**Shared Reading**

APA Reference(s)

Fritz, J. (1993). *Just a few words, Mr. Lincoln: The story of the Gettysburg Address.* New York, NY: Penguin Group

Content GLE/s

**Social Studies**

**2.C.8** Apply rights and responsibilities of individuals to events in US history and everyday life.

**3a.F.5,8.c** Examine cultural interactions among these groups from colonial times to Civil War: Africans brought to America

**3a.G.1** Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln

**3a.I.5,8** Identify political, economical and social causes and consequences of the Civil War and Reconstruction

Literacy GLE/s­­­­­­­­

**Communication Arts**

**Reading 1.H.3-5.a-i**

Apply post-reading skills to demonstrate comprehension of text:

1. answer basic comprehension questions
2. identify and explain the relationship between the main idea and supporting details
3. make predictions
4. question to clarify
5. reflect
6. draw conclusions
7. analyze
8. paraphrase
9. summarize

Student directions:

Students will continue with the think aloud on their own. Follow the pattern that I have set. Write the passage from the book that you are thinking on. Then write the thoughts or questions in the Think-Aloud section. State whether you are practicing questioning, clarifying, inferring, evaluating, or predicting.

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| **Text** | **Think-Aloud** | **Strategies Modeled** |
| President Lincoln was one busy man. He had two big jobs. He had to free the slaves. And he had to win the war. The Civil War. It had begun in 1861-Americans against Americans. Some southern states had quit the Union. They wanted their own country, they said. | How was he going to free the slaves? It wasn’t going to be easy. What was his plan?  Americans against Americans-how can they just quit the Union? We share the same land. How could they become their own country? | Questioning  Clarifying |
| But Lincoln couldn’t let them run off like that. This was the United States, wasn’t it? That’s the way it had started. That’s the way it should be. Besides these big jobs, the president had little jobs, too. He had to shake hands. | Where would they run? Would they find other land to start their country?  Why are shaking hands a job? Don’t people shake hands all of the time? | Questioning |
| Everyone wanted to shake the president’s hand. So he shook and shook and shook. Often his own hand was swollen afterward. | Why did everyone want to shake his hand? Maybe they thought he was doing a great thing by freeing the slaves. Or maybe they just wanted to see the president because he was so important. | Questioning  Inferring  Evaluating  Predicting |
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When and why I would use this strategy:

I would use this strategy when a new book is introduced that you want the students to pull specific information from the text. In this book in particular, the students need to understand the purpose of Abraham Lincoln writing the Gettysburg Address. The way this book is written, it may seem that his job wasn’t that important. But the students need to see that all of the seeming unimportant jobs led to one large important decision and job that changed our history forever. If students don’t know how to pull all of that information together, then they miss the important purpose of the book. Students need to learn these strategies to get the most out of what they are reading.