



# **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 4 Teacher Guide and Student Log**

# Teacher Guide

## Chapter 4: Piano Lessons

pp. 53–63

**Suggested Time: 1 Day**

**Day 1: 60 Minutes**

### Materials Needed

- Novel for each student
- Chapter 4 Student Log for each student
- Display of Chapter 4 Student Log (transparency, projected image, etc.)
- Level 1, Right There Question Cards
- Student Study Teams Rules poster
- Timer

### Preparation

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

## Introduce Vocabulary

(3–5 minutes)

1.	fevered	<i>n.</i>	a state of intense excitement or activity
2.	urgency	<i>n.</i>	pressing necessity or importance
3.	consult	<i>v.</i>	to refer to
4.	commotion	<i>n.</i>	a noisy disturbance

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 FEVERED. What word? FEVERED. Read the definition with me: “a state of intense excitement or activity.”*
2. *The next word is URGENCY. What word? URGENCY. Read the definition with me: “pressing necessity or importance.”*
3. *The next word is CONSULT. What word? CONSULT. Read the definition with me: “to refer to.”*
4. *The next word is COMMOTION. What word? COMMOTION. Read the definition with me: “a noisy disturbance.”*

## **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 53.*
3. *Let's read the title together: "Piano Lessons."*
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 Questions

(25–30 minutes)

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

1. *Today, we will read our chapter a bit differently. We will use our student study teams to read the chapter and create Right There questions.*

Review the definition of a Right There question.

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.*

3. *Turn to page 59. This will be your starting point (at the arrow). 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 some Right There questions. 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. When the timer goes off, say:

*Everyone, stop. Who would like to share a Right There question? We will try to answer it.*

Take group contributions as time allows.

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 questions.

## Get the Gist: Independent Practice

**(3–5 minutes)**

*(Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001)*

1. Refer students back to page 58, paragraphs 1 and 2 (after the dialogue) and have students Get the Gist.
2. After reading the paragraphs, stop and say:  
*1s, tell 2s who or what this paragraph is about.*  
Monitor. Guide as necessary.
3. *Now, 2s, tell 1s the most important thing about the who or the what.*  
Monitor. Guide as necessary.
4. *With your partner, come up with a main idea statement that is 10 or fewer words.*  
Monitor. Guide as necessary.
5. Ask one or two groups (whom you have monitored and know have an appropriate answer) to share their main idea statements.

## 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 finished reading “Piano Lessons,” and we used student study teams to read our chapter and create level 1 questions. Next, we will read the chapter “The River.” Let's quickly review some of the vocabulary words we learned in this chapter.*

# Student Log

## Chapter 4: Piano Lessons

pp. 53–63

### Vocabulary

1.	fevered	<i>n.</i>	a state of intense excitement or activity
2.	urgency	<i>n.</i>	pressing necessity or importance
3.	consult	<i>v.</i>	to refer to
4.	commotion	<i>n.</i>	a noisy disturbance

### Prediction

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## Generating Questions

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

2. \_\_\_\_\_  
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3. \_\_\_\_\_  
\_\_\_\_\_  
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4.

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5.

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6.

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# Get the Gist

Page 58

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