



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 6 Teacher Guide and Student Log

Teacher Guide

Chapter 6: The Band

pp. 78–88

Suggested Time: 2 Days

Day 1: 55 Minutes

Materials Needed

- Novel for each student
- Chapter 6 Student Log for each student
- Display of Chapter 6 Student Log (transparency, projected image, etc.)
- Timer

Preparation

- Develop questions for accessing background knowledge and select active participation strategies.
- Note Spanish word meanings used throughout the chapter.

Introduce Vocabulary

(10 minutes)

| | | | |
|----|------------|----|---|
| 1. | restored | v. | returned to original condition |
| 2. | navigating | v. | controlling the way of something |
| 3. | wedged | v. | squeezed into a small space |
| 4. | simmers | v. | undergoes steady cooking near the boiling point |
| 5. | menace | v. | to threaten |

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 RESTORED. What word? RESTORED. Read the definition with me: “returned to original condition.”*
2. *The next word is NAVIGATING. What word? NAVIGATING. Read the definition with me: “controlling the way of something.”*
3. *The next word is WEDGED. What word? WEDGED. Read the definition with me: “squeezed into a small space.”*
4. *The next word is SIMMERS. What word? SIMMERS. Read the definition with me: “undergoes steady cooking near the boiling point.”*
5. *The next word is MENACE. What word? MENACE. Read the definition with me: “to threaten.”*

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 78.*
3. *Let's read the title together: "The Band."*
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.

| Reading Format Options | |
|------------------------|---------------------------|
| 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.

Closure

(30 seconds–1 minute)

Today we read “The Band.” Next, we will learn a new type of question called Putting It Together questions. They are more difficult than the Right There questions you already learned, but I will tell you exactly how to write Putting It Together questions. Let's quickly review some of the vocabulary words we learned in this chapter.

Chapter 6: The Band

pp. 78–88

Day 2: 50 Minutes

Materials Needed

- Novel for each student
- Chapter 6 Student Log for each student
- Display of Chapter 6 Student Log (transparency, projected image, etc.)
- Level 2, Putting It Together Question Cards
- Vocabulary review materials
- Student Study Teams Rules poster
- Timer

Preparation

- Prepare for vocabulary review.
- Develop example Level 2, Putting It Together questions.

Review Vocabulary

(3–5 minutes)

| | | | |
|----|------------|----|---|
| 1. | restored | v. | returned to original condition |
| 2. | navigating | v. | controlling the way of something |
| 3. | wedged | v. | squeezed into a small space |
| 4. | simmers | v. | undergoes steady cooking near the boiling point |
| 5. | menace | v. | to threaten |

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.

| Vocabulary Review Options |
|----------------------------------|
| Partner review |
| Sentence review |
| Examples and nonexamples |

Generating Questions: Review Student Study Teams

(30 seconds)

Remember that student study teams help us understand and remember what we read. Let's review the student study team rules:

- *Talk only to your partner and only about tutoring.*
- *Keep your voice at a low level.*
- *Try to do your best.*

Generating Level 2 Questions: Introduction

(12–15 minutes)

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

1. *Why do we ask questions when we read?*

Answer: to check what we know; to test our understanding; to help us remember important information.

Remember that there are several types of questions that you can ask, and understanding the different types will make it easier to find the answers. Some questions require you to find facts about what you read, and others require you to draw conclusions or make inferences. Last week, we worked on asking Right There questions—the kind of questions that you can find the answer to in one place in your reading.

2. Introduce the Level 2, Putting It Together question type.

Today we will learn about another type of question. It is called a “Putting It Together” question. Teachers like these questions because they make you think. You have to use information from more than one place in your reading and put that information together to write an answer. Putting It Together questions usually take a sentence or more to answer. Not only are Putting It Together questions a little more difficult to answer than Right There questions, but also they can be harder to ask.

3. Model creating Putting It Together questions.

This chapter is about the band Mega Mango playing at the high school gym. Early in the chapter, a group of kids taunt Arturo’s father.

Show a copy of page 81 and read the first paragraph.

Later in the chapter, it says that the group of kids almost started a fight at the dance.

Show a copy of pages 86–87 and read, starting with the last paragraph on page 86 and ending with the third full paragraph on page 87.

Then, Arturo’s father grimly and warily shuttles Mega Mango home.

Show a copy of page 88 and read the first two full paragraphs.

So, I can combine that information to make a question: “Why did Arturo’s father grimly and warily shuttle Mega Mango home?”

Arturo’s father grimly and warily shuttled Mega Mango home because he had been taunted by a tough group of kids earlier that night and the same group of kids tried to start a fight at the dance. I have to know that the group of kids taunted Arturo’s father and tried to start a fight at the dance. So, I had to put information together from different parts of the chapter to answer that question. Let’s try some more.

- Practice creating Putting It Together questions with your class. Remind students to use their question cards for help. Below, write the text and 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.

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

Generating Level 2 Questions: Practice With Teacher Assistance

(20–25 minutes)

(Swanson et al., 2011)

1. Tell students that they will act like a teacher by creating their own Putting It Together questions to see whether their partner understands what he or she has read.
2. *You will work in student study teams today to practice creating Putting It Together questions. 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 79. Guide students to start with “Valintin’s guacamole green” on page 79 and end at “Guitars could warp in this heat” on page 80.

What should you do if you get to the end of the passage before time is up?

Answer: Begin again from the starting point.

Provide a lot of support during this phase. If students are not ready to create questions on their own, have the student study teams read together. Then lead them in figuring out a Putting It Together question.

Closure

(30 seconds–1 minute)

Today, I showed you how to create Putting It Together questions. Next, we will read the chapter titled “The Lunch Box,” and we’ll practice Putting It Together questions again.

Student Log

Chapter 6: The Band

pp. 78–88

Day 1

Vocabulary

| | | | |
|----|------------|----|---|
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Prediction

Day 2

Student Study Team Rules

1. Talk only to your partner and only about tutoring.
2. Keep your voice at a low level.
3. Try to do your best.

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. _____

3. _____

