

Sample Lesson Packet

Comprehension Readers Lesson Plan A

(Use for "A" lessons)

Every Tutoring Session

1. Tutor Read Aloud (10 minutes)

- ☐ Select a read aloud book with your student.
- ☐ Use a discussion guide as you read aloud.
- ☐ Incorporate discussion of previous lesson skills/concepts where possible.

2. Review Previous Work (5 minutes)

- ☐ Talk briefly about the skill worked on in the last session.
- ☐ Review two words in the Wondrous Words Journal using strategies from the *Vocabulary Review Strategies* list.

Check tutor notes to see where to continue. Remember, it may take multiple sessions to complete a lesson.

3. Complete *Side 1: Introducing the Skill*

- ☐ Follow the directions on the worksheet to introduce, model and try out the skill.

4. Complete *Side 2: Guided Discussion and the Student Read Aloud*

- ☐ Tutor: read over the entire sheet before getting started.
- ☐ Follow the directions on the worksheet to choose a book and discuss the lesson skill before, during and after the student's reading.
- ☐ Write one or two priority ("forever") vocabulary words in the Wondrous Words journal from the student read aloud text.
- ☐ In the "After Reading" section, the **tutor** should write.

5. Wondrous Words Journal

- ☐ Complete a definition and sentence for the words added during the lesson.

6. Take Reading Home

- ☐ If the student didn't return a book report, remind him/her to do so soon.
- ☐ If the student returned a report, briefly discuss it, add a sticker to the chart, and help the student select a new book to take home.

If you stop in the middle of a lesson, be sure to record this in your tutor notes. Next time, complete steps 1-2 and then pick up where you left off.



2.2A: Story Structure

STEP 3

Side One: Introducing the Skill

Sample Lesson Packet

Name: _____ Date: _____

Directions: Introduce the Skill

☐ **TUTOR: Read these bullets aloud**

- Most stories follow a basic pattern, or **structure**, including:
 - Characters – who is in the story
 - Setting – where and when the story takes place
 - Problem – something that needs to be fixed
 - Events – what happens to fix the problem
 - Solution – how the problem is solved
- Keeping track of the story structure is a way to make sure you understand the story.

- ☐ **TUTOR: Model the skill** by thinking out loud about the story structure of a tutor read aloud story you read today or recently. (*"In [title], the characters were...the setting was...the problem was...then [event, event], and finally [solution.]"*)

Directions: Try It Out

- ☐ **TUTOR:** Read the story below out loud twice as the student follows along.
- ☐ **STUDENT:** Notice the **story structure** as you listen.
- ☐ **STUDENT:** Finish the sentences below.
- ☐ **STUDENT:** Read all the sentences to retell the **story structure** of Ant and Bird.

Ant and Bird

Ant was thirsty and went to the edge of a river to get a drink of water. As she took a sip, she slipped and fell into the water. Bird was sitting on a tree branch over the water. Bird picked a leaf from the tree and dropped it near the ant in the water. The ant climbed onto the leaf. She floated back to the land, and hopped onto the shore. Ant was happy to be safe.



_____ and _____ were the characters in this story. The story took place at _____. The main problem was _____.

_____. To fix it, _____.

_____ and _____. The problem was solved when _____.



2.2A: Story Structure

STEP 4

Side Two: Guided Discussion

Name: **Sample Lesson Packet** Date: _____

Directions:

- ☐ **STUDENT:** Choose a book from the packet to read aloud.
- ☐ **STUDENT:** Write the book title below.

- ☐ **TUTOR:** Use the prompts below to guide a discussion before, during and after your student's reading.

Before Reading:

- ☐ *Look at the cover. Where do you think this story takes place?*
- ☐ *Look at a few pages. Who do you think the characters will be?*
- ☐ *Set a purpose: Let's read to find out the characters, setting, problem, events and solution in this story.*

During Reading:

Stop at appropriate places and ask:

- ☐ *Who are the characters?*
- ☐ *Where is the setting?*
- ☐ *What is the problem?*
- ☐ *How is the problem getting solved so far?*

At the end, ask:

- ☐ *What was the solution to the problem?*

After Reading:

- ☐ **TOGETHER:** Discuss the story structure. The TUTOR should write so the STUDENT can focus on content. Re-read the chart at the end.

Characters:

Problem:

Setting:

Important Events:

Solution: