



# **Reading Instruction for Middle School Students**

**Lessons for Improving Comprehension  
Through “Any Small Goodness”**

**by Tony Johnston**

Adapted from intervention materials developed by  
the Texas Center for Learning Disabilities

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## **Chapter 7 Teacher Guide and Student Log**

# Teacher Guide

## Chapter 7: The Lunch Box

pp. 89–103

**Suggested Time: 2 Days**

**Day 1: 65 Minutes**

### Materials Needed

- Novel for each student
- Chapter 7 Student Log for each student
- Display of Chapter 7 Student Log (transparency, projected image, etc.)
- Student Study Teams Rules poster up in classroom
- Level 2, Putting It Together Question Cards
- Timer

### Preparation

- Develop questions for accessing background knowledge and select active participation strategies.
- Note Spanish word meanings used throughout the chapter.
- Develop Level 2, Putting It Together questions.

## Introduce Vocabulary

(10 minutes)

1.	strafed	<i>adj.</i>	fired upon
2.	excessively	<i>adv.</i>	more than is expected or considered reasonable
3.	mediating	<i>v.</i>	intervening
4.	migrating	<i>v.</i>	moving from one region to another
5.	barbarity	<i>n.</i>	cruel or vicious behavior

Display student log so students can follow along as you read. Explicitly state the purpose of the lesson by telling students that they will learn the meanings of important vocabulary words before reading the chapter and that learning the vocabulary words will help the students to understand what they read. After introducing each word, provide some examples and nonexamples, and, through discussion, connect the word to students' prior knowledge as well as to the context of the passage.

1. *The first word is STRAFED. What word? STRAFED. Read the definition with me: "fired upon."*
2. *The next word is EXCESSIVELY. What word? EXCESSIVELY. Read the definition with me: "more than is expected or considered reasonable."*
3. *The next word is MEDIATING. What word? MEDIATING. Read the definition with me: "intervening."*
4. *The next word is MIGRATING. What word? MIGRATING. Read the definition with me: "to move from one region to another."*
5. *The next word is BARBARITY. What word? BARBARITY. Read the definition with me: "cruel or vicious behavior."*

## **Prediction**

**(2–3 minutes)**

1. *Before reading the chapter, we will make some predictions about what the chapter is about. We'll look back at what we predicted after reading, so keep your prediction in mind while you read.*
2. *Turn to page 89.*
3. *Let's read the title together: "The Lunch Box."*
4. *You also see a picture there.*
5. *I will give you 1 minute to write one sentence that tells what you think the chapter might be about.*

Point to the line on the transparency.

6. Set the timer for 1 minute. When the timer goes off, say:  
*Partner 1, turn to Partner 2 and tell him or her what you think the chapter will be about.*
7. Monitor discussion and share ideas with the entire class as appropriate.

## Access Background Knowledge

(3–5 minutes)

Preread this chapter before class and write at least two questions to activate background knowledge.

Use an active participation strategy (see details below) to engage all students in answering questions. Avoid calling on individual students as your only means of soliciting response. List your questions and active participation strategies below.

Question	Active Participation Strategy
1.	
2.	
3.	

If students cannot answer the questions you pose, provide the missing background knowledge necessary for understanding the chapter.

## Active Participation Ideas for Different Types of Questions

Type of Question	Active Participation Response
Yes/no	Thumbs-up or thumbs-down
Tell about a time...	Give 30 seconds to think, and then ask students to turn to their partner and tell about a time when... Have 2 groups share or you share what you heard as you walked around.
Why do you think this chapter is...	Discuss with a partner.
What character do you think will be...	Choral response



## Reading the Chapter

**(25–30 minutes)**

As you preread the chapter, make a note of Spanish words in italics. Some words are defined in the text. Words that are not defined in the text are defined in the back of the book. If needed, look up the definition for any unknown word so you can quickly define the word for your students.

Choose a format for reading, based on the amount of text. Remember to choose a variety of reading formats. Please refer to the Reading Format Options section of the introductory materials for an explanation of each format. If you vary the formats within the chapter, make a plan before class. Circle the reading format you plan to use.

<b>Reading Format Options</b>	
Cloze read	Choral read (repeated)
Partner read	Choral read (alternating)

## Verifying Predictions

**(2–3 minutes)**

1. *Let's go back to our predictions to see whether we were correct. Partner 1, read your prediction to Partner 2. Were you correct? If not, how was the chapter different from your prediction?*
2. Repeat with Partner 2.

## Generating Level 2 Questions: Practice With Teacher Assistance

(12–15 minutes)

(Swanson, Edmonds, Hairrell, Vaughn, & Simmons, 2011)

1. Review the idea of generating questions.

*Remember that you can ask several types of questions and that understanding the different types will make it easier to find the answers. Last week, we started asking Putting It Together questions—where you have to put information together from more than one place in your reading to write an answer. Putting It Together questions usually take a sentence or more to answer.*

2. Model creating Putting It Together questions.

*This chapter is about a drive-by shooting at Arturo’s house that shatters the family’s innocence. About halfway through the chapter, we learn about the drive-by shooting and that Rosa’s lunch box is ruined.*

Show a copy of page 96 and read the last two paragraphs on the page.

*Later in the chapter, it says that the police officer who came to Arturo’s house after the drive-by shooting returned with a new lunch box for Rosa.*

Show a copy of page 102 and read from the top down to the little star.

*So, I can combine that information to make a question: “Why did the police officer bring Rosa a new lunch box?”*

*The police officer brought Rosa a new lunch box because the drive-by shooting at the family’s house smashed Rosa’s lunch box. The police officer wanted Rosa to feel better. I had to put information together from different parts of the chapter to answer that question. Let’s try some more.*

3. Practice creating Putting It Together questions with your class. Remind students to use their question cards for help. Write in the table below the Putting It Together questions you will use with your class. These questions take some thought, so it is important to think of them ahead of time rather than creating them on the spot during a lesson.

<b>Planning</b>	
<b>Sentence(s) You Will Use</b>	<b>Putting It Together Question You Will Create</b> (Use different question stems: “who,” “what,” “when,” “where,” “why,” and “how”)

## Closure

**(30 seconds–1 minute)**

*Today, we read “The Lunch Box,” and we practiced Putting It Together questions. Tomorrow, we will use our student study teams to practice more Putting It Together questions. Let’s quickly review some of the vocabulary words we learned in this chapter.*

## **Chapter 7: The Lunch Box**

**pp. 89–103**

### **Day 2: 40 Minutes**

#### **Materials Needed**

- Novel for each student
- Chapter 7 Student Log for each student
- Display of Chapter 7 Student Log (transparency, projected image, etc.)
- Level 2, Putting It Together Question Cards
- Vocabulary review materials
- Timer

#### **Preparation**

- Prepare for vocabulary review.

# Review Vocabulary

(3–5 minutes)

1.	strafed	<i>adj.</i>	fired upon
2.	excessively	<i>adv.</i>	more than is expected or considered reasonable
3.	mediating	<i>v.</i>	intervening
4.	migrating	<i>v.</i>	moving from one region to another
5.	barbarity	<i>n.</i>	cruel or vicious behavior

Choose a vocabulary review procedure. (See the introductory materials for a full description of vocabulary review procedures.) Circle the option you plan on using today.

<b>Vocabulary Review Options</b>
Partner review
Sentence review
Examples and nonexamples

## Generating Level 2 Questions: Practice

(20–25 minutes)

*(Swanson et al., 2011)*

**Note:** If your students are not yet ready to create Putting It Together questions on their own, continue to model or scaffold as needed. Monitor and support as needed.

1. *Today, we will use student study teams to practice Putting It Together questions.*

2. *Follow these steps:*

- *Partner 1 reads aloud for 5 minutes. Partner 2 follows along. If you finish the chapter, begin again at the starting point on the designated page.*
- *When the timer goes off, generate questions for 5 minutes.*
- *When the timer goes off again, a couple of groups will share their questions.*
- *We won't be finished with the chapter at this point, so we'll repeat this procedure—Partner 2 will read aloud for 5 minutes and so on.*

3. *Turn to page 89. You will start reading at the beginning of this chapter. What should you do if you get to the end of the chapter before the time is up?*

Answer: Begin again from the starting point.

4. Set the timer for 5 minutes and have students begin reading.

5. After the timer goes off, say:

*Now, work together to create Putting It Together questions. I will walk around the room to assist you if needed.*

6. Set timer for 5 minutes and have students begin generating questions.

7. After the timer goes off, say:

*Everyone, stop. Who would like to share a Putting It Together question? We will try to answer it.*

Take one or two group contributions.

8. Repeat the procedure, with Partner 2 reading aloud for 5 minutes. Continue in this manner until students complete the chapter.

**Note:** If one group finishes the chapter before others, tell them to begin the chapter again and challenge them to come up with new Putting It Together questions.

## **Closure**

**(1 minute)**

*Today, we practiced more Putting It Together questions. These questions are by far the most difficult to answer and create, so we'll continue to practice them when we read the chapter "The Green Needle Gang" next.*



# Student Log

## Chapter 7: The Lunch Box

pp. 89–103

### Day 1

### Vocabulary

1.	strafed	<i>adj.</i>	fired upon
2.	excessively	<i>adv.</i>	more than is expected or considered reasonable
3.	mediating	<i>v.</i>	intervening
4.	migrating	<i>v.</i>	moving from one region to another
5.	barbarity	<i>n.</i>	cruel or vicious behavior

### Prediction

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## Generating Level 2 Questions

1. \_\_\_\_\_  
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\_\_\_\_\_

2. \_\_\_\_\_  
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3. \_\_\_\_\_  
\_\_\_\_\_  
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## **Day 2**

### **Student Study Groups**

1. Read for 5 minutes.
2. Generate Putting It Together questions with your partner for 5 minutes.
3. Share with the class.

## Generating Level 2 Questions

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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3. \_\_\_\_\_  
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