

MAIN FOCUS:
ASKING QUESTIONS

Step 1
ACTIVATE Schema

WHAT DO STUDENTS NEED TO KNOW?
Background Knowledge
• A basic understanding of what a schema is and the overall theme of the lesson.

SCHEMA ACTIVITY
• Say, "Today, I will be reading a book about a man who takes it upon himself to help people who are in trouble. You have learned about this kind of person in our lessons on heroes. Explain that students will be reading about a man who takes it upon himself to help people who are in trouble. They read on a worksheet. This activity is to generate in students thinking about the upcoming reading. Pass out the Speed Discussion cards. Explain that students should discuss each statement on the sheet with their partner. When the timer goes off, students should discuss each statement. #2. Repeat this process, choosing a different statement. Wrap up the activity by asking students to write this information in their journals. Explain that today's book has a man who takes it upon himself to help people who are in trouble. Tell students to write this information and discuss it with their partner." **INTERACTIVE**

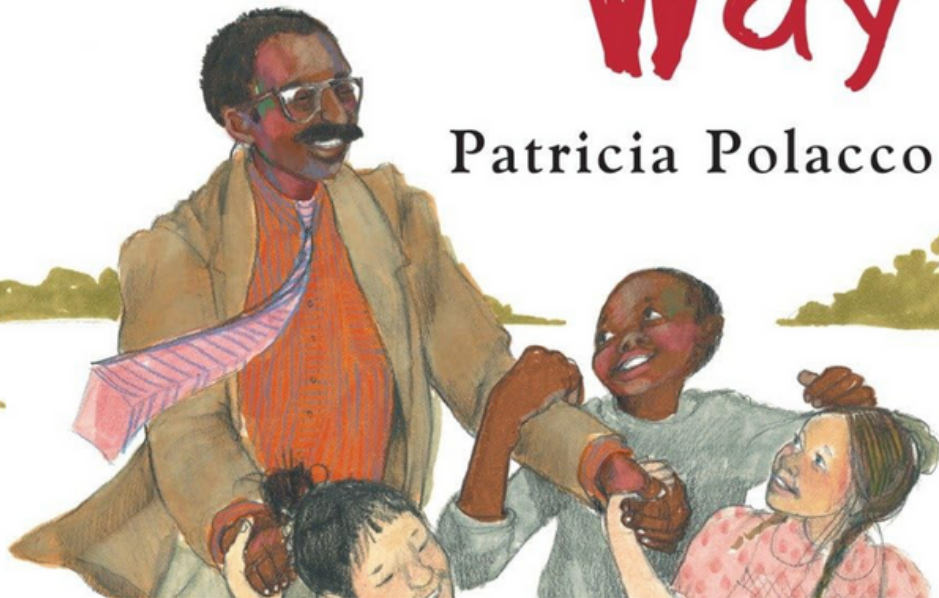
BEFORE READING
• Before you begin reading, re-create a blank anchor chart. You can use the provided think-aloud box OR you can use the provided sticky notes ahead of time. Quickly revisit the activities you have already done. Remind students that these will set the stage for the questions we have about the book. Take a moment to show the students how to use the sticky notes and place them on the front of the book. **INTERACTIVE**

DURING READING
• Display the anchor chart. Explain that you will be asking questions about the book. These sentences have been selected to engage students in thinking about the impact of the setting on the plot of the time that works best for you. A half-sheet has been provided for you to guide the lesson:
• Sentence 1—Page 25: "Eugene is an example of an idiom that is different from the literal meaning that someone is relying on." words might suggest a person's behavior could be different from what they say."
• Sentence 2—Page 37: "In the sentence before this one, using the phrase literally (to use the phrase as a metaphor) him that his behavior could be different from what he says." **INTERACTIVE**

AFTER READING
• Complete the anchor chart. **INTERACTIVE**

Mr. Lincoln's Way

Patricia Polacco



Science of Reading Aligned Complex Picture Book Lessons for Elementary Teachers

PICTURE PERFECT

Literacy

Ciera Harris
TEACHING

Hey!

TAKE A CLOSER LOOK!

Teach with intention
with this Science of
Reading aligned
interactive read
aloud guide!

The Text:

Mr. Lincoln's Way by Patricia Polacco

Main Focus:

Asking Questions



PICTURE Perfect INTERACTIVE READ ALOUD GUIDE TO:
A 5-Step Guide to Elevating Interactive Read Alouds

Mr. Lincoln's Way
by Patricia Polacco

THE READER INFORMATION FOR THE TEACHER:
Readers need a basic understanding of how to ask questions when reading a text, though this will be expanded upon within the lesson. The book also touches upon themes of racism and discrimination through the character of a school bully. While students do not need extensive knowledge about these topics before reading, it's helpful if children have some awareness of different cultures, and backgrounds. Discussing diversity and the idea that people come from various places and backgrounds can prepare them to grasp the central theme of the book.

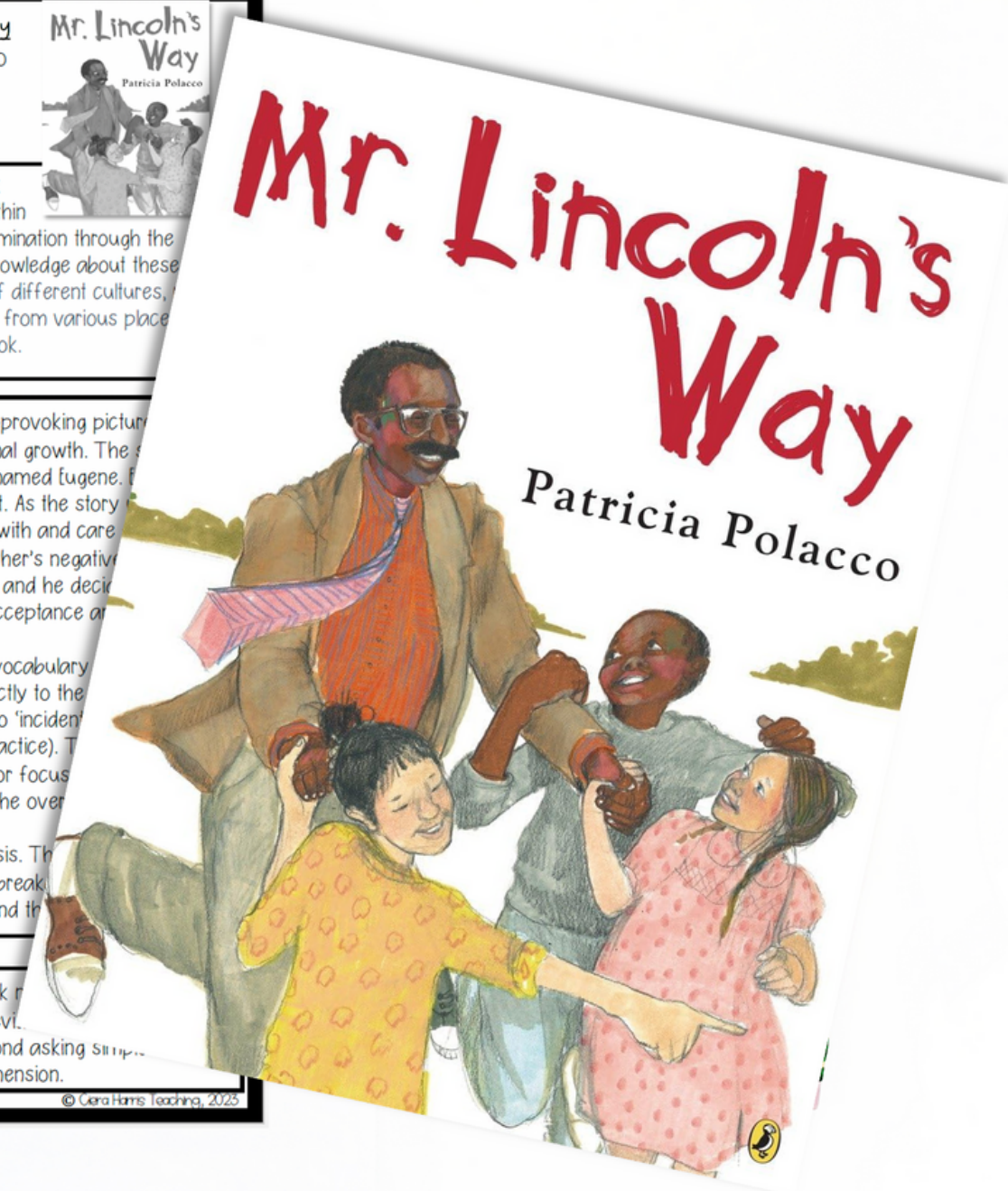
THE TEXT "Mr. Lincoln's Way" by Patricia Polacco is a thought-provoking picture book that revolves around the themes of acceptance, diversity, and personal growth. The story primarily focuses on two main characters, Mr. Lincoln and a student named Eugene. Eugene is a bully who treats anyone different from him with anger and disrespect. As the story progresses, Mr. Lincoln discovers that Eugene has a remarkable ability to connect with and care for others. This discovery leads Mr. Lincoln to change his perspective on Eugene, and he decides to use this newfound connection to teach Eugene about the importance of acceptance and understanding.

In the lesson plan, you will explicitly teach the meaning of two vocabulary words: *coaxing* and *coaxing*. These words were chosen because of how they tie directly to the themes of the text. You will also be given suggestions of words to "incorporate" (discuss during your read-aloud, but not have a focused lesson or practice). The list provided indicates words that could be particularly challenging to the overall understanding of the text if not discussed or given proper context.

The lesson plan also highlights two sentences for further analysis. These sentences are chosen for their use of figurative language. Student will analyze and break down the non-literal language used in these sentences to better understand the text.

THE TASK By the end of the lesson, students will be able to ask questions about the characters, problem, and solution in the text and use text evidence to generate possible answers. The lesson takes the reader beyond asking simple questions to asking more meaningful questions that further comprehension.

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Why?

Picture Perfect Guide



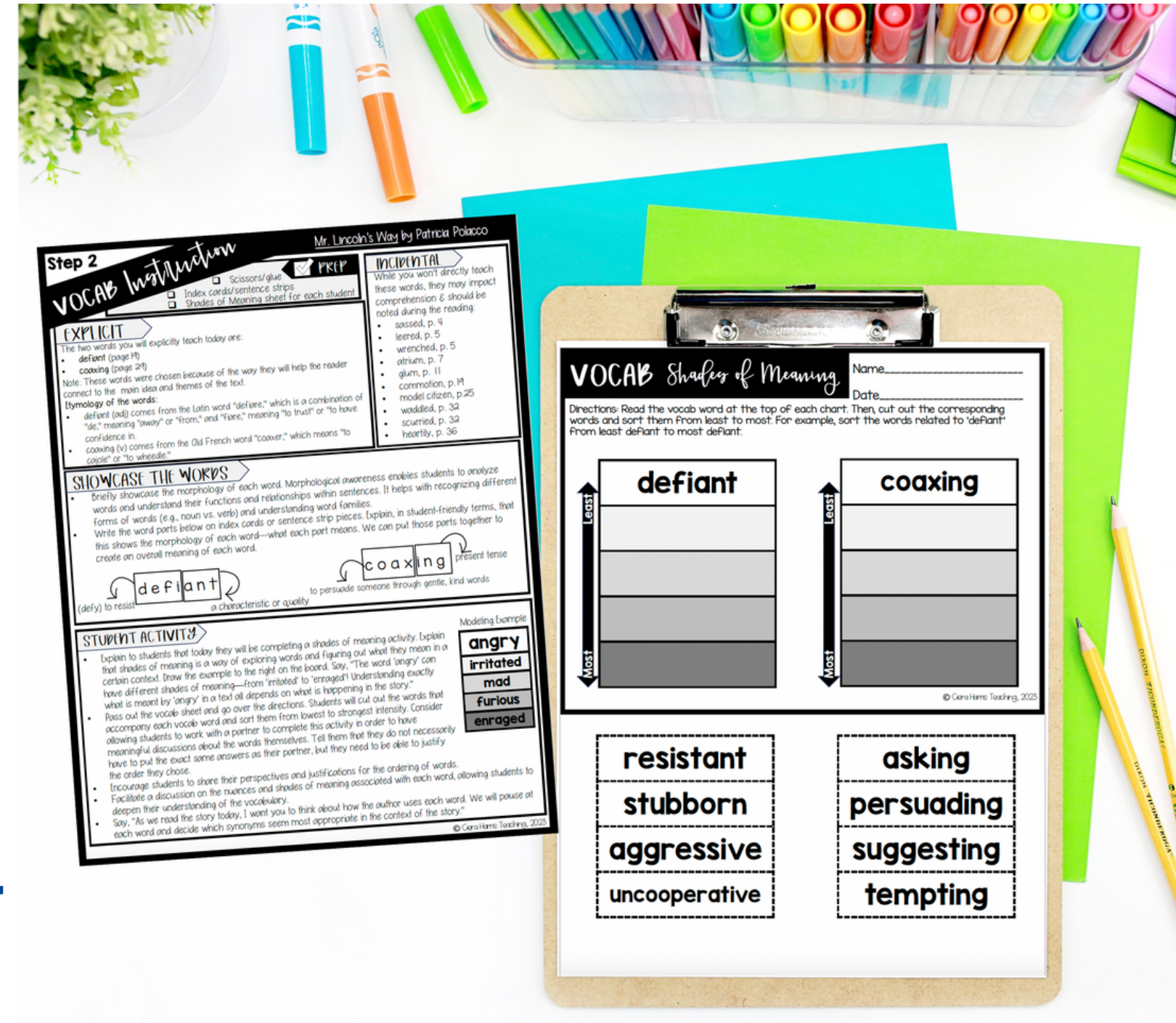
Dig deep into SOR-aligned practices using high quality picture books!



Every detail has been thoughtfully planned for you using research-based practices!



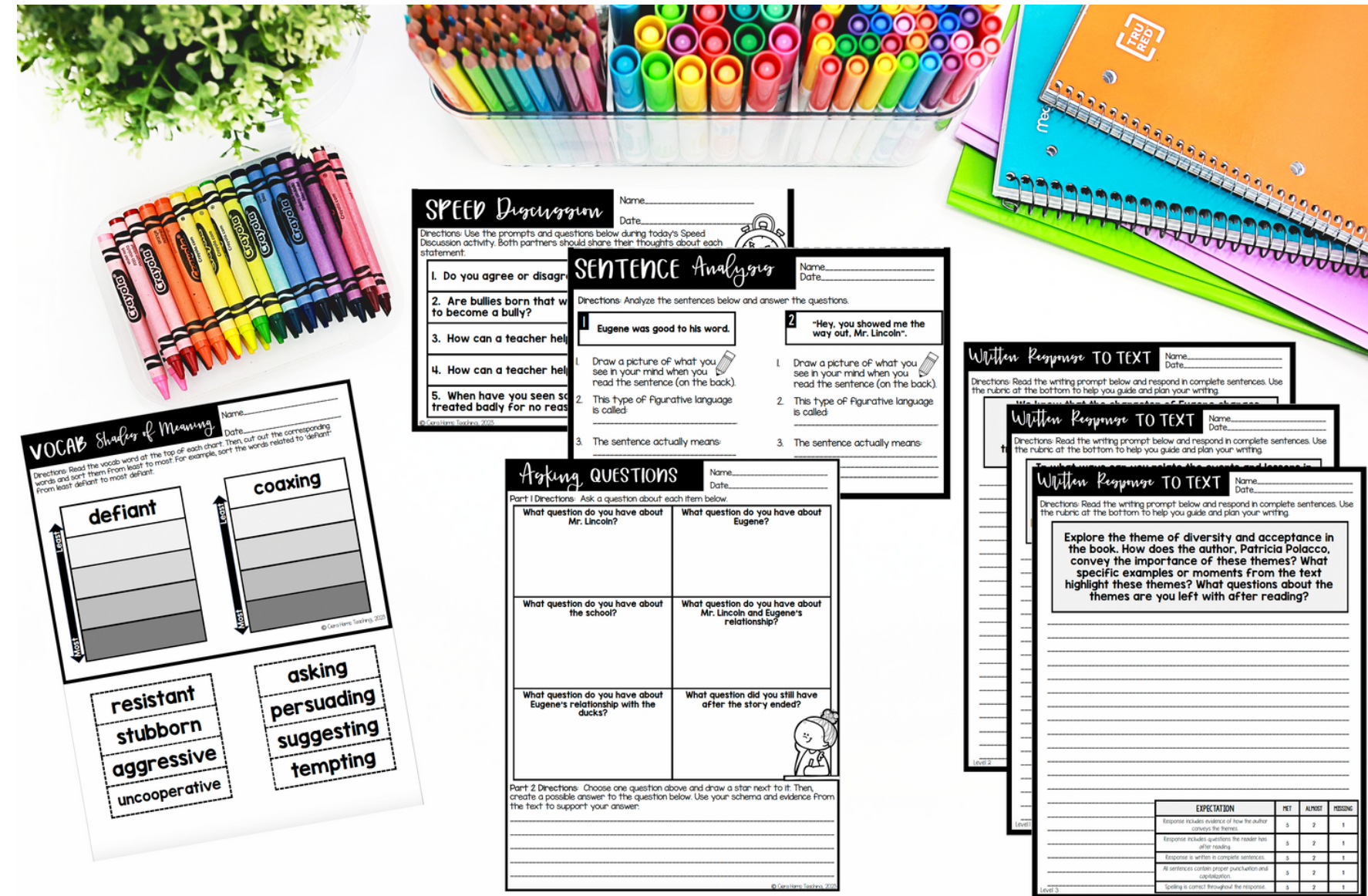
Students engage in rich, meaningful text for a variety of purposes--no matter their reading levels!



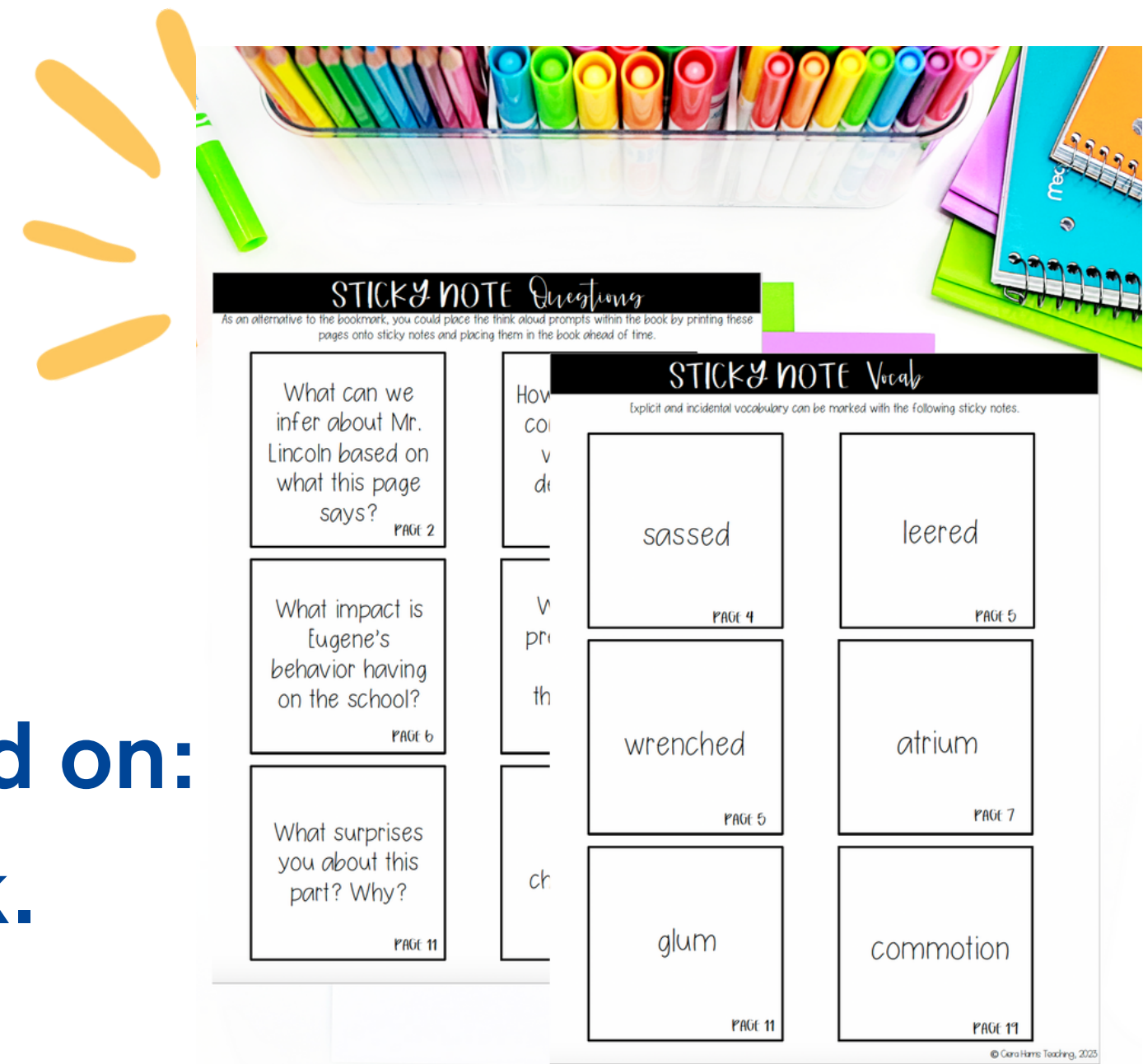
Resource Includes

- A detailed lesson guide for the teacher
- Schema-focused lesson & activity
- Vocabulary lesson & activity
- Sentence Comprehension lesson
- Anchor chart model
- Think-Aloud Bookmark for the teacher
- Sticky note questions with page numbers
- Reading comprehension lesson & activity
- Differentiated writing prompts with rubrics
- Detailed answer keys and work samples

“A MUST HAVE FOR EVERY CLASSROOM!”



A little more...



**The SOR-aligned lesson guide is focused on:
The Reader, The Text, and The Task.**

**Excellent for whole group or small group
instruction!**

Perfect for Grades 2-4!

**GO GRAB THE
RESOURCE
TODAY!**