

I.Q., It's Time

Literacy Focus: Comprehension Development and Thinking Critically

Math Focus: Time

Lesson Summary:

- Whole class
- Teacher read aloud of I.Q., It's Time by Mary Fraser (2005)

Objective: Students will be able to make predictions while reading.

Research on Directing 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

- Fraser, M. (2005). *I.Q., it's time*. New York, NY: Walker and Company
ISBN: 0802789781

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.
- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes.

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.

Before Reading

- Have students look at the front cover and make predictions. Ask several questions to activate their prior knowledge. Have students turn to their partner to discuss their ideas before talking about the answers 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.

During Reading

- Enlarge the text on the Smartboard by using the document camera. 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 three and then stop to model how to answer these three questions:
 - What has happened so far in the story? *This is a quick retell. I have read that I.Q. is the class pet and he wants to make a surprise for Parent's Night.*
 - What do you think will happen next? *I think that he will start on his surprise which will be card for the teacher.*
 - Why do you think that will happen? *I think this will happen because the story said he wanted to be a student.*
- Read to page seven 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 seventeen 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 twenty-four 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?

After Reading

- Let's look at our predictions from before we read the story. What predictions were right? What evidence do you have from the text to prove it?
- 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:
 - What has happened so far in the story?

- What do you think will happen next?
 - 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, I.Q. taught us a lot about time. We are going to draw our own clock like I.Q. and use it to prove why a half an hour is 30 minutes and why a quarter hour is 15 minutes.