This section presents a sample literacy lesson and minilesson based on the discussions on pages 55–60 of this chapter and the book *Jamaica Tag-Along* (Havill, 1989), a delightful story about a little girl who wants to tag along with her older brother and realizes she is treating a little boy on the playground like her older brother has treated her. Juanita Havill has also written another book about Jamaica entitled *Jamaica’s Find* (1986); children love both books because they can so easily relate to Jamaica and her problems.

The literacy lesson plan presented here has been used with children and illustrates the concepts and ideas about literacy learning developed throughout this text. Many of its ideas have been discussed in the first two chapters, but some will be discussed later. The plan for *Jamaica Tag-Along* would be suitable for a thematic unit on growing up, which might be used in late first grade or early second grade. The “notes” presented throughout the plan explain why each activity was selected and give references to sections of this text that explain the rationale behind what was done. The minilesson on inferencing on page 81 should be used only if students have demonstrated a need for such support.

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**Before Reading the Plan**

1. Think about what you have learned about constructing meaning and literacy learning.
2. Review the parts of a literacy lesson (page 58) and of a minilesson (page 59).
3. Read *Jamaica Tag-Along* to determine the problem, action, and outcome in the story.

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**While Reading the Plan**

1. Keep in mind that your purpose in reading this plan now is to get a big picture of the plan. The notes in the last column will help you understand why each step was done as it was.
2. Think about the literacy lesson plan and how the parts were carried out.
3. Think about why each part was done as it was. Note any questions you might have.
4. Think of other ways you might have developed this lesson.
5. Think about which activities would help you know when to use the minilesson.

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**Literacy Lesson Plan**

**Thematic unit title:** Growing Up

**Level:** Late first or early second grade

**Unit goals:**

- **Attitudes and habits:** Respond in self-selected ways to stories about growing up.
- **Constructing meaning:** Understand how we learn and change from our experiences.
- **Strategies and skills focus:** Story prediction strategy
  - Inferencing
  - Writing a story
Introducing Jamaica Tag-Along

**Activity**

Brainstorming about experiences

**Procedure**

1. Ask children in small groups (three to five) to list problems they have had with older siblings. Encourage discussion about their feelings.

2. Make a class summary chart.

**Notes**

Activates pertinent prior knowledge and gets children thinking about the central problem. Students for whom this lesson is planned do not need vocabulary instruction before reading.

<table>
<thead>
<tr>
<th>Problems with Older Brothers and Sisters</th>
<th>How We Feel</th>
</tr>
</thead>
</table>

**Activity**

Previewing Jamaica Tag-Along

**Strategy:** story map prediction

**Procedure**


2. Show the story map prediction strategy chart. Briefly discuss the meanings of setting, characters, and problem in a story.

3. Ask children to predict the setting, characters, and problem. Record group predictions. (For children who have difficulty predicting, model how to make predictions about setting; then have children predict the other parts.)

**Notes**

The story map prediction strategy chart helps students see how to predict. The chart and the discussion help to support them as they begin to construct meaning. Predictions become the purpose for reading. For a discussion of the story map prediction strategy, see Chapters 3 and 8.
Literacy Lesson continued

Chapter 2 • Developing a Balanced Literacy Program

STORY MAP PREDICTION

Setting:  
Time  
Place  

Characters:  

Problem:  

Action:  

Outcome:  

Reading and Responding to Jamaica Tag-Along

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PROCEDURE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student selection of reading mode</td>
<td>Suggest that this story might be read independently or with teacher support (teacher-guided/independent reading). Encourage students to select the method they prefer.</td>
<td>Gives students choices and helps them take part in meeting their own needs. (Some may need suggestions on which way to read the story.)</td>
</tr>
<tr>
<td>Independent reading (for children who select to read this independently)</td>
<td>Have them read it to verify their predictions.</td>
<td>Most children can read this book independently because it is easy enough for them to understand.</td>
</tr>
<tr>
<td>Making notes and responding while reading independently</td>
<td>Remind children to make notes and respond in their journals as they read, if they choose to do so.</td>
<td>This will encourage natural responding.</td>
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<tr>
<td>ACTIVITY</td>
<td>PROCEDURE</td>
<td>NOTES</td>
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<tr>
<td>Interactive-guided/independent reading (for children who select it)</td>
<td>Guide children who select this mode through part of the story and then have them read the remainder independently. Direct them through three parts of the story to verify the predictions they made.</td>
<td>The different modes of reading provide varied levels of support to meet individual needs.</td>
</tr>
<tr>
<td>Discussion questions: pages 1—2: Who were the characters we met? Where is this story taking place?</td>
<td>Helps children construct meaning by checking their predictions, building a mental map of the story, and responding personally as they read.</td>
<td></td>
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<tr>
<td>Predicting: What do you think Ossie is going to do? Why?</td>
<td>Helps children develop their ability to monitor by continuously making, verifying, and changing predictions.</td>
<td></td>
</tr>
<tr>
<td>Predicting: What do you think the boys will treat Jamaica now? Why?</td>
<td>Checks predictions and brings out story problem. Predictions help students relate their own knowledge to the reading and monitor their reading.</td>
<td></td>
</tr>
<tr>
<td>Predicting: What do you think will happen in the remainder of the story?</td>
<td>Checks predictions and brings out story action.</td>
<td></td>
</tr>
<tr>
<td>Predicting: What do you think will happen in the remainder of the story?</td>
<td>Sets purpose for reading remainder of story.</td>
<td></td>
</tr>
<tr>
<td>Predicting: What do you think will happen in the remainder of the story?</td>
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### Literacy Lesson continued

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PROCEDURE</th>
<th>NOTES</th>
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<tbody>
<tr>
<td>Children-selected responses</td>
<td>Display the after-reading response chart and ask children to select how they wish to respond in their journals. Children may share their responses in the discussion circles.</td>
<td>Allow all children to respond in the manner that is best for them. Ideas are on the chart. For a discussion of the importance of responding to literature, see page 55 and Chapter 6.</td>
</tr>
</tbody>
</table>

### After-Reading Response Chart

1. Enter in your journal
   - Title
   - Author
   - Response
2. Select a way to respond
   - Write about your favorite character. Tell why you picked this character.
   - Draw a picture about your favorite part. Write about it.
   - Decide what you can do to respond.

### Literature discussion circles

1. Divide the class into literature discussion circles. Display the discussion circle chart and go over the procedures before children begin. Literature discussion circles (or literature circles) are another form of responding to literature. The chart guides children and thus helps structure this experience. See Chapter 6 for a further discussion of literature circles.

### Discussion Circle Chart: Story Prediction

1. Talk about the predictions made before reading.
2. Retell the story.
3. Share your response with the group.

2. As children work, move from group to group to monitor and support the activity.

Observe how well children can make predictions and inferences. For children who need extra support with inferencing, use the minilesson on inferencing (see end of this plan). For a discussion of minilessons, see page 59. For a discussion of observing, see Chapter 11.
### Literacy Lesson

#### Whole-group discussion:
Summarizing the story and checking the unit focus

1. Discuss the points covered on the discussion circle chart.
2. Have children talk about what Jamaica and Ossie may have learned from this experience.
3. Have children relate Jamaica’s experiences to their own.

**Reflecting**
Ask children to talk about how their predictions helped them understand the story.

**Extending Jamaica Tag-Along**

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<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Theme mural on growing and changing</td>
<td>Some children may draw a picture about how Jamaica and/or Ossie changed and then write a caption for their picture; these can become part of a mural.</td>
<td>Allows children to construct personal meaning in another way. Helps to continue to pull together the theme.</td>
</tr>
<tr>
<td>Process writing: Writing a story, brainstorming</td>
<td>Begin story writing by having children brainstorm to compile a list of possible topics for a story that they will write during this theme unit. Writing will continue throughout the unit.</td>
<td>This is a very strong example of a good story. The use of the prediction strategy will have helped children focus on the elements of a story. For more discussion of process writing, see Chapter 7.</td>
</tr>
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</table>

#### Minilesson on Inferencing

**Thematic unit:** Growing Up

**Book:** Jamaica Tag-Along

**Focus:** Using story clues to make inferences

**When to Use:** Use only when children have demonstrated through responding that they need more directed support on inferencing and constructing meaning in this book.
### ACTIVITY

Introduction: let children know what they will learn

Tell children that sometimes authors give you a clue to what they mean without really saying it. (Give example from a story children know.) In this lesson, they will revisit Jamaica to look at how the author has done this.

### PROCEDURE

1. Ask children to discuss how Jamaica felt in the story.
2. Have children open their books to pages 6–7 and to follow along as you read the pages aloud. Then think aloud with children:

   *Think Aloud:*
   ```
   "These pages tell me that Jamaica really wants to play with the older boys. She is getting upset because Maurice is shorter than she is. I use the author’s clues and my own knowledge to begin to figure this out. The story doesn’t say this directly."
   ```

   page 8: Have children read this page to tell how the boys feel about Jamaica. Then ask them to explain how they were able to tell. Did the author say it?

   Help children summarize what they have learned about inferencing: Did the author tell you everything about Jamaica? How were you able to figure out that the boys were getting upset with Jamaica? When do you think you will use this strategy?

### NOTES

It is important to let children know what they will learn. This focuses their attention and gives them a purpose for the lesson.

The term *inferencing* may be used. See page 59 for a discussion of minilessons.

Modeling using the literature children have already read gives them a meaningful starting point. For a discussion of modeling, see page 33 and Chapter 8.

If more than one modeling experience is needed, use page 8 in the same manner as pages 6–7.

Children need to summarize in their own words what they have learned. Guiding them with questions is a good way to do this.

This activity begins to release the responsibility for inferencing to the children. Some may need several examples. This modeling helps to develop metacognitive abilities.

It is important to get children to put into their own words what they have done and when they might use it.
Literacy Lesson

After Reading the Plan
1. Review and discuss the plan with some of your peers who have also studied it.
2. Select a piece of literature that you know well, and develop a literacy lesson plan of your own. Share and discuss your plan with some of your peers.

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<tr>
<td>Summarizing and reflecting on how to inference (continued)</td>
<td>1. Using the story clues chart, ask children to go through the remainder of the book to locate other places where they used story clues to learn something that the author didn’t say directly.</td>
<td>Helps to create better conditions for transfer to other books they will read by developing their metacognitive abilities. This type of practice puts the process of inferencing in meaningful text and continues to release the responsibility of inferencing to the children. See pages 33–34 on the importance of releasing responsibility.</td>
</tr>
<tr>
<td>Independent practice using inferencing</td>
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<tr>
<td>Application of inferencing</td>
<td>2. Summarize the activity after children have completed it. In the next book in the theme, ask children to look for clues authors give to suggest things they don’t really say. Have them be ready to share these clues and explain how they could tell what was meant.</td>
<td>Application of this process in reading is important. If children have difficulty using it, further modeling will be needed.</td>
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<th>Story Clues</th>
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After Reading the Plan