



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 9 Teacher Guide and Student Log

Teacher Guide

Chapter 9: Christmas Presents

pp. 116–125

Suggested Time: 1 Day

Day 1: 50 Minutes

Materials Needed

- Novel for each student
- Chapter 9 Student Log for each student
- Display of Chapter 9 Student Log (transparency, projected image, etc.)
- Student Study Teams Rules poster
- Level 1, Right There and Level 2, Putting It Together Question Cards
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.

Introduce Vocabulary

(10 minutes)

1.	bustles	v.	moves rapidly and energetically
2.	swoop	v.	to sweep down suddenly from or as if from above in attack
3.	aghast	adj.	shocked
4.	ode	n.	a long, elaborate poem, often in praise or celebration of something or someone and usually in enthusiastic style
5.	exuberance	n.	vigorous or enthusiastic happiness
6.	bellowing	v.	shouting loudly and with a deep tone

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 BUSTLES. What word? BUSTLES. Read the definition with me: “moves rapidly and energetically.”*
2. *The next word is SWOOP. What word? SWOOP. Read the definition with me: “to sweep down suddenly from or as if from above in attack.”*
3. *The next word is AGHAST. What word? AGHAST. Read the definition with me: “shocked.”*
4. *The next word is ODE. What word? ODE. Read the definition with me: “a long, elaborate poem, often in praise or celebration of something or someone and usually in enthusiastic style.”*
5. *The next word is EXUBERANCE. What word? EXUBERANCE. Read the definition with me: “vigorous or enthusiastic happiness.”*
6. *The next word is BELLOWING. What word? BELLOWING. Read the definition with me: “shouting loudly and with a deep tone.”*

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 116.*
3. *Let's read the title together: "Christmas Presents."*
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 and Generating Level 1 and Level 2 Questions

(20–25 minutes)

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

1. *Today, we will use our student study teams to read the chapter and come up with Right There and 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, work for 5 minutes to generate one Right There question and one Putting It Together question.*
 - *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 116. 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 one Right There question and one Putting It Together question. I will walk around the room to assist you if needed.
6. Set the 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 Right There question?

Take one or two group contributions.

Who would like to share a Putting It Together question?

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 Right There and Putting It Together questions.

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.

Closure

(30 seconds–1 minute)

Today, we used our student study teams to read the chapter “Christmas Presents” and create Right There and Putting It Together questions. We’ve now finished the entire book, “Any Small Goodness.”

Student Log

Chapter 9: Christmas Presents

pp. 116–125

Vocabulary

1.	bustles	<i>v.</i>	moves rapidly and energetically
2.	swoop	<i>v.</i>	to sweep down suddenly from or as if from above in attack
3.	aghast	<i>adj.</i>	shocked
4.	ode	<i>n.</i>	a long, elaborate poem, often in praise or celebration of something or someone and usually in enthusiastic style
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Prediction

Student Study Teams, Round 1

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 2

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 3

Level 1, Right There question:

Level 2, Putting It Together question:

Student Study Teams, Round 4

Level 1, Right There question:

Level 2, Putting It Together question:
