Advancing Readers Lesson Plan
Lesson 4.1: Keeping Track of What You've Read and Retelling
Book: *Vanishing Cultures - Himalaya*

4.1 A

STEP 1: AGENDA (suggested time – 1 min.)

STEP 2: TUTOR READ ALOUD (suggested time – 10 min.)

Comprehension & Vocabulary	**BEFORE:** Set a purpose and ask an open-ended question. **DURING:** Stop every few pages to ask questions and discuss. Add 1-2 **Forever Words** to the **Wondrous Word Journal**. **AFTER:** Discuss what happened in the text and why. Tutor and student choose 1-2 **Forever Words** from the **Wondrous Words Journal** and review using one **Vocabulary Review Strategy**.

STEP 3: INTRODUCE THE SKILL (suggested time – 20 min.)

Teach	• *As we work together this year, we will be talking about things that good readers do as they read. We call these reading strategies. Good readers may not understand everything in a story, but they have strategies they can use when they need help.* • *When we are reading and come to a part that we don't understand, we can use our reading strategies to help us make sense of what the author is saying. We'll practice how to use these strategies as we read our books together.* • *The first reading strategy that we will learn is keeping track of what happens in a text. This strategy is useful because it forces us to pay close attention to what is happening in a text while we are reading it.* • *To make sure we are paying attention and understanding what is happening, we will stop at different parts during our reading to recount what has happened and what we have learned from the author.* • *As we read our story today, we will stop to talk about what has happened in different sections. At the end of the story, we will recount the whole story, which means that we will talk about the events that happened in the story in the correct order. Because we will be stopping along the way as we read, it will be easier for us to remember everything at the end.*
Model/Set Purpose	• Pull out **side 1** of the worksheet for student to see. • *Let's practice. I'll read this story out loud and then we will practice keeping track of what we have read together.*
Apply	• **Tutor reads** the short paragraph," How Frog Lost His Tail" on **side 1** of the worksheet out loud as the student follows along. Stop at each symbol to do a "think aloud" using the language below and write down your sentences on this lesson's graphic organizer. • *[*] I'm going to stop here to make sure I am keeping track of what is happening. I'll do this by recounting my understanding of what has happened so far. Frog has always dreamed of having a long tail and begged Sky God to give him one. The other animals tease him because they think he is ugly without a tail. On my graphic organizer, I'll write: "Frog wanted a tail. The other animals teased him." Now I'll keep reading.*

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Step 3 continued on back

Apply (cont.)	• *[**] I'll stop here to recount what happened in this part. Sky God agreed to give Frog a tail if Frog took care of his special watering hole. When the other holes dried up, the animals came to Frog's hole and wanted water. Notice that I am not using the exact same words from the text when I recount the story. Instead, I'm putting the story in my own words. On my graphic organizer, I'll write: "Sky God gave Frog a tail and a watering hole. The other animals needed water from Frog's hole. Now I'll keep rereading.* • *[#] I'll stop here to recount what happened in this section. Frog didn't let the other animals drink from his hole because he remembered how mean they were to him. Sky God punished Frog for not letting the other animals drink by taking away his tail. On my graphic organizer, I'll write: "Frog didn't let the other animals drink from his hole and Sky God took his tail away." Now I'll keep reading.* • *[##] I'll stop here to make sure I can recount this last section. I've learned that this story about the Frog and Sky God explains why a tadpole has a long tail that disappears as it grows into a Frog. On my graphic organizer, I'll write: "This is why a tadpole's tale disappears."* • *As I was reading, I stopped at various points to talk about what was happening in the story and wrote a few sentences on my graphic organizer. This helped me keep track of what I was reading.*

STEP 4: INTRODUCE THE TEXT (suggested time – 5 min.)

Set Purpose	*Today we are reading a book called* Vanishing Cultures - Himalaya. *It is an informational text about the way people live in the Himalayas, a mountain range in Asia that separates the Indian subcontinent from parts of Tibet. The Himalayas border several countries, including China, India, Pakistan, and Nepal. The Himalayas include Mount Everest, the highest mountain in the world.* Show the student where the Himalayas are on a map. In this book, we will learn about two groups of people who live in the Himalayas, the Sherpa and the Tibetans. The Sherpa are a group of people from Nepal, and the Tibetans are from Tibet. We will learn how each group grows and makes various items that they trade with each other. We will also learn about their everyday lives and how they live in the Himalayas.

STEP 5: WONDROUS WORDS JOURNAL (suggested time – 10 min.)

Add/Review	Introduce these words that your student will hear in the book today, and put any unknown words' definitions and sentences in the **Wondrous Word Journal**: ○ **monastery: a place where monks live and work together** ○ **barter: to exchange one thing for another (but not for money)** ○ **graze: when animals eat grass from a field or pasture**

STEP 6: STUDENT READ ALOUD (suggested time – 30 min.)

Student Reads/Writes	• *Now you will read the book* Vanishing Cultures - Himalaya. *As you read, I will ask you to stop at different points to recount what has happened. We'll use our graphic organizer to write everything down so that we can review it at the end.* • Student reads *Vanishing Cultures - Himalaya.* • Pull out the discussion guide and ask questions when prompted in the book • **Student writes** in graphic organizer and response box on **side 2** of the worksheet when prompted by discussion guide**.**

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