<p style="text-align:center">Counting Coconuts</p>

Literacy Focus: Comprehension Development and Thinking Critically

Math Focus: Multiplication

Lesson Summary:

- Whole class
- Teacher read aloud of Counting Coconuts by Wendi Silvano (2004)

Objective: The student will be able to make predictions while reading.

Research on Directed Reading-Thinking Activity:

- Whitten, E., Esteves K., & Woodrow, A. (2009). *RTI success: Proven tools and strategies for schools and classrooms.* Minneapolis, MN: Free Spirit Publishing

Materials:

- Silvano, W. (2004). *Counting coconuts.* McHenry, IL: Raven Tree Press
  ISBN: 097201926X

Common Core Standards:

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.OA.7 Fluently multiply within 100. By the end of Grade 3, know from memory all products of two one-digit numbers.

Additional Notes

- This lesson plan will follow a variation of a Directed Reading-Thinking Activity called a Directed Listening-Thinking Activity. The teacher will read the text so that all of the learners in the classroom are able to participate regardless of reading ability. Students are expected to actively listen.
- This text can be accessed for free from Tumblebooks. Go to www.barth.lib.in.us and scroll down to the middle of the page. On the left hand side there will be several blue links in a black rectangle. Click on the Tumblebooks link.

<u>Before Reading</u>

- Have students look at the cover of the book and make predictions. Ask several questions to activate their prior knowledge. Have students work with a partner to answer the questions before discussing as a class:
    - Looking at the title, what do you think this story will be about?
    - What do you think will happen in this story?
    - What predictions of other students do you agree with?
- Write predictions on the board.

<u>During Reading</u>

- Enlarge the text on the Smartboard by using the document camera. Read the story aloud, using your finger as a pointer to keep students focused on the text that you are reading. Make sure the classroom atmosphere is relaxed and non-threatening by having students sit on the floor around the Smartboard.
- Read the story aloud to students.
- Read to page four and then stop to model how to answer these three questions:
    - What has happened so far in the story? *This is a quick retell. Monkey counts his coconuts one by one but then snake tells him it is faster to count them in pairs.*
    - What do you think will happen next? *I think someone else will tell him a faster way to count his coconuts.*
    - Why do you think that will happen? *I think this will happen because of the title of the book.*
- Read to page eight and then stop to ask students the three questions below. Have students share their predictions with a partner or in a small group to encourage discussion.
    - What has happened so far in the story?
    - What do you think will happen next?
    - Why do you think that will happen?
- Read to page twelve and then stop to ask students the three questions below. Have students share their predictions with a partner or in a small group to encourage discussion.
    - What has happened so far in the story?
    - What do you think will happen next?
    - Why do you think that will happen?

<u>After Reading</u>
- When you read a story, it is important to stop yourself and check your own understanding. Next time you are at the Read to Self literacy station, stop every few pages and ask yourself these three questions:

- o What has happened so far in the story?
- o What do you think will happen next?
- o Why do you think that will happen?
- If you do that, you will be able to better understand what you are reading.
- While reading the book, we learned how to skip count by one, two, three, four, five, and ten. We are going to take a multiplication fact survey to see how many of your multiplication facts you know. If you are not sure, remember you can always skip count to find your answer!