means not lucky.
 - So if having luck usually makes us feel happy, how do you think unlucky feels?
 - SW share how they feel when they feel unlucky- sad.
 - Share with your partner about a time you felt unlucky – when things weren't going your way.
 - Now show me with your face what that looks like (sad face).
 - Now show me with your face what lucky looks like (happy face).
- This time as I am reading the story, I want you to be thinking about how the restaurant owner's luck is changing. And you are going to use your response card to show the change. So, if the restaurant is having good luck, you will hold up the happy face. If he is unlucky, you will hold up the sad face.
 - TW model with a response card. *"Today was going to be a good day, I actually left the house on time. I had all green lights on my way to work. But when I got to work, I realized that I left my purse and my lunch at home. Then my coworker came in and said that she brought me lunch because she wanted me to try out her new recipe."*
- TW explain the purpose of this 2nd read. "Read to Find Out" question: **How did the restaurant owner's luck change throughout the story?**
- TW read aloud pausing throughout to think aloud (responding to S. response cards).
- SW use response cards to indicate the restaurant owner's change in luck.
- TW ask students to identify the first change in luck in the story using the following sentence frame:
 - The restaurant owner was _____, but his luck changed when _____.
- TW will note on the chart the changes in luck (feeling).

Sentence frames guide student responses.

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| <p>3rd Read</p> | <p>RL.1.2, RL.1.7</p> <p>SL.1.1, SL.1.2, SL.1.4</p> <p>W.10 *even though W.10 is not required until the 3rd grade, it is important to give students exposure and opportunity to write routinely and for different purposes in all grades.</p> | <p>3rd Read Purpose: Consider author’s use of symbolism and character (the boy’s role in the story even though the author never mentions him).</p> <p>Conversational Warm-Up</p> <ul style="list-style-type: none"> • We are going to talk a little bit about the characters in the story <u>The Paper Crane</u>. <ul style="list-style-type: none"> ○ Who are the characters in the story? ○ How do you know the boy is a character? ○ I find it interesting that the author never even mentions the boy in the story. • The illustrations in this book carry a lot of meaning and I think it’s important for us to spend some time talking about them. • TW use the illustrations to guide students in discussing the story, noting the changes the boy goes through. • The last page shows the boy playing a flute. <ul style="list-style-type: none"> ○ TW ask: Why do you think the author included this picture to end the story? ○ SW discuss in their teams why the author included this picture. ○ SW respond on the Tabletop Blog to the question: Why is the boy playing a flute? <p>Culminating Activity: SW write a conclusion about the boy, explaining why he is playing a flute.</p> |
| <p>Closure (5 minutes)</p> | | |
| | <p>SL.1.4, SL.1.6</p> | <p>SW read their response to their table team.</p> |