

## King of Mazy May-Readers Workshop-During Reading Activity-Think Aloud Strategies

### **Assignment Description:**

As a class we will be spending three days on Jack London and reading King of Mazy May. Since this particular story consists of words and terms unfamiliar to the student it is especially important to engage them while reading and question what they are reading. Due to this I have chosen for the students to take part in “Think Aloud” strategies as a way to gauge reading comprehension.

I will first discuss the strategy to the students and let them know what is expected of them and that they will need a piece of paper with two columns to write their answers down. I will let the students know that they will also be working in groups after we practice the strategy as a class. I will have a marked copy of the text so I have a specific place I will stop for each class.

I feel that practicing this particular strategy in the class will help the students understand and ultimately enjoy the lesson more. It will also give them a chance to predict what will happen in the story, which will be a lesson used in future classes.

## Think Aloud Strategies Class Hypothetical's

### Text

1. Walt Masters is not a very large boy, but there is manliness in his make-up, and he himself, although he does not know a great deal that most boys know, knows much that other boys do not know. He has never seen a train of cars or an elevator in his life, and for that matter, he has never once looked upon a corn-field, a plow, a cow, or even a chicken. He has never had a pair of shoes on his feet, or gone to a picnic or a party, or talked to a girl. But he has seen the sun at midnight, watched the ice-jams on one of the mightiest of rivers, and played beneath the northern lights, the one white child in thousands of square miles of frozen wilderness.

2. But Walt Masters' father had recorded his claim at the start, so Walt had nothing to fear, now that his father had gone on a short trip up the White River prospecting for quartz. Walt was well able to stay by himself in the cabin, cook his three meals a day, and look after things. Not only did he look after his father's claim, but he had agreed to keep an eye on the adjoining one of Loren Hall, who had started for Dawson to record it.

3. Walt was worried, however; the claim was liable to be jumped at any moment because of this delay, and a fresh stampede had started in on the Mazy May. He did not like the looks of the newcomers, and one day, when five of them came by with crack dog-teams and the lightest of camping outfits, he could see that they were prepared to make speed, and resolved to keep an eye on them. So he locked up the cabin and followed them, being at the same time careful to remain hidden.

### Comments

*What does he know other boys don't? Why hasn't he seen a lot of that stuff? Could he be poor maybe? I know from the picture on the first page of the story it looks cold, why doesn't he have shoes.*

*I'm not really sure what "recorded his claim" means. Land maybe? It seems that Walt can stand on his own two feet if his dad is leaving him alone in the wilderness. I think that trouble might happen, it usually does when kids are left alone.*

*I'm unsure of exactly what stampede means and newcomers is a different word. But here is the trouble I thought of coming up. I don't think I would follow them, but I think this is where the story might get interesting.*

## The King of Mazy May Lesson Plan

Subject: Language Arts	Think Aloud strategies and make predictions.	
Teacher: Nicole Seymour	Length of Lesson: 45-50 minutes	
<p>Lesson Objective:</p> <p><i>**Students will read the story using Think Aloud strategies and make predictions in the story. This exercise will aid in reading comprehension. Students will also work in groups.</i></p> <p><i>**Students will work on defining antagonist &amp; protagonist</i></p> <p><i>**Students will practice writing &amp; spelling.</i></p>	<p><b>CCS for ELA Grade 8</b></p> <p><b>SL.8.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>L.8.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>L.8.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<u>Time</u>	<u>Lesson Element</u>	<u>Instructional Outline</u>
5 minutes	Cont'd. discuss on Jack London, Think Aloud & making predictions.	Briefly review the history and time period in the story, ask students to use piece of paper to write comments. Portions of the story will be read out loud in class to practice. Students will then work in groups going over
25 minutes	Listening & Reading Comprehension	Student will be instructed to stop at different sections to use TA strategy. Will stop during different periods in story and ask students to what they felt. Students will move into groups and read together. Goal is to have at least half of story read in class.
10 minutes	Assessment & Discuss	Will ask students if predictions were right, if clues helped. Discuss thinking of Protagonist & Antagonist. Get examples from students. Reading will be sent home with worksheet.
10 minutes	Closure/Review	Questions/Discussion