

Lesson Plan Template Reading Comprehension

“Anyone can say, ‘Open the book.’ A good teacher makes us want to open our minds as well”

Teacher:		Class/Subject:	Guided Reading	Date:		STEP:	Achieved STEP 9/10
Concept Of Comprehension Focus:			Guided Reading	Guided Reading Text:	Flat Stanley (M)		

Group (HH) [student names here] (Students are working on: F, I, CT & silent reading)

- **Prompts:** Why don't these characters agree with each other?
- What in the book makes you think that?
- What can you do to figure it out?
- What do you already know that might help you?
- What have you learned about the character here?
- How has your opinion about the character changed?
- Why are you [not] surprised about what the character does here?
- What did you find out?
- Does reading this section make you rethink your earlier idea?
- How does this section help you to understand _____?
- What other books have we read about families working together?
- What are the similarities or differences?
- What brings your family together?
- Ask critical thinking questions that deepen students' thinking, for example:
 - Why does Julian's father continue Julian's story about the catalog cats?
 - Why do you think Julian tells stories?
- Keep reading to figure it out.
- What do you think the paragraph is about?
- Now can you predict what the word means?

Guided Reading and Independent Practice: (15-20 minutes)

AIM-provide S with a context that will enable them to solve any problems that the story presents.

Big Ideas: different types of families, Africa, fairy tales, growing up, learning about life, travel, family relationships, culture

Teach about reading:

- Apply word solving strategies to complex multisyllable words flexibly
- Trace characters across multiple episodes, elaborating own understanding as the story progresses
- Relate earlier and later parts of a text, figuring out how they make sense together
- Connect general themes among books, discussing some similarities and differences
- Retell stories using some synthesis and interpretation of events—going beyond factual recall and sequencing
- Look back in a text to support answers with some independence
- Question another speaker about facts or inference, referring to the text
- Use context clues to figure out meaning of words and ideas

If they don't get *, they won't get***:**

- If scholars don't get that Grace gets many of her ideas about families from books/fairy tales, then they won't understand why she always compares things to Beauty and the Beast and wicked stepmothers.
- If scholars don't get that Grace hasn't seen her father in a long time or met his family, then they won't understand why she doesn't want to talk and holds on tight to her Grandma.
- If scholars don't get that Grace is trying to figure out how her family fits together and that it can be confusing/frustrating, then they won't understand why she feels cross and doesn't want to be nice to Jatou.

Day 1

Pre-Reading/Introduction

- **Activate Prior Knowledge/Making Connections:** Help connect the text to their lives, to knowledge of the world, or to literary experience.
- **Establish Purpose for Reading:** Notice text structure, ask focus questions based on concepts of comprehension, formulate predictions (e.g. The title makes me think...; after looking at the pictures, I think the story is going to be about...; let's describe the pictures in the book...) and read to confirm.

(1 minutes)

TW say: "Scholars, I have some exciting news! Since you did such a great job with Dinosaurs Before Dark, I have another chapter book for you. Silent excitement! Today we will begin reading Flat Stanley. Who can tell me what they already know about this character?"

TW listen to what students say and gauge understanding of background knowledge.

TW cont: "Scholars, it is clear you remember a lot about Stanley from Stanley's Christmas Adventure. Today, you will use what you've learned about reading so that you understand how the characters feel and why they do the things they do. What are some of those strategies?"

Excellent, I want you to apply what you know about visualization, wondering and Inferencing. When will you do this work? You should be doing this every two or three pages. For today, I will remind you. This way we can discuss how you are applying these strategies."

Students will read to p. 2. to **Turn & Talk.**

During Reading/Guided Practice

- Allow each child to whisper-read the entire book at his or her own pace while you listen in. Intervene **only when a child is having difficulty in understanding the story or when he or she is at an impasse.**
- If children have difficulty with the text, use prompts to encourage them to use problem-solving strategies.
- Note what you are noticing the child doing (e.g. Tisha isn't attending to text)

(7 minutes)

SW read the book. TW check in to assess how S are using the strategy. S will read the beginning of the text at the GR table. TW do a check for understanding with each student prior to sending them to their seats to read independently and complete the worksheet.

Post Reading/Comprehension Discussion

- Encourage students to ask about anything in the book they wondered about or didn't understand. Conduct a comprehension conversation that addresses their questions and includes **critical thinking** as well as factual questions.
- Inferencing: Adding up the clues to figure out what is not being said
- Critical Thinking: Adding up the clues from the whole text and

(7 minutes)

Discussion held on day 2.

<p>combining that with personal experience/prior knowledge to make an interpretation.</p>	
<p>Extension Activity</p> <ul style="list-style-type: none"> • Activity that will continue students' thinking about its ideas or themes. • Word Study activity 	<p>(Independent)</p> <ul style="list-style-type: none"> • Comprehension worksheet
<p>Day 2</p>	
<p>Post Reading/Comprehension Discussion</p> <ul style="list-style-type: none"> • Encourage students to ask about anything in the book they wondered about or didn't understand. Conduct a comprehension conversation that addresses their questions and includes critical thinking as well as factual questions. • Inferencing: Adding up the clues to figure out what is not being said • Critical Thinking: Adding up the clues from the whole text and combining that with personal experience/prior knowledge to make an interpretation. 	<p>(7 minutes) Turn and talk will be integrated throughout the lesson to allow students to develop their thoughts and talk through their answers with a student partner prior to whole group discussion.</p> <p>Factual/Inference Q:</p> <p>P.2- Why does the author mean he says that Mrs. Lambchop is always in favor of politeness? What happened in the story so far? Could a bulletin really flatten someone and not hurt them?</p> <p>Pg. 7- What does the doctor mean that despite all their years of training and experience, they can only marvel at how little they know?</p> <p>Stanley's mother makes sure to have Stanley measured. Why does she do this? What does this tell you about her personality?</p> <p>Chapter 2</p> <p>Pg. 10- Why would Stanley's parents be proud of him? Why does Arthur become jealous?</p> <p>Pg. 12- Would it work for Mrs. Lambchop to pretend that no one is looking at her? Why wouldn't it work?</p> <p>Pg. 14- Why does the policeman say to get a net, "We've got a cuckoo!?" What does the policemen when he says, "We have been hasty!?" Give me a word that might describe the policeman at that very moment.</p> <p>Pg. 11- We have more evidence about the kind of person Mrs. Lambchop is. What can you tell about Mrs. Lambchop now? What is her plan? Why does she want Stanley to travel this way?</p> <p>Pg. 18- Why does his mom make a sandwich and fill a container with milk to place inside the envelope?</p> <p>Pg. 20- The Jeffreys labeled their envelope "fragile" and "This side up". Why do you think they did this? What must have been their reaction when Stanley was delivered to their home? What might you say about the Jeffreys?</p>
<p>Extension Activity</p> <ul style="list-style-type: none"> • Activity that will continue students' thinking about its ideas or themes. • Word Study activity 	<p>(Independent)</p> <p>➤ Comprehension Questions Worksheet</p>

Date: ____/____/____

Name:

Title:

1. How did Stanley become flat?

5. What was the author's message so far?
