The Old Woman Who Named Things

U1W1 MM Day 3

Cooperative Learning Structure: Turn to Your Partner.

Objective: Students will practice procedures for a read-aloud.

Objective: Students will practice CL structure Turn to Your Partner.

Objective: Students will listen to one another.

Review procedures for a read-aloud with partner. During today’s reading, I will stop several times and ask you to use “Turn to Your Partner,” to talk about your thinking. The purpose of “Turn to Your Partner,” is to give everyone a chance to think more about what they are learning by talking with others.

Objective: Students will make text-to-self connections to enjoy and understand a story.

Input:

- Show the cover of The Old Woman Who Named Things and read the names of the author and illustrator. This is a story about an old woman who has outlived all her friends. What does it mean to have outlived all your friends? What do you think that would be like? When I say, “Turn to your partner,” you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you are saying and turn back to face me.” I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. You may begin with partner A when I put down my hand. Turn to your Partner. Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner.

- Read first 2 pages. I will read the pages again. Listen for any details you may have missed the first time.

- Reread the first 2 pages and continue with the story until page 23. What’s happening in the story? What do you think will happen next? Turn to your partner. Think about the question. When I say, “Turn to your partner,” you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you are saying and turn back to face me.” I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. You may begin with partner B when I put down my hand. Turn to your Partner. Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner.

- Reread the last sentence before the stop on page 23 and continue reading to the end of the story. Why is the old woman so reluctant to name the dog? Turn to your partner. Think about the question. When I say, “Turn to your partner,” you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you are saying and turn back to face me.” I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. You may begin with partner B when I put down my hand. Turn to your
Partner: Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner.

- Reread page 24 until the old woman made a decision. What was the old woman’s decision? Why did she make that decision? Turn to your partner. Think about the question. When I say, “Turn to your partner,” you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you are saying and turn back to face me.” I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. You may begin with partner B when I put down my hand. Turn to your Partner. Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner.

**CQI** Reflect on working together. Whole Class discussion: How did you do with “Turn to your Partner”? In what ways did it go well? These are examples of behaviors that all partners can practice.

**U1W1 MM Day 4** The Old Woman Who Named Things.

Cooperative Learning Structure: **Turn to Your Partner**

Objective: Students will practice procedures for a read-aloud.

Please come to the rug and sit next to your partner for a read-aloud. I expect you to come to the rug quickly and quietly.

Objective: Students will listen to one another.

Objective: Students will take responsibility for their learning and behavior.

Input:

Activate students recollection about The Old Woman Who Named Things by reading the selected lines aloud. Ask the students to remember what was happening in that part of the story. Use popsicle sticks to call on random students.

Objective: Students will make text-to-self connections to enjoy and understand a story.

Objective: Students will practice CL structure Turn to Your Partner.

Review procedures for a read-aloud with partner. After today’s reading, I will ask you to use “Turn to Your Partner,” to talk about your thinking. The purpose of “Turn to Your Partner,” is to give everyone a chance to think more about what they are learning by talking with others.

Objective: Students will hear The Old Woman Who Named Things again.

- Good readers reread for fluency and understanding. Rereading is an important technique for helping readers understand and enjoy a book at a deeper level. Today I will reread The Old Woman Who Named Things aloud. Listen carefully to hear any details you may have missed during the first reading.

- Read entire story again, slowly and clearly. What did you hear during the second reading of this story that you missed during the first reading? Think about the question. When I say, “Turn to your partner,” you will turn to face your partner and
start talking about the question. When I raise my hand, you will finish what you are saying and turn back to face me.” I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. You may begin with partner A when I put down my hand. Turn to your partner.  Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner.

- The story says, “[She] named only those things she knew she could never outlive.” Why do you think the old woman named only things she knew she could never outlive? When I say, “Turn to your partner,” you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you are saying and turn back to face me.” I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. You may begin with partner A when I put down my hand. Turn to your partner. Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner.

- What does this story tell us about loneliness and friendship? What in the story makes you think that? When I say, “Turn to your partner,” you will turn to face your partner and start talking about the question. When I raise my hand, you will finish what you are saying and turn back to face me.” I will know you have finished when everyone is facing me. I expect you to take turns talking and listening. You may begin with partner A when I put down my hand. Turn to your partner. Check for understanding and listening accountability by calling on a few students to tell you what they learned from their partner.

**CQI** Reflect on working together. Whole Class discussion: This week we have been building our reading community and have focused on procedures, listening to one another, and taking responsibility for our learning behavior. How did you do with “Turn to your Partner”? What would you like to keep working on? How will doing these things consistently help to build our reading community? How did you take responsibility for yourself this week?