Sample Lesson Packet

Comprehension Readers Lesson Plan A

(Use for "A" lessons)

Every Tutoring Session

1. **Tutor Read Aloud (10 minutes)**
   - ❑ Select a read aloud book with your student.
   - ❑ Use a discussion guide as you read aloud.
   - ❑ Incorporate discussion of previous lesson skills/concepts where possible.

2. **Review Previous Work (5 minutes)**
   - ❑ Talk briefly about the skill worked on in the last session.
   - ❑ Review two words in the Wondrous Words Journal using strategies from the *Vocabulary Review Strategies* list.

Check tutor notes to see where to continue. Remember, it may take multiple sessions to complete a lesson.

3. **Complete *Side 1: Introducing the Skill***
   - ❑ Follow the directions on the worksheet to introduce, model and try out the skill.

4. **Complete *Side 2: Guided Discussion* and the Student Read Aloud**
   - ❑ Tutor: read over the entire sheet before getting started.
   - ❑ Follow the directions on the worksheet to choose a book and discuss the lesson skill before, during and after the student's reading.
   - ❑ Write one or two priority ("forever") vocabulary words in the Wondrous Words journal from the student read aloud text.
   - ❑ In the "After Reading" section, the **tutor** should write.

5. **Wondrous Words Journal**
   - ❑ Complete a definition and sentence for the words added during the lesson.

6. **Take Reading Home**
   - ❑ If the student didn't return a book report, remind him/her to do so soon.
   - ❑ If the student returned a report, briefly discuss it, add a sticker to the chart, and help the student select a new book to take home.

If you stop in the middle of a lesson, be sure to record this in your tutor notes. Next time, complete steps 1-2 and then pick up where you left off.

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Sample Lesson Packet

Name:_____ **Date:**_____

Directions: Introduce the Skill
- ❑ **TUTOR: Read these bullets aloud**
  - o Stories include many **events** (things that happen.)
  - o Noticing the **sequence of events (the order)** and thinking about **how one event led to another** can help you understand a story.
  - o As you talk about each event, it is important to find **evidence** from the text that supports what you are thinking.

- ❑ **TUTOR: Model the skill** using a tutor read aloud book you read recently. Retell a few of the events in **sequence**, using the language, "First…next…then…" and point out **evidence** in the book of each event (either the text or illustrations).

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Directions: Try It Out
- ❑ **STUDENT:** Read the text below and notice the **sequence of events.**
- ❑ **STUDENT:** Plan what you'll write, then finish the sentences below.
- ❑ **STUDENT:** Draw an arrow from each sentence to the **evidence** in the text of that event.

Saturday Morning

Max set his bowl on the table. Only a few pieces of cereal were left floating in the milk. He went to his room to get his helmet and kneepads. He grabbed his skateboard and headed out the door. "Tanya!" he yelled to his friend who lived across the street. "Are you up yet?" Let's hit the park!"

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1. First, _____

   _____

2. Then, _____

   _____

3. Then, _____

   _____

4. Finally, _____

   _____

3.1A:
Sequence of Events
Side Two: Guided Discussion

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Name:_____ Sample Lesson Packet _____ **Date:**_____

Directions:
- ❑ **STUDENT:** Choose book from the packet to read aloud.
- ❑ **STUDENT:** Write the title below.

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- ❑ **TUTOR:** Use the prompts below to guide a discussion before, during and after your student's reading.

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Before Reading:
- ❑ *Read the title. Ask your student if s/he has heard that fairy tale before.*
- ❑ *If your student knows the fairy tale, emphasize that it will be important to read carefully to notice the sequence of events in <u>this</u> version; sometimes versions can vary.*
- ❑ Set a purpose*: As you read, think about each event that happens. We'll stop to talk about the evidence of each event in the text and illustrations.*

During Reading:
At appropriate places, ask questions such as:
- ❑ *What just happened? Where in the text/illustration does it tell about/show that?*
- ❑ *What events have you read about so far?*
- ❑ *How did [event] lead to [another event]?*
- ❑ *What did [character] do when [event]?* or *How did [character] feel about [event]? What evidence did you use?*
- ❑ *What happened to [character] at the end? Give evidence from the book.*

After Reading:
- ❑ **TOGETHER:** Look back through the book to recall the sequence of events.
- ❑ **TOGETHER:** Fill in the list below. (Use just the lines you need.) **The TUTOR should write so the STUDENT can focus on content.**
- ❑ **TUTOR:** Check the box at the end of each line to show that your student gave evidence from the book about each event.

- • First _____ ☐

- • Next _____ ☐

- • Then _____ ☐

- • Then _____ ☐

- • Then _____ ☐

- • Then _____ ☐

- • Finally _____ ☐