

## Children's Restoration Network

### Project One-on-One

#### Title of Lesson: Predicting While Reading - Lesson 1

#### Lesson objectives:

- to learn to predict as you read
- to connect new information to what you already know
- to build your sight vocabulary

#### Materials needed:

##### Warm-up

1. A checkerboard and checkers

##### Lesson

1. The student's Children's Restoration Network (CRN) notebook
2. Copy of sample Word Map
3. Copy of blank Word Map
4. Stapler
5. CRN sight vocabulary cards - First One Hundred Words

##### Auditory Learners Activity

1. Copy of lesson plan #1
2. Paper
3. Pencil

##### Tactile/Kinesthetic Learners Activity

1. Copy of lesson plan #1

##### Visual Learners

1. Copy of lesson plan #1
2. *How Are You Feeling Today?* - Feelings Chart.

#### Background information for tutor:

As readers, we try to discover what an author means while, at the same time, building meaning for ourselves. We use our own language, thoughts, and view of the world to interpret what the author has written.

**Struggling readers** often focus only on the words of the texts. They do not have the habit or skill of becoming mentally engaged with the text. They are passive rather than active. Struggling readers often do not predict what the text might be about, don't think about what they already know about the topic, don't form images as they read, and don't actively seek sense and meaning while reading.

Lessons one through five focus on **predicting while reading**. Predicting is the most important skill for comprehending while reading. It is a strategy used to make sense of print. As we read we formulate ideas about what the words and sentences are about. We expect to, and do, modify those ideas as we read.

#### Tutoring strategies:

- The best tutoring is like good coaching. The tutor tells what is to be learned. The tutor explains, models or demonstrates the concept/skill for the student. The student then practices with the help and guidance of the tutor. The student then practices the skill independently. Finally, the student is asked to apply the skill to practical situations.
- Teaching tools for this lesson: This lesson utilizes two graphic organizers that will help the student make connections. Graphic organizers help students understand, organize and connect information, especially abstract information.

The KWL (*What I Know, What I Want to Learn, What I Learned*) chart provides a framework that helps the reader access her knowledge about a topic, consider what she wants to learn, and then record what she has learned.

A **Word Map** helps the student connect her own personal experiences and knowledge of a word/concept with the definition in order to improve understanding.

- **Vocabulary development:** Fry, Kress and Fountoukidis (1993) compiled a list of the most common words in the English language. The first hundred words make up about half of all written material. The first three hundred make up about 65 percent of all written material. It is important that the adolescent reader readily recognize these words. Memory games, tracing, and other activities that continually expose the students to these words will help them remember what they look like.

#### Tutor preparation:

1. Read through the lesson plan.
2. Read the background information and think about how you predict and make meaning while you read and how you can explain what you do.
3. Review the KWL chart.
4. Review the sample Word Map found at the end of this lesson.
5. Print out the sample Word Map and blank Word Map.
6. Review Additional Activities and prepare necessary materials.

#### Warm Up:

While you set up the checkerboard, ask the student if she knows how to play. If the student doesn't know the game, explain as you play. Once you've made a few moves, ask the student this series of questions: As you were playing this game, what questions did you ask yourself? What thoughts came to your mind? Did you ever try to figure out what moves I might make before I made them? If so, give me an example. Why did you do that? If the student states that she never tried to figure out your moves, explain that sometimes people use this strategy when playing checkers as well as other games. Then explain that we call this kind of thinking predictive thinking or prediction. Impart to the student that the next lesson is about predicting what we read. (You may finish the game later but for now, move on.)

#### Steps in Lesson 1:

1. Tell the student the objectives for this lesson.
2. Have the student draw a blank KWL chart in her CRN notebook.

KWL Chart			Topic: <u>Predicting While Reading</u>
<i>What I Know</i>	<i>What I Want to Learn</i>	<i>What I Learned</i>	

3. Ask the student to tell you what she already knows about predicting while reading and fill in the first column of the chart for her. If the student claims to know nothing about predicting while reading, move to the *What I Want to Learn* column of the chart and begin by writing "What is predicting when reading?" and "Why is predicting important?"
4. Show and explain the sample, completed, Word Map. Then complete the blank map using the word PREDICTION. Encourage the student to give as many examples of what PREDICTION is like and examples of PREDICTION as possible. Share some examples of your own.
5. Explain to the student how you use pictures, graphics, and your own knowledge about words and topics to predict as you read. Talk about how prediction is necessary to understand text. Staple the completed Word Map in the CRN notebook so it can be reviewed in the next lesson.
6. Read the following passage aloud to the student:

*Maria and Tamara are my best friends. We are in the same classes in school. We live on the same street. Every afternoon we all go to one of our houses. Sometimes we do homework. Most of the time we talk about our teachers or other kids in the class. I like Maria and Tamara a lot but sometimes they make fun of me and that really hurts my feelings. Maria and Tamara sometimes act as though they were my enemies instead of my friends.*

7. Ask the student "What do you think this story is about?" and "Why do you think that?"

8. Then read the following aloud:

*There is a boy in our school named Ray. Tamara really likes him and they went to the movies together once. Tamara talks about Ray all the time and calls him her boyfriend. I don't like Ray, though. He says mean things to other people and sometimes picks on the younger kids.*

9. Ask again "What do you think this story is about?" and "Why do you think that?" Discuss how predictions about the story may have changed.

10. Read the following aloud:

*One day I saw Ray pushing around a boy who looked about seven years old. The little boy was crying. Ray screamed at the boy then grabbed the bag the boy was carrying and ran off. I went over to the little boy. He was sobbing and said that his new shoes were in that bag.*

*I wasn't sure if I should tell one of our teachers about what I saw. That afternoon I told Maria and Tamara what happened. I asked them for advice. Tamara became very angry.*

Ask again "What is the story about?" and "Why do you think that?" Discuss how predictions about the story may have changed. Ask student to tell you about times when she makes predictions. For example: when watching a movie or TV show, seeing an expression on someone's face.

11. Return to the KWL chart and make additions.

12. Return to the Word Map and add information if appropriate.

13. Explain to the student that many words should be recognized instantly by a reader. Tell the student that you are going to be reviewing the most frequently used words to determine if there are any of these words that the student does not know and should concentrate on learning. Use the CRN First One Hundred Words cards for this exercise. As you go through the cards, put aside any that the student does not instantly recognize.

If the student knows all the words, congratulate her and tell her she knows at least 50 % of all the words used in the English language. Tell her that she will review the Second One Hundred Words in the next lesson. Note this success in CRN notebook.

Any word that is not recognized by the student should be written in the CRN notebook. If there are many, many words just pick 20 to record.

14. Assess learning by asking the student to write one important thing she learned in the CRN notebook.

#### **Additional suggestions and options:**

- **Auditory Learners** - Ask student to read section #10 of the lesson plan. Instruct her to first read it silently, then to read it aloud. Tell the student that you now want her to figure out what happened at the end the story based upon ideas received while reading the story. Encourage the student to jot down words, sentences, fragments, symbols, pictures of images that came to mind while reading the story. Once the student finishes, ask her to share her ending to the story.
- **Tactile/Kinesthetic Learners** - You may want to do parts of this activity in another part of the house. Have the student to reread section #6 of the lesson plan. Have the student to take on the role of one of the characters in the passage; then, you take the role of one the other characters. Advise the student that the two of you are going to act out a scene that shows a specific incident that happened at

one of the character's houses. The student must begin and end the dialogue. After the role play, allow the student to talk about her actions and words.

- **Visual Learners** - Have the student to reread section #6 of the lesson plan. Then, as you're holding up the feelings chart, ask her to identify and discuss all the feelings that the writer might have had. Finally, ask the student to tell you what she thinks happened next in the story.

<b>Assessment of learning:</b>
--------------------------------

1. Student will write one important thing learned in this lesson in CRN notebook.
2. Tutor will list, in the CRN notebook, sight vocabulary words that need to be learned or note that all First One Hundred Words were recognized by the student.
3. Tutor will write any comments about the lesson that will be useful for the next lesson on predicting while reading.

## Children's Restoration Network

### Project One-on- One

#### Title of Lesson: Predicting While Reading - Lesson 2

#### Lesson objectives:

- to learn to predict as you read
- to connect new information to what you already know
- to build your sight vocabulary

#### Materials needed:

#### Lesson

1. The student's Children's Restoration Network (CRN) notebook
2. Two copies of *Watsons Go to Birmingham, 1963* by Christopher Paul Curtis
3. CRN sight vocabulary cards - Second One Hundred Words

#### Auditory Learners Activity

1. Two copies of *Watsons Go to Birmingham, 1963*
2. *Lyrics for selected songs downloaded from the internet*
3. Brief history of Motown

#### Tactile/Kinesthetic Learners Activity

1. *Old magazines*
2. Scissors
3. Glue
4. Card Stock
5. Markers

#### Vocabulary Activity

1. *The horoscope section of a newspaper or magazine*
2. Colored construction paper or colored sentence strips
3. Colored pencils/ thin markers

#### Background information for tutor:

We all learn by connecting new information to what we already know. Struggling students often have trouble doing this. They can learn to automatically think of connections if we consistently model the process for them. Begin each lesson with a review or activity to connect the student's current knowledge as a way of building and expanding concepts.

This is the second of five lessons that focus on **predicting while reading**.

#### Tutoring strategies:

- Teaching tools for this lesson: This lesson refers back to the **KWL chart** and **Word Map** used in Lesson 1 and found in the student's CRN notebook.
- *Watsons Go to Birmingham, 1963* is a novel appropriate for struggling adolescent readers. However, any novel can be used for this lesson.
- Vocabulary development: The Second One Hundred Words come from a list of the most common words used in the English language. It is important that readers recognize these words instantly.

#### Tutor preparation:

1. Read through the lesson plan.
2. Think about how you predict and make meaning while you read, and how you can explain what you do.
3. Review Additional Activities and prepare necessary materials.

### Warm Up:

Ask the student to imagine that she is preparing for a long road trip to a place she has never been. Next, ask the student to throw out ideas telling how she would prepare for the trip. Then, talk about a long road trip you've taken and the preparations you made for the trip. Tell the student that the lesson revolves around a book about a family that took a long road trip, their experiences and some of the lessons they learned.

### Steps in Lesson 2:

1. Tell the student the objectives for this lesson.
2. Review the KWL chart from Lesson 1. Add information.
3. Review the Word Map from Lesson 1. Ask the student to write her own definition of "predicting" in her CRN notebook.
4. Open to the first page of the novel *Watsons Go to Birmingham, 1963*. Do not discuss the novel in any way. Read pages one to three aloud to the student as she follows along in her copy of the book. At the bottom of page three stop reading and say, "What do you think this book is about?" After the student responds, ask "Why do you think that?" If the student says she doesn't know ask her to guess. Do not ask any other questions or discuss the book in any way. It is not the point for the student to accurately predict the content or theme of this novel or recall details. The point is for the student to begin predicting.
5. Repeat with pages four through six.
6. Silently, both you and the student read pages seven and eight. If the text seems too difficult for the student continue to read aloud as the student follows along. Repeat the two questions and discuss how ideas about the book may be changing.
7. Talk with the student about how predicting should be used whenever we read. It is important to keep asking ourselves what the text is about.
8. Return to the KWL chart. Review and add information to the columns.
9. Review the Word Map. Add ideas if appropriate.
10. Explain to the student that many words should be recognized instantly by a reader. Check the CRN notebook to see if any words were listed after Lesson 1. If yes, play a memory game with the flash cards or use the vocabulary activity listed in the Additional suggestions and options section of this lesson plan. If all of the First One Hundred Words were known now use the CRN Second One Hundred Words cards for this exercise. As you go through the cards, put aside any that the student does not instantly recognize.
11. Any word that is not recognized by the student should be written in the CRN notebook. If there are many, many words just pick 20 to record. If the student instantly recognizes all the words note this success in the CRN notebook.
12. Assess learning by asking the student to write two important things she learned about predicting while reading in the CRN notebook.

### Additional suggestions and options:

- Use a different novel. It should be one the student has not read. Suggestions:
  - *The Cay* by Theodore Taylor
  - *The Pearl* by John Steinbeck
  - *Call It Courage* by Armstrong Speery
  - *Holes* by Louis Sachar.

- **Auditory Learners** - Before beginning this lesson, be sure to choose 3 songs representative of the Motown era to download and print the lyrics. When you meet with the student, ask if she knows anything about Motown. Have the student read the attached "Brief History of Motown" aloud. Then take turns reading the song lyrics aloud. Ask the student: What does the music tell you about the times? How do these lyrics differ from popular songs in the 21<sup>st</sup> century? Can you relate this to our reading from *Watson's Going to Birmingham*? If the student can't think of anything, assist her by offering a couple of your own suggestions.
- **Tactile/Kinesthetic/Visual Learners** - Discuss the concept of "Jim Crow" laws that were prevalent in the early 20<sup>th</sup> century. Have the student make a collage that shows how the life of an African American in the early 1960's in the south would differ from the life of a white person in the south. Have the student apply some of these ideas to the Watson family's situation.
- **Vocabulary** - Give the student a chance to read and ask questions about the horoscope section of a newspaper or magazine. Explain to the student that a horoscope is a form of prediction. Using words from the 2<sup>nd</sup> one hundred most common words, have students write a horoscope for two members of the Watson family. Encourage the student to use different words for each horoscope. Allow the student to decorate and shape the horoscope as she wishes. You may extend this activity by having the student to record the reading of her horoscope on tape. Encourage the student to use variations in her voice. Once the horoscope is recorded, rewind the tape and listen to the tape as she reads the horoscope. Together, count to see how many words the student used correctly.

<b>Assessment of learning:</b>
--------------------------------

1. Student will write two important things learned in this lesson in CRN notebook.
2. Tutor will list sight vocabulary words that need to be learned or note that all Second One Hundred Words were recognized by the student.
3. Tutor will write any comments about the lesson that will be useful for the next lesson on predicting while reading.

## Brief History of Motown

From [www.wikipedia.org](http://www.wikipedia.org)

**Motown** is a record label founded on December 14, 1959 by Berry Gordy, Jr. in Detroit, Michigan, and named for the city's association with the automobile industry. In the 1960s it was the most successful proponent of what came to be known as **The Motown Sound**, a style of soul music with distinctive characteristics including the use of tambourine along with a drum kit, Rhythm and blues instrumentation, and a 'call and response' singing style originating in gospel music. While there were popular African American musicians prior to the 1960s, including Louis Armstrong, Ethel Waters, Mamie Smith, Ella Fitzgerald, Nat King Cole, and Chuck Berry, Motown was the most consistently chart-topping genre until perhaps hip hop. In contrast to previous genres of black popular music, Motown soul used African American performers instead of grooming white musicians for crossover fame. It was also the first genre of African American popular music to move beyond simple lyricisms into the realm of socio-political topics, allowing for a wide range of African American viewpoints to be expressed in song.

The Motown Sound was also defined by the use of orchestration, string sections, charted horn sections, carefully arranged harmonies and other more refined pop music production techniques that borrowed from British Invasion styles.

It was also one of the first styles of pop music of that era wherein girl groups were showcased as an act, as opposed to individual female artists. The acts on the Motown label were fastidiously groomed, dressed and choreographed for live performances. Motown artists were told that their breakthrough into the white popular music market made them ambassadors for other African-American artists seeking broad market acceptance, and that they should think, act, walk and talk like royalty, so as to alter the less-than-dignified image (commonly held by white Americans in that era) of black musicians.

Many of Motown's most well known songs, such as all of the early hits for The Supremes, were written by the songwriting trio Holland-Dozier-Holland. The many artists of Motown Records collaborated to produce several hit songs, although the process has been described as factory-like (such as the Brill Building).

In the 1960's (from 1961 to 1971), Motown had 110 Top 10 hits and artists such as Stevie Wonder, Marvin Gaye, Diana Ross & The Supremes, The Jackson Five and Gladys Knight were all signed to Motown Records.

## Children's Restoration Network

### Project One-on-One

#### Title of Lesson: Predicting While Reading - Lesson 3

#### Lesson objectives:

- to learn to predict as you read
- to connect new information to what you already know
- to build your sight vocabulary

#### Materials needed:

#### Lesson

1. The student's Children's Restoration Network (CRN) notebook
2. *Two copies of this day's newspaper*
3. Highlighter
4. CRN sight vocabulary cards - Third One Hundred Words

#### Auditory Learners Activity

1. Articles used from section #5 and #6 of lesson plan

#### Tactile/Kinesthetic/Visual Activity

1. Plain paper
2. Pen
3. *A comic strip with the words whited-out except in first frame*

#### Vocabulary Activity

1. Homes For Sale Worksheet
2. *Newspaper Classified section*
3. Pencil
4. Blank sheet of paper
5. Third One Hundred Words sight vocabulary cards

#### Background information for tutor:

We all learn by connecting new information to what we already know. Students who struggle often have trouble doing this. It is important that each lesson begin with a strategy to activate and review the student's current knowledge as a way of building and expanding concepts.

This is the third of five lessons that focus on predicting while reading.

#### Tutoring strategies:

- Teaching tools for this lesson: Newspapers are excellent instructional tools.
- Vocabulary development: The Third One Hundred Words come from a list of the most common words used in the English language. It is important that readers recognize these words instantly.

#### Tutor preparation:

1. Read through the lesson plan.
2. Think about how you predict and make meaning when you read, and how you can explain what you do.
3. Get two copies of the day's newspaper.
4. Review Additional Activities and prepare necessary materials.

#### Warm Up:

Share this story with the student:

Four people, a 75 year-old baker, a 14 year old blind school girl, a 39 year old politician along with the captain were on a ship. Suddenly, a great storm came up and the ship began to sink. The captain stated that unfortunately there was only one small lifeboat in which only one of

them could fit. Sadly, the captain looked at each of them and said, "I realize that I must sink with the ship because I am captain, however, the only way I can decide which among you will live, is for you to convince me of your worth to mankind."

Ask: Which of the three people did the captain select and what did that person say to convince the captain that she/he was worthy of living? Discuss her explanations, and explain that we often make predictions based upon what we think we already know and that this lesson allows us to further practice predicting while reading.

### Steps in Lesson 3:

1. Tell the student the objectives for this lesson.
2. Ask the student if she tried predicting while reading since the last lesson. Ask her to tell when, how, and if the effort was helpful. Ask her if she can think of any other kinds of situations when she has been predicting. (For example: the mood of a teacher, the plot of a movie, the behavior of a friend.) Ask if her predictions turned out to be accurate and if any circumstances changed her predictions.
3. Review the Word Map from Lesson 1 found in the CRN notebook. Add to the *What Is It Like* and *What Are Some Examples* sections.
4. Open the CRN notebook to the KWL chart that was started in Lesson 1. If it has been several weeks since Lesson 1 review and discuss everything written on the chart. Ask the student if she wants to make any additions to the chart.
5. Tell the student that you are going to continue to practice predicting while reading. Ask the student to select an article of interest from the newspaper. Read the first paragraph of the article aloud while the student follows along looking at her own copy of the paper. Model prediction by telling the student what you think the article is about and why you think that. Don't read the newspaper ahead of time and practice. Your modeling will be more effective if it is spontaneous. Continue to read aloud but stop if you begin to change your prediction. Explain your thinking.
6. Ask the student to select another article from the newspaper. Each of you read the first paragraph silently then ask the student "What is this article about and why do you think that?" Silently read the rest of the article to confirm or modify the predictions. Ask the student to speak up if and when her predictions change as she reads.
7. Select one of the newspaper's editorials and repeat the process of Step 6. Point out to the student that many newspaper articles are written to provide the main ideas first, with the remainder of the text containing only supporting details. Editorials and most fiction and nonfiction texts, however, are not written that way and it is important to continually monitor our thinking to be sure that what we are reading is making sense.
8. Talk with the student about how predicting can be and should be applied every time she reads. Ask if the student is currently reading a novel for a class. If so, ask her to tell you what it is about and how she can use prediction while reading the book.
9. Recommend reading mysteries as a good way to help practice predicting while reading. Here are some titles of mysteries that often appeal to young adults and are appropriate for struggling readers:

*Skellig* by David Almond

*The Face on the Milk Carton* by Caroline Cooney

*In the Middle of the Night* by Robert Cormier

*Swallowing Stones* by Joyce McDonald

*Holes* by Louis Sachar

Any of the Harry Potter books by J.K. Rowling

10. Explain to the student that many words should be recognized instantly by a reader. Check the CRN notebook and see if any words were listed after Lesson 1 or Lesson 2. If yes, play a memory game with the flash cards or use the vocabulary activity listed in the Additional suggestions and options section of this lesson plan. If all of the Second One Hundred Words were known now use the Third One Hundred Word cards for this exercise. Show the student a card and ask her to say the word. As you go through the cards, put aside any that the student does not instantly recognize.
11. If the student knows all the words, congratulate her and note the success in the CRN notebook. Tell her that she knows all the words that make up about 65 percent of all written material. Tell her that she will review the Fourth One Hundred Words in the next lesson.
12. Any word that is not recognized by the student should be written in the CRN notebook. If there are many, many words just pick 20 to record.
13. Assess learning by asking the student to write a few sentences in the CRN notebook explaining why prediction is important and how she can use this strategy to help her read in one of her school classes.

#### **Additional suggestions and options:**

- Look at the first word that the student needs to learn. Use it in a few sentences for the student. Ask her to give you a few sentences using the word. Working together, find the word used in a few places in the newspaper and highlight the word and read the sentence where the word is used. Do this with four more words. Then point to the words highlighted and ask the student to say the word without referring to the sentence. Repeat until all words on student list have been reviewed.
- **Auditory Learners** - Have the student read the article aloud to you. Then read the article to her with appropriate expression. Ask these questions: What do you think will happen to the people in the article? How do you think this situation will turn out? Allow the student to explain her responses.
- **Tactile/Kinesthetic/Visual Learners** - (Before meeting with the student, cut out several comic strips from the daily or Sunday paper. With the exception of the first frame, white out all the words in each of the cartoon strips.) Pull out your whited-out cartoon strips. Explain to the student that she will be doing a different kind of prediction, this time based on words and images. Ask the student to read the first frame of the first comic strip. Then have her to write down what she thinks is happening in each successive frame. Discuss her answers.
- **Vocabulary Activity** - Share the classified section of the newspaper with the student. Direct her to locate the real estate section where homes are being sold. Discuss several of the ads. Give the student a copy of the "Homes for Sale" worksheet. Instruct her to use different vocabulary words while filling out various spaces in her home including the special characteristics and the advertisement. There is also a space for the student to draw her dream house, however, if the space is too small, allow the student to use a blank sheet of paper.

#### **Assessment of learning:**

1. Student will write a few sentences in the CRN notebook explaining why prediction is important and how she can use this strategy to help her read.
2. Tutor will list sight vocabulary words that need to be learned or note that all Third One Hundred Words were recognized by the student.
3. Tutor will write any comments about the lesson that will be useful for the next lesson on predicting while reading.

## Children's Restoration Network

### Project One-on-One

#### Title of Lesson: Predicting While Reading - Lesson 4

#### Lesson objectives:

- to learn to predict as you read
- to connect new information to what you already know
- to build your sight vocabulary

#### Materials needed:

#### Lesson

1. The student's Children's Restoration Network (CRN) notebook
2. *Copy of Cloze Procedures # 1 & #2*
3. Stapler
4. CRN sight vocabulary cards - Fourth One Hundred Words

#### Auditory Learners Activity

1. *A copy of Cloze Procedures #1 & #2*
2. Pencil

#### Tactile/Kinesthetic/Visual Activity

1. *One medium sized jar with food contents and labeling.*
2. *One empty medium sized jar with no labeling.*
3. Scissors
4. Construction Paper
5. Glue
6. Pens

#### Vocabulary

1. A copy of Cloze Procedure #2.
2. Sketch paper
3. Pencils, markers, colored pencils

#### Background information for tutor:

This is the fourth of five lessons that focus on predicting while reading. In addition to predicting meaning, good readers also predict words and phrases as they read.

The word **syntax** refers to the structure and grammar of language.

The word **semantics** refers to meaning.

#### Tutoring strategies:

- Teaching tools for this lesson: A Cloze Procedure is a tool that can help the student predict words. Do not practice this before the session. You will be a better model if your thinking is spontaneous.
- Vocabulary development: The Fourth One Hundred Words come from a list of the most common words used in the English language. It is important that readers recognize these words instantly.

#### Tutor preparation:

1. Read through the lesson plan.
2. Print out a copy of Cloze Procedures #1 & #2 found in this lesson.
3. Review Additional Activities and prepare necessary materials.

### Warm-up:

Using the listed items below, ask the student to predict the missing price.

Trout.....	\$20	(answer is 13,
Tilapia.....	\$20	based on the
Salmon.....	\$19	numerical value of the
Mackerel.....	\$___	1 <sup>st</sup> letter of each word.)

If the student seems to be having difficulty thinking through this exercise, give her a hint: you might suggest that the answer has something to do with the letters. Discuss how she came to her response. Tell the student that the strategy that she used is another form of prediction because, again, she drew conclusions based on information presented. Explain that later you will practice the prediction of words using something called cloze procedure.

### Steps in Lesson 4:

1. Tell the student the objectives for this lesson.
2. Ask the student if she tried predicting while reading since the last lesson. Ask her to tell when, how, and if the effort was helpful. Ask her if she can think of any other kinds of situations when she has been predicting. Ask if her predictions turned out to be accurate and if any circumstances changed her predictions.
3. Review the Word Map from Lesson 1 found in the CRN notebook. Add to the *What Is It Like* and *What Are Some Examples* sections.
4. Open the CRN notebook to the KWL chart that was started in Lesson 1. Review and discuss everything written on the chart. Ask the student if she wants to make any additions to the chart.
5. Ask the student to read what she wrote at the end of Lesson 3. Explain that readers also make predictions about individual words as they read. Explain that good readers automatically think of words that will make sense.
6. In the CRN notebook, write this sentence: *The dog \_\_\_\_\_ the man.* Ask the student to list five words that would make sense in the sentence. (For example: followed, bit, loved, chased, protected, etc.) Now ask the student why the word *apple* would not fit in the sentence. The word *school*? The word *sang*? The word *of*?
7. Now add to the sentence: *The dog \_\_\_\_\_ the man. He saw the man go into the garage and then \_\_\_\_\_ out again.* Ask the student to write three words that would make sense in each blank and explain to you why those words fit. Ask her to give you one example for each blank that would not make sense or sound right. Try additional examples if the student struggles with this.
8. Show the student Cloze Procedure #1. Do this exercise together. Be sure to read and follow the directions. Use pencil. Talk about why each word that you pick fits in the blank. When finished re-read the passage and compare it to the first ideas of what the passage was about.
9. Give the student Cloze Procedure #2 to complete alone. Remind her to follow the directions. This is a longer passage. Tell her it is okay to skip some of the blanks. Answer any questions she might have as she does this exercise. When she is finished ask her to read the passage aloud to you. Question any word filled in a blank that is not semantically (meaning) and syntactically (grammar) reasonable. Help the student think of different words that do fit in the blanks and fill in the blanks she skipped.
10. Staple the completed Cloze Procedure #2 in the CRN notebook.
11. Return to the KWL chart. Add information to the *What I Have Learned Column*.
12. Explain to student that many words should be recognized instantly by a reader. Check the CRN notebook and see if any words were listed after Lessons 1, 2 or 3. If yes, play a memory game with the flash cards or use the vocabulary activity listed in the Additional suggestions and options section of this lesson plan.

If no words are listed now, use the Fourth One Hundred Word cards for this exercise. Show the student a card and ask her to say the word. As you go through the cards, put aside any that the student does not instantly recognize.

If the student knows all the words, congratulate her and note the success in the CRN notebook. Any word that is not recognized by the student should be written in the CRN notebook. If there are many, many words just pick 20 to record.

#### Additional suggestions and options:

- **Auditory Learners** - Before the session, practice reading Cloze selection #1 and #2 First practice reading it very slowly, then very rapidly, and finally at regular speed. When you get to the session, explain to the student that you want her to read silently while listening to you read the passages. Encourage her to wait until she listens to each speed before filling in the blanks. Once you have completed reading, instruct the student to begin filling in the blanks. Invite her to share how listening to the passages at various speeds helped or hindered her ability to fill in the correct words.
- **Tactile/kinesthetic/Visual Learners** - Bring in two medium-sized jars- one with its contents and labeling intact and one with no contents or label. Tell the student to look at both jars carefully and consider what empty jar should contain. Have the student design a label for the empty jar using the other jar as an example. Clarify that she should include similar types information in her label design, but that the jars must have totally different contents. Discuss the reasons for predictions made during this exercise.
- **Vocabulary** - Show the student words, phrases and sentences cited on certificates and trophies. Tell the student that because Larry (Cloze procedure #2) was such a good teacher, the students designed a very special certificate for him and presented him with a beautiful trophy. Using the Fourth One Hundred Words List, have the student to create a certificate on the computer or with markers. If time permits, have the student to draw and design a trophy to accompany the certificate.

#### Assessment of learning:

1. Student will write a few sentences in the CRN notebook explaining why prediction is important and how she can use this strategy to help her read.
2. Tutor will list sight vocabulary words that need to be learned or note that all Fourth One Hundred Words were recognized by the student.
3. Tutor will write any comments about the lesson that will be useful for the next lesson on predicting while reading.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 5 - Predicting While Reading

**Lesson objectives:**

- to learn to predict as you read
- to connect new information to what you already know

**Materials needed:**

**Warm-up**

1. A copy of the word pairing exercise
2. A piece of blank paper
3. Pencil

**Lesson**

1. The student's CRN notebook
2. Copy of Probable Passage words
3. Copy of Probable Passage Outline
4. Copy of Probable Passage Story Frame
5. Copy of "Thank You, M'am", a short story by Langston Hughes
6. Copy of *Reader's Self Assessment*
7. Stapler

**Auditory Learners Activity**

1. Copy of "Thank You, Ma'm"

**Tactile/Kinesthetic/Visual**

1. Copy of "Thank You Ma'm"
2. Poster Board or construction paper
3. Markers/colored pencils/pens
4. *Promotional items (sale ads, event flyers, etc.)*
5. Brief history of the Harlem Renaissance

**Vocabulary**

1. Copy of words for "Thank You, Ma'm"
2. Copy of "Thank You, Ma'm"

**Background information for tutor:**

This is the fifth of five lessons focused on predicting while reading.

**Metacognition** means thinking about your own thinking. Students must know and deliberately use thinking strategies in order to be good readers.

**Tutoring strategies:**

- Teaching tools for this lesson:

"Thank you, M'am" is a short story written by Langston Hughes.

**A Probable Passage** (Wood, 1984) exercise helps stop passive reading habits by encouraging students to make predictions and to use their knowledge. Important words and concepts from the reading selection are arranged in categories according to their probable function in a story. The student then predicts what the story might be about, predicts as she reads the story, compares predictions to text.

**Reader's Self Assessment** is a tool to help students think about how they think while they read.

**Tutor preparation:**

1. Read through the lesson plan.

2. Print a copy of "Thank You, M'am" found at the end of this lesson and read before the lesson.
3. Print a copy of the words for the Probable Passage exercise. Cut up the paper so that you have individual word cards.
4. Print a copy of the Probable Passage Outline found in this lesson plan.
5. Print a copy of the Probable Passage Story Frame found in this lesson plan.
6. Print a copy of *Reader's Self-Assessment* found at the end of the lesson plan.
7. Review Additional Activities and prepare necessary materials.

#### Warm-up:

Show the student the word pairing exercise. Ask her him to study it carefully. Then, ask her to find 5 different ways to make pairs with the words. You can give her one of the answers as an example if you like - eyes and mouth are both parts of the body, therefore this would be a pair; scream and cry are expressions of anger or pain. Prompt the student to think of all kinds of possibilities. Encourage her to write down her ideas. Once the student completes the exercise, discuss her answers. Then, explain to the student that she just used the strategy of putting words into a category to come up with various word pairs. Inform the student that this lesson requires her to put words in categories as a way of helping her to predict what's going to be read.

#### Steps in Lesson 5:

1. Tell the student the objectives for this lesson.
2. Review the Word Map and KWL chart from Lesson 1. Ask the student if she has been trying to use prediction as she reads.
3. Tell the student that she is going to continue to practice predicting while reading by doing a Probable Passage exercise before reading a short story.
4. Key terms and concepts related to "Thank You, M'am" have been selected. Scatter these words on the table and then help the student put each word in a category: setting, characters, problem/event, solution, ending. Use the Probable Passage Outline as a guide. Tell the student the meaning of any word she does not know.
5. Ask the student to complete the Probable Passage Story Frame.
6. Read "Thank You, M'am" with the student. Talk about the predictions you make as you read and change while reading. Talk about the story. Compare with the Probable Passage Story Frame.
7. Return to the KWL chart. Review. Praise the student for learning a way to strengthen her reading.
8. Ask the student to complete the *Reader's Self-Assessment*. Help her to complete Part II. Stress the importance of always using strategies while reading.
9. Staple the *Reader's Self-Assessment* in the CRN notebook.
10. The next CRN lesson, Lesson 6, focuses on a method to help the student read textbooks. Ask the student to bring one of her textbooks, preferably science or social studies, to the next lesson.

#### Additional suggestions and options:

- **Auditory Learners** - You may wish to go into another area of the house for this exercise. Take turns with the student reading each paragraph of Thank You, M'am. When the student is reading, insert interesting sound effects with your voice. Have the student to do the same as you read.
- **Tactile/Kinesthetic/Visual Learners** - You will need to read a short overview of the Harlem Renaissance prior to your session with the student.

As you look over some of the promotional items you brought, talk to the student about the necessity of marketing when you want people to buy your goods or services. Discuss the Harlem Renaissance and the contributions that Langston Hughes made to that era. Then ask your student to imagine that she is a famous graphic artist during the Harlem Renaissance era and Langston Hughes has asked her to design a

poster to promote his story, "Thank You, M'am". Have the student to design the poster and discuss how it relates to the story.

- **Vocabulary** - Review the probable passage words for "Thank you. M'am. Ask the student to identify at least three words or terms that people rarely use in the 21<sup>st</sup> century. (blue-jeaned sitter, icebox, pocketbook) Ask: do you have any idea what these terms mean? Once the student gives meanings, ask: What words or terms have replaced the ones from the Harlem Renaissance? Briefly discuss how vocabulary changes over time. Finally, have the student to read the passage again putting twenty-first century words in the place of the Harlem Renaissance words.

<b>Assessment of learning:</b>
--------------------------------

1. The student will complete *Reader's Self-Assessment*.
2. Tutor will write comments about how the student uses prediction while reading. Can the student explain her thinking? Does she report that she is trying to use the strategy? Would it be helpful for her to repeat practice with any of the activities in Lessons 1 through 5? If she is struggling, what seems to be the cause?

From <http://www.fatherryan.org/harlemrenaissance/>

In the early 1900s, particularly in the 1920s, African-American literature, art, music, dance, and social commentary began to flourish in Harlem, a section of New York City. This African-American cultural movement became known as "The New Negro Movement" and later as the Harlem Renaissance. More than a literary movement, the Harlem Renaissance exalted the unique culture of African-Americans and redefined African-American expression. African-Americans were encouraged to celebrate their heritage.

The main factors contributing to the development of the Harlem Renaissance were African-American urban migration, trends toward experimentation throughout the country, and the rise of radical African-American intellectuals.

The Harlem Renaissance transformed African-American identity and history, but it also transformed American culture in general. Never before had so many Americans read the thoughts of African-Americans and embraced the African-American community's productions, expressions, and style.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 6 - SQ3R Strategy for Reading Textbooks

#### **Lesson objectives:**

- to learn SQ3R
- to connect new information to what you already know
- to build your sight vocabulary

#### **Materials needed:**

#### **Warm-up**

1. *Car information printed from the internet (autotrader.com, carmax.com, etc.)*

#### **Lesson**

1. Student's CRN notebook
2. Grade appropriate science or social studies textbook
3. Copy of *SQ3R Guidelines*
4. SQ3R Outline
5. CRN sight vocabulary cards - Fifth One Hundred Words
6. Stapler

#### **Auditory Learner Activity**

1. SQ3R Guidelines
2. Paper
3. Pencil

#### **Tactile/Kinesthetic Learner Activity**

1. SQ3R Guidelines
2. *Promotional Information on a product*

#### **Visual Learner Activity**

1. SQ3R Guidelines
2. List of Silly Subheadings

#### **Vocabulary**

1. SQR Guidelines
2. Fifth One Hundred Words cards

#### **Background information for the tutor:**

Textbook reading is often very difficult for students. By the middle school years, students are expected to use textbooks to learn subject/course content.

**SQ3R** (Robinson, 1946) stands for survey, question, read, recite and review. It is a study strategy to help preview and read textbooks chapters.

#### **Tutoring strategies:**

- The best tutoring is like good coaching- The tutor tells what skill will be learned. The tutor explains and demonstrates the concept/skill for the student. The student practices with help from the tutor, then practices independently. Finally the student is asked to apply the concept/skill to practical situations.
- Teaching tools for this lesson: This lesson uses two graphic organizers that will help make connections. Graphic organizers help students understand, organize and connect information.

**The KWL** (*What I Know, What I Want to Learn, What I Learned*) chart helps the reader access her knowledge about a topic, consider what she wants to learn, and then record what she has learned.

The **SQ3R Outline** is a tool for the student to use to work through the steps of SQ3R.

- Vocabulary development: The Fifth One Hundred Words come from a list of the most common words used in the English language. It is important that readers instantly recognize these words.

**Tutor preparation:**

1. Read through the lesson plan.
2. Review the *SQ3R Guidelines* found in this lesson.
3. Print one copy of the *SQ3R Guidelines*.
4. Print three (3) copies of the SQ3R Outline.
5. Review Additional Activities and prepare necessary materials.

**Warm-Up:**

In order to do this activity, you must prepare yourself to act as if you are preparing to purchase a new vehicle. Convey to your student that you're trying to make sure you understand everything possible about the car you're preparing to purchase. Then take out the pictures and descriptions pertaining to the vehicle. Begin to ask for the student's assistance to look over the information. Begin by saying things like, "I wonder if...Do you think..., does the \_\_\_ have \_\_\_? Keep reading until you find the answers to some of your questions. Then begin to say some of the main ideas out loud. (Has great security system, navigational system, excellent gas mileage, etc.) Once you're done, tell the student that you appreciate her help. Then, ask: What did you just see me do? Why do you think I was doing that? Talk to the student about the importance of understanding what you read. Emphasize that when you were looking over the material, you were surveying it, then you asked questions, read more to answer your questions, and repeated a few things out loud. Explain to the student that the process you just used learn about your new car is the same process used to acquire new information while reading - a process called SQ3R (Survey, Question, Read, Recite, Review).

**Steps in Lesson 6:**

1. Tell the student the objectives for the lesson.
2. Have the student draw a KWL chart in his CRN notebook.

<b>KWL Chart</b>			<b>Topic: <u>SQ3R</u></b>
<i><u>What I Know</u></i>	<i><u>What I Want to Learn</u></i>	<i><u>What I Learned</u></i>	

3. Ask the student to tell you what she already knows about reading textbooks and SQ3R. If she claims to know nothing, move to the *What I Want to Learn* column of the chart and begin by writing "How can I make it easier to read textbooks?"
4. Give the student the *SQ3R Guidelines*. Discuss each step in SQ3R.
5. Open the student's textbook to the chapter following the one she is now studying in class. Complete the SQ3R Outline for that chapter with the student. Do the Read, Recite, Review steps using only the first section of the chapter if the chapter is long.
6. Ask the student to apply SQ3R to another chapter and complete another SQ3R Outline. When the student finishes ask her to explain her thinking to you.
7. Return to the KWL chart and complete it with the student. Urge the student to always make a KWL chart to help her learn in any subject area.
8. Staple the second SQ3R Outline in the notebook.
9. Give the student the copy of *SQ3R Guidelines* and a blank copy of the SQ3R Outline. Tell her to use the SQ3R process at least one time in the following week to help read her textbooks.

10. Check the CRN notebook to see if any sight vocabulary words were listed after Lesson 1, 2, 3, or 4. If yes, play a memory game with the flash cards or use the vocabulary activity listed in the Additional suggestions and options section of this lesson plan. If no words are listed use the Fifth One Hundred Words cards. Show the student a card and ask her to say the word. As you go through the cards, put aside any that are not instantly recognized.

If the student knows all the words congratulate him and note the success in the CRN notebook. Tell him he will try the Sixth One Hundred Words in the next lesson.

Any word that is not recognized should be written in the CRN notebook. If there are many, many words just pick 20 to record.

#### Additional suggestions and options:

- **Auditory Learners** - You may want to do a portion of this activity in another part of the house. Challenge your student to make up a poem, song or spoken word piece using Survey, Question, Read, Recite, Review. Help the student with idea development. Encourage her to jot down ideas and to base some of those ideas on the SQ3R Guidelines. Offer suggestions for lines or rhymes. Once the piece is finished, allow the student to set her creation to a beat or to music.
- **Tactile/Kinesthetic Learners** - Bring in promotional information of a little known product and an example of the product itself (if available). Tell the student to use the SQ3R process to find out as much about the item as possible. Assist the student through the process.
- **Visual Learners** - Instruct your student to first visualize a picture of each Silly Subheading, then have her to change each of the Silly Subheadings below into questions.

#### Silly Subheadings

The Monkey's Ten Foot Tail  
Flying Elephants Over the Ocean  
Reasons for Sardine-Flavored Milkshakes  
Looking for Chicken, Lemonade and Green Mustard  
The Results of Mr. McCracken's Toenail Operation  
Ten Ways to Flirt Without Getting Slapped  
The Effect of Brown Sugar on cream puffs  
Chocolate Covered Raisins Hanging Upside Down

Assist her with formulating questions. Ask her which part of SQ3R she's practicing.

- **Vocabulary - Deal out** 20 of the Fifth One Hundred cards at random. Then read this to the student:  
"You hear on the news that a Greyhound Bus with 33 passengers has disappeared. The next day, as you are hiking through the woods, you see the bus that was described. You think to yourself, 'How on earth did the bus get here?' Slowly, you creep over to the bus."

Then ask the student to choose 5 vocabulary cards for each of the following questions and use these words to answer each question:

Who or what is inside the train?  
How do you get inside?  
How do you help?  
What happens in the end?

#### Assessment of learning:

1. SQ3R Outline stapled in the notebook
2. Tutor will list vocabulary words that need to be learned or note that all Fifth One Hundred Words were recognized.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 7 - Making Inferences While Reading

**Lesson objectives:**

- to learn to make inferences while you read
- to connect new information to what you already know
- to build your sight vocabulary

**Materials needed:**

**Warm-up**

1. *Two small bottles of cologne or perfume*
2. *Two pairs of earrings/ two rings/two bracelets*
3. *Red Lobster menu and an Olive Garden menu or any two menus you may have around the house*
4. *Pictures of two very attractive, but contrasting outfits*
5. *You may add other items if you like*

**Lesson**

1. Student's CRN notebook
2. Blank word map
3. CRN sight vocabulary cards - Sixth One Hundred Words
4. Stapler

**Auditory Learner Activity**

1. Copy of Lesson Plan #7

**Visual Learner Activity**

1. Copy of lesson plan #7
2. 2 pieces of blank sketch paper
3. Drawing pencils

**Vocabulary**

1. Copy of lesson plan #7
2. Copy of the sixth hundred words
3. Paper
4. Pencil

**Background information for the tutor:**

There are three levels of reading: **literal** (reading the lines), **inferential** (reading between the lines) and **evaluative** (reading beyond the lines). Struggling readers are often stuck at the literal level. When reading, an inference is connecting what is in the text to what is in the mind. Making generalizations, drawing conclusions, making mental images are kinds of inferences.

This is the first of three lessons focused on **making inferences while reading**.

**Tutoring strategies:**

- The best tutoring is like good coaching. The tutor tells what skill is to be learned or practiced. The tutor explains, models or demonstrates the concept/skill for the student. The student then practices with the help and guidance of the tutor. The student then practices independently. Finally the student is asked to apply the concept/skill to practical situations.
- Teaching tools for this lesson: This lesson uses two graphic organizers that will help the student understand, organize and connect information.

The KWL (*What I Know, What I Want to Learn, What I Learned*) chart provides a framework that helps the reader access his knowledge about a topic, consider what he wants to learn, and then record what he has learned.

A **Word Map** helps the student connect his own personal experiences and knowledge of a word/concept with the definition in order to improve understanding.

- **Vocabulary development:** The Sixth One Hundred Words come from a list of the most common words used in the English language. It is important that readers instantly recognize these words.

#### Tutor preparation:

1. Read through the lesson plan.
2. Think about how you make inferences when you read.
3. Review the KWL chart.
4. Review the sample Word Map found in this lesson and print a copy.
5. Print a blank Word Map found in this lesson.
6. Review Additional Activities and prepare necessary materials.

#### Warm Up:

Tell your student that you need his opinion on some decisions you need to make. Make sure you react very positively to the opinions that the student gives, i.e. "You've got a good eye", "I was hoping you'd say that", "You've got good taste", etc. First, ask her which cologne or perfume she likes better. Then ask which of the two items of jewelry she prefers. Show the student the pictures of the outfits and ask which one she likes better. Ask which restaurant she thinks has the better menu. By now, the student may already be trying to guess where you're going, what you're getting prepared for, whether you have a date, etc. Then ask: "How did you come up with that?" If the student hasn't made a statement about your intentions, prompt her by asking: "What do you think I'm preparing for? You should get a response based on your question. Then ask: "How did you come up with that?" Explain to the student that she just made an inference, which means she drew conclusions from information she was given. Tell the student that this lesson deals with making inferences while reading.

#### Steps in Lesson 7:

1. Tell the student the objectives for the lesson.
2. Have the student draw a KWL chart in his CRN notebook.

KWL Chart			Topic: <u>SQ3R</u>
<i><u>What I Know</u></i>	<i><u>What I Want to Learn</u></i>	<i><u>What I Learned</u></i>	

1. Ask the student to tell you what he knows about making inferences or reading between the lines. If he claims to know nothing, move to the *What I Want to Learn* column of the chart and begin by writing "What does it mean to read between the lines?"
2. Show the sample Word Map. Then complete the blank map using the word INFERENCE. Encourage the student to give as many examples as possible. Share examples of your own.
3. Read the following to the student:

*He put down \$20 at the window. The woman behind the window gave him \$6. The person standing next to him gave him \$7, but he gave it back to her. So, when they went inside, she bought him a large bag of popcorn.*
4. Each of you tells what you think the passage is about and why you think that.
5. Discuss the inferences you both made. Talk about these questions:

Did you picture the characters in your mind? What they wore? How old they were?  
 Did you picture a setting? Where were the characters? What time of day was it? What details did you think about?  
 Did you think about the relationship between the characters?  
 Did you think about what the characters might be thinking?  
 Did you think about why the characters did what they did?  
 How did you decide to whom the pronouns referred? him? her? They? she?  
 Did you remember any experience you have had?

6. Repeat steps 5, 6, 7, with the following:

*Could the scandal have gone beyond what has already been reported? Officials have tried to stop the release of a new report. They will not comment on the new report or say what information it contains. Many fear that the new information will be shocking.*

7. Return to the Word Map and add ideas.
8. Staple the Word Map in the CRN notebook.
9. Return to the KWL chart and add information.
10. Ask the student to write what it means to read between the lines in his CRN notebook.
11. Check the CRN notebook to see if any sight vocabulary words were listed after Lesson 1, 2, 3, 4, or 6. If yes, play a memory game with the flash cards or use the vocabulary activity listed in the Additional suggestions and options section of this lesson plan. If no words are listed use the Sixth One Hundred Words cards. Show the student a card and ask him to say the word. As you go through the cards, put aside any that are not instantly recognized.

If the student knows all the words congratulate him and note the success in the CRN notebook. Tell him he will try the Seventh One Hundred Words in the next lesson.

Any word that is not recognized should be written in the CRN notebook. If there are many, many words just pick 20 to record.

#### **Additional suggestions and options:**

- **Auditory Learners** - Ask the student to review the answers that she gave in section #7 of the lesson plan. Then, ask the student to answer the following:
  - What sounds do you think the characters heard around them before they went inside?
  - Do you think the woman standing behind the male said anything? If so, what did she say and what did her voice sound like?
  - Do you think the male said anything when he gave the \$7 back to the woman? If so, what did the male say and what did his voice sound like?
  - What sounds do you think they heard once they went inside?
  - What was the loudest sound they heard once they went inside?
- **Tactile/Kinesthetic Learners** - Ask the student to review the answers that she gave in section #7 of the lesson plan. Then, ask the student these questions:
  - Before the male went inside, how do you think he was standing? Can you show me a pose you think he might have had? Do you think he moved at all? Show me what kind of movements he might have made. Do you think there were any moving objects, animals or people around the male and the woman before they went inside? If so, please describe what was moving and how it moved.
  - As the woman and the male walked inside, how do you think they walked in? Show me how you think they walked in.

- **Visual/Learners** - Invite the student to imagine that you work for the police department and that you have just observed her in the vicinity of a male and female going into a public place. Tell the student that you are sure that these two people are valid suspects for a recent robbery because undercover police observed the woman when she tried to hand money to the male. The only problem is that the undercover police couldn't make a positive ID. Why? They couldn't see the suspects' faces. Tell the student that it's her job to describe the facial features of each suspect to the police department's illustrator. Ask the student to begin describing each person in the passage as you follow her instruction. If you can't draw, just have fun with it! If you desire, you may switch roles when describing the second person.
- **Vocabulary Activity** - Have the student to review the answers to her responses to questions asked in this lesson. Using section 5 of the lesson plan, responses given in section 7 and additional suggestions and options, challenge the student to write a short poem telling what finally happened to the two people. Challenge her to use as many of the "sixth hundred words" as possible.

<b>Assessment of learning:</b>
--------------------------------

1. Student will write a few sentences explaining what it means to read between the lines.
2. Tutor will list vocabulary words that need to be learned or note that all Sixth One Hundred Words were recognized.
3. Tutor will write any comments about the lesson that will be helpful for the next lesson on inferences.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 8 - Making Inferences While Reading

#### **Lesson objectives:**

- to learn to make inferences while you read
- to connect new information to what you already know
- to build your sight vocabulary

#### **Materials needed:**

##### Warm-up

1. *Spontaneous jokes, downloaded jokes from "joke" sites on the internet*

##### Lesson

1. Student's CRN notebook
2. CRN sight vocabulary cards - Seventh One Hundred Words

##### **Auditory Learner Activity**

1. Copy of Lesson Plan #8
2. Plain paper
3. Pencil

##### **Tactile/Kinesthetic/Visual Learner Activity**

1. *A tea cup*
2. *A coffee cup*
3. *A juice bottle*
4. *A water bottle*
5. *A tall soda cup*
6. *A scarf to use as a blindfold*

##### **Vocabulary**

1. Seventh Hundred Words cards
2. A copy of the "I Have a Dream" speech (Martin Luther King, Jr.)
3. Highlighter

#### **Background information for the tutor:**

There are three levels of reading: **literal** (reading the lines), **inferential** (reading between the lines) and **evaluative** (reading beyond the lines). Struggling readers are often stuck at the literal level. When reading, an inference is connecting what is in the text to what is in the mind. Making generalizations, drawing conclusions, making mental images are kinds of inferences.

This is the second of three lessons focused on **making inferences while reading**.

#### **Tutoring strategies:**

- Vocabulary development: The Seventh One Hundred Words come from a list of the most common words used in the English language. It is important that readers instantly recognize these words.

#### **Tutor preparation:**

1. Read through the lesson plan.
2. Think about how you make inferences when you read.
3. Review Additional Activities and prepare necessary materials.

#### **Warm-up:**

Prepare the student by asking if she knows any jokes to tell you. Make an attempt to answer if the joke is in the form of a question. Then, you tell a couple jokes that are in the form of a question. Encourage the

student to try to guess the answer. If you don't know any jokes, you may try the ones below or refer to jokes downloaded from the internet.

Why did the man put the stove in the car? To make a hot rod.

Why did the elephant stand on the marshmallow? So he didn't fall in the hot chocolate.

What's black and white and read (pronounced "red") all over? The newspaper.

Discuss how you came up with your answers, explaining that when people attempt to answer a joke they have to connect the given information to things they already know or think. Tell the student we can practice connecting information to help improve our reading.

### Steps in Lesson 8:

1. Tell the student the objectives for the lesson.
2. Review the KWL chart from Lesson 7. Invite the student to add to the chart.
3. Review the Word Map from Lesson 7. Add information.
4. Read the following aloud to the student:

*Marla left home early and returned late with her arms full. "I can't believe how much money I saved," she shouted!*

Ask the student to tell you what he thinks is happening in the sentence and why he thinks that. Discuss how people draw conclusions when they read.

5. Repeat with each of the following:

*I told him to slow down but he continued to race down the interstate. All of a sudden we saw blue lights and heard a siren.*

*He took a small taste. He tried not to gag. "I don't think I am really hungry," he told the woman. Even though her head and face felt like they were burning, she was freezing. She reached for another tissue.*

*Joe was frantically searching through his backpack. "I did it," he said, "but I can't find it."*

6. Ask the student to compose his own sentences where the reader must draw a conclusion. Discuss. Write in CRN notebook. Compose five more sentences.
7. Ask the student if he is presently reading a novel for a class. If so, ask him to tell you how reading between the lines and drawing conclusions can help with that reading.
8. Return to the KWL chart and add information.
9. Assess learning by asking the student to write about these three things in the CRN notebook:

Why is it important to read between the lines and draw conclusions while reading?

How can you practice making inferences next week in school?

How can you use this kind of thinking outside of school?

10. Check the CRN notebook to see if any sight vocabulary words were listed after Lesson 1, 2, 3, 4, 6 or 7. If yes, play a memory game with the flash cards or use the vocabulary activity listed in the Additional suggestions and options section of this lesson plan. If no words are listed use the Seventh One Hundred Words cards. Show the student a card and ask him to say the word. As you go through the cards, put aside any that are not instantly recognized. If the student knows all the words congratulate him and note the success in the CRN notebook.

Any word that is not recognized should be written in the CRN notebook. If there are many, many words just pick 20 to record.

#### Additional suggestions and options:

- **Auditory Learners** - You may have to go outside or into another area of the house to do part of this activity. Ask the student to imagine that she is the sound coordinator for a small production company and it's her job to create sound effects to accompany unfinished plays-that means he has to draw conclusions about what sounds will be needed in the story with only minimal information. Have the student read each short statement in section 5 of the lesson. Next, ask her to brainstorm and jot down at least 5 things that she thinks might happen if each of the short statements became a larger story. Then have the student create sound effects that would accompany each story. Allow the student to talk about her thoughts in developing the story.
- **Tactile/Kinesthetic/Visual Learners** - You may want to find another section of the house for this activity. Have your student reread each of the short statements in section 5 of the lesson plan, thinking of how she might develop these short statements into stories. Blindfold the student. Place each of the items on a table. Lead the student over to the table and have her to pick up an item. Be sure that she picks up the first item she touches. Take the blindfold off the student. Now instruct the student to tell a story about the first statement, but there must be something in the story about the item she is holding. Once the student finishes the story, discuss it. Then blindfold the student again, while you change the position of the items. The student will go through the same procedure, moving to the next short statement. Do this until she has told a story for each short statement.
- **Vocabulary** - Have the student read Martin Luther King, Jr's "I Have a Dream" speech. After reading the speech, ask the student to highlight any words in the speech that came from the Eight One Hundred Words. Then, ask: What do you think about Dr. King's vocabulary? How would you describe his vocabulary? Continue by discussing the content of the speech and addressing difficult concepts, words and metaphors.

#### Assessment of learning:

1. Student will write about inferences and how he can apply this learning in and out of school.
2. Tutor will list vocabulary words that need to be learned or note that all Seventh One Hundred Words were recognized.
3. Tutor will write any comments about the lesson that will be helpful for the next lesson on inferences. Does the student struggle with this type of thinking?

**Martin Luther King, Jr.: "I Have a Dream" delivered 28 August 1963, at the Lincoln Memorial, Washington D.C.**

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must ever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecutions and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair, I say to you today, my friends. And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a *dream* today!

I have a dream that one day, *down* in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. And this will be the day, this will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring!" And if America is to be a great nation, this must become true.

And so let freedom ring -- from the prodigious hilltops of New Hampshire.

Let freedom ring -- from the mighty mountains of New York.

Let freedom ring -- from the heightening Alleghenies of Pennsylvania.

Let freedom ring -- from the snow-capped Rockies of Colorado.

Let freedom ring -- from the curvaceous slopes of California.

But not only that.

Let freedom ring -- from Stone Mountain of Georgia.

Let freedom ring -- from Lookout Mountain of Tennessee.

Let freedom ring -- from every hill and molehill of Mississippi, from every mountainside, let freedom ring!

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual,

"Free at last, free at last. Thank God Almighty, we are free at last."

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 9 - Making Inferences While Reading

#### **Lesson objectives:**

- to learn to make inferences while you read
- to connect new information to what you already know

#### **Materials needed:**

#### **Warm-up**

1. *Three books from home or library*

#### **Lesson**

1. student's CRN notebook
2. Two copies of the book *Encyclopedia Brown and the case of the Mysterious Handprints* by Donald Sobol

#### **Auditory Learner Activity**

1. Paper
2. Pencil

#### **Tactile/Kinesthetic Activity**

1. Notepad
2. Pencil
3. Mystery bag

#### **Visual Learner Activity**

1. Blank paper
2. Pencil

#### **Vocabulary**

1. Character Sketch Graphic Organizer
2. Seventh Hundred Words
3. Pencil

#### **Background information for the tutor:**

This is the third of three lessons focused on making inferences while reading.

#### **Tutoring strategies:**

- Vocabulary development: The Seventh One Hundred Words come from a list of the most common words used in the English language. It is important that readers instantly recognize these words.

#### **Tutor preparation:**

1. Read through the lesson plan.
2. Think about how you make inferences when you read.
3. Review Additional Activities and prepare necessary materials.

#### **Warm Up:**

Before the session, either get books from home or go to the library. These should be books with which you are somewhat familiar. Try to choose books that would be appealing to the student you're working with. Also, make every attempt to choose books that have interesting, colorful covers. Once you get to the session, keep the books unseen until you begin the activity. Tell the student that you're going to play a game that involves making educated guesses. Take out the first book. Ask the student: Based on the cover and title of this book, what do you think it's about? It's important to make certain that the student neither looks at the book's back cover nor be allowed to flip through the book. Engage in conversation about the book's content and find out how closely the student guessed the content of the book. Explain to the student that she just used information given to draw conclusions about the contents of a book, which is called making inferences.

### Steps in Lesson 8:

1. Tell the student the objectives for the lesson.
2. Review the KWL chart from Lesson 7. Invite the student to add to the chart.
3. Review the Word Map from Lesson 7. Add information.
4. Tell the student that you are going to spend the rest of the tutoring session practicing making inferences by reading short mysteries. Before beginning discuss the kind of thinking you might do to make the inferences:
  - Figuring out what pronouns are connected to
  - Thinking about explanations for the events
  - Imagining the setting and think about details
  - Imagining how the characters look
  - Thinking about something you know about the topic and see how that fits with what you are reading
  - Thinking about why the characters act the way they do
  - Predicting what will happen next
  - What does the author directly tell me and what does the author want me to infer?
5. Begin reading the first mystery in *Encyclopedia Brown*. You can take turns reading aloud and you can each read silently. Discuss each mystery when you finish by talking about:
  - What kind of reading between the lines did I do while reading this mystery?
  - What did I imagine as I read?
  - What did the author directly tell me?
  - What did the author expect me to infer?
  - What predictions did I make and did I change those predictions as I read?
6. Read and discuss as many mysteries as time allows.

### Additional suggestions and options:

- Additional *Encyclopedia Brown* books can be used.
- **Auditory Learners** - Select one of the selections from Five-Minute Mysteries to read to the student. Before you begin to read the story, ask the student to use her very best listening skills. Also, encourage the student to visualize as you read. Ask her to describe what she saw, heard, felt and experienced during the reading. Encourage the student to be descriptive in terms of colors, sizes, personality, facial features, room arrangement, furniture, etc. Then have the student read the story herself. Ask the student to compare and contrast how only hearing the story might have been different from reading the story. Explain that visualizing as you read can help you to make inferences about what is going on in the story.
- **Tactile/Kinesthetic Learners** - Ask the student which one of the mystery stories from *Encyclopedia Brown* she liked best. Then tell her that there were additional items found at the scene, and take out the items from the "mystery bag." Discuss how each item may be a new clue. Do any of the items change the story or conclusion? Which items are completely irrelevant? Discuss how the new information affects the process of inferring while reading.
- **Visual Learners** - Have the student write a letter to a character in one of the mystery stories. Encourage the student to explore topics of interest to her. The student may focus on character actions, character development, storyline, personal connections to the story, etc. Encourage the student to include questions, statements and opinions.
- **Vocabulary Activity** - Ask the student to think about a character from one of the stories she read. Explain that a character sketch gives important information about characters in a story, i.e. personality traits, physical attributes, likes/dislikes, character traits, family history, etc. Challenge the student to

fill in the Character Sketch with words from the 7<sup>th</sup> Hundred Words List. Discuss the words selected in the sketch and encourage the student to explain her choices.

**Assessment of learning:**

1. Tutor will write comments about how the student makes inferences while reading. Does the student understand the idea of 'reading between the lines'? Is he able to discuss his thinking? Would it be helpful for him to repeat practice with any of the activities in Lessons 7 through 9? If he is struggling, what seems to be the cause?

## Children's Restoration Network

### Project One-on-One

#### Title of Lesson: Lesson 10 - Using Context Clues

#### Lesson objectives:

- to learn to use the text to figure out the meaning of words
- to connect new information to what you already know

#### Materials needed:

##### Warm-up

1. "Taboo" cards
2. Pad
3. Pencils

##### Lesson

1. Student's CRN notebook
2. Copy of Passage for Clue #1
3. *Two (2) copies of the day's newspaper*
4. Highlighter

##### Auditory Learner Activity

1. Copy of lesson plan #10.

##### Tactile/Kinesthetic Learner Activity

1. Copy of lesson plan #10

##### Visual Learner Activity

1. Use section 7 of lesson plan 10

#### Background information for the tutor:

A word's **context** is the words, phrases, and sentences that surround it. If you look closely at the context of an unknown word, you can get clues about that word's meaning. Context extends beyond the immediate few words after the word in question. Readers must often move beyond the single sentences where the word occurred to infer meaning. Clues are sometimes direct but more often subtle and require a lot of inferencing.

This is the first of two lessons focused on using context clues.

#### Tutoring strategies:

**The KWL** (*What I Know, What I Want to Learn, What I Learned*) chart provides a framework that helps the student access her knowledge about a topic, consider what she wants to learn, and then record what she has learned.

#### Tutor preparation:

1. Read through the lesson plan.
2. Think about how you deal with unknown words as you read. (You probably just skip them unless you get confused about the meaning of what you are reading.)
3. Print two (2) copies of Passage for Clue #1 found in this lesson plan.
4. Get two (2) copies of the day's newspaper.
5. Review Additional Activities and prepare necessary materials.

#### Warm-Up:

You may have to go into another area of the house for this activity. You will also need at least one other person to help with monitoring words. Ask the student if she has ever played Taboo. If the student has never played, explain that each of you will take turns trying to get the other to guess the words on the

cards without saying the "taboo" words. Assign a 3<sup>rd</sup> person to make sure that neither of you uses the "taboo" words. Each of you should try 2-3 words. After assessing scores, ask the student how she determined which words to say. Share thoughts about how you came up with your answers. Explain to the student that you both listened to words, phrases, sentences and observed actions that helped you to guess the correct words. Stress that some of the words and ideas were not directly related to the answer, but helped when they were attached to other ideas. Point out that this activity was an example of using context clues. Then, inform the student that the next lesson teaches us to use context clues as we read to figure out the meaning of words.

**Steps in Lesson 10:**

1. Tell the student the objectives for the lesson. Ask the student if she has ever heard a teacher say, "Use context clues to help you figure out the meaning of the words." Tell the student that this lesson and the next lesson will help her to learn what some of those clues are.
2. Have the student draw a KWL chart in her notebook.

KWL Chart		Topic: <u>Using Context Clues</u>
<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>

3. Ask the student to tell you what she knows about context clues. If she claims to know nothing, move to the *What I Want to Learn* column of the chart and begin by writing "What are some context clues I can use?"
4. Tell the student there are several kinds of context clues but that you will begin with the most important and useful one.

**Clue #1: Sometimes the meaning of a word can only be known through the meaning of the entire passage. The reader must predict and 'read between the lines' as she reads the entire passage to understand what the word means in that passage.**

5. To demonstrate this clue give the student a copy of the Passage for Clue #1 included in this lesson plan. Read the passage aloud while the student follows along. Do not read the passage yourself before the activity. It will be most effective if you are reading the passage for the first time.
6. Discuss how the meaning (and pronunciation) of individual words - *bow, tears, read, minute, does* - depend on the meaning of the passage. Discuss how you changed your predictions about those words as you read.
7. Continue to demonstrate this idea by reading the following aloud to the student:

*She moved anxiously toward the bushes and there was tension to her steps, as if she was ready to spring or make some quick, forceful movement.*

Discuss how the meaning of the word anxiously can be figured out by thinking about the rest of the sentence.

Repeat with each of the following:

*Chris burst out of the woods and found himself at the edge of a precipice. Clinging to a boulder, he gazed down dizzily at the blue ribbon of river below.*

*Tara's dad couldn't believe his ears. Finally, he folded his newspaper in half, set it on the coffee table, and got up from his chair to leave the room. As he got out the door, he said, "I never thought that I'd tell my loquacious daughter that she is DRIVING ME NUTS!" Tara finally moved the phone*

from her mouth and said, "You say something, Dad?" before he walked out, shaking his head. Tara then continued to talk and talk on the phone.

The jaundiced voters doubted whether they believed the politician; like so many other politicians, this one offered promises that the voters didn't think he would keep. Their pessimistic attitude made it harder for the candidate to explain that he meant what he said.

8. Ask the student to select an article from the newspaper. Each of you read the article silently. Ask the student to highlight any unknown word as she comes to it while reading. After the reading is completed, discuss the highlighted words. Talk about whether the meaning can be determined by the ideas in the total article.
9. Repeat Step 8 with three more newspaper articles.
10. Return to the KWL chart and add information.
11. To assess learning ask the student to answer these questions in her CRN notebook and then discuss her answers.
  - How can I apply tonight's lesson to my school work this week?
  - How can this information be useful to me outside of school?
  - Does a reader have to know every word in order to understand what she is reading?

#### Additional suggestions and options:

- **Auditory Learners** - Tell the student that you're going to read each of the passages (section 7) three different ways (i.e. with little expression, with excitement, with no stops or pauses, etc.), but don't reveal what you're going to do. After each reading, ask the student if she can figure out the meaning of the word. Once you've gone through a set of readings, ask the student to tell you which reading style helped most in trying to figure out the meaning of the word. Then, discuss the importance of rhythm, stress, pauses, etc. as context clues.
- **Tactile/Kinesthetic Learners** - You may have to go outside or go into another area of the house to do this activity. After you and the student read and discuss each passage in section 7, allow her to act the passages out with you. Discuss whether acting out the passages functioned as another context clue. If so, discuss how.
- **Visual Learners** - The exercise described in section 7 of the lesson is extremely advantageous to visual learners because of the use of different color highlighters.
- **Vocabulary Activity** - Engage in a conversation with the student about answering machine and voice mail messages. Talk about some the more interesting messages that you both have heard. Ask the student to review the meanings of the 4 new words and 1 additional word from section 7 (anxiously, precipice, loquacious, jaundiced and one more) Then, have the student to compose a voice mail message using all the new vocabulary words. It would be fun if you compose one as well. Check to see if the student used the words correctly.

#### Assessment of learning:

1. Student will answer questions in her CRN notebook.
2. Tutor will write any comments about the lesson that will be helpful for the next lesson on using context clues.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 11 - Using Context Clues

**Lesson objectives:**

- to learn to use the text to figure out the meaning of words
- to connect new information to what you already know

**Materials needed:**

**Warm-Up**

1. *Store catalogues and advertisements that sell teen furniture*

**Lesson**

1. student's CRN notebook
2. two (2) copies of the day's newspaper
3. *highlighter*

**Auditory/ Tactile/Kinesthetic Learner Activity**

1. Dictionary
2. Paper
3. Pencils
4. *Food section of the Sunday or Thursday newspaper*

**Visual Learner Activity**

1. *Old magazines containing pictures of food*
2. Scissors
3. Glue
4. Paper
5. Pencil

**Vocabulary**

1. Copy of lesson plan #11
2. Heavy copy paper (light colors or white)
3. Stapler
4. Scissors
5. Pencils/thin markers/colored pencils.

**Background information for the tutor:**

A word's **context** is the words, phrases, and sentences that surround it. If you look closely at the context of an unknown word, you can get clues about that word's meaning. Context extends beyond the immediate few words after the word in question. Readers must often move beyond the single sentences where the word occurred to infer meaning. Clues are sometimes direct but more often subtle and require a lot of inferencing.

This is the second of two lessons focused on using context clues.

**Tutoring strategies:**

The **KWL** (*What I Know, What I Want to Learn, What I Learned*) chart helps the student access her knowledge about a topic, consider what she wants to learn, and then record what she has learned.

**Tutor preparation:**

1. Read through the lesson plan.
2. Think about how you deal with unknown words as you read.
3. Get two (2) copies of the day's newspaper.
4. Review Additional Activities and prepare necessary materials.

### Warm-Up:

Pull out catalogues and advertisements that feature bedroom furniture for pre-teens and teens. Ask your student to look over the pictures and select the one room arrangement that she likes most. Then ask: If this were your bedroom, how would you decorate it? What would be on the walls? What would be on the floor? What else would you place in your room? What sounds or music would people hear in your room? Suggest to the student a theme for the room based on her description. Then describe a room in your house, and allow the student to make suggestions of what themes come to mind. After this discussion, ask: On what did we base our theme suggestions? How did we come up with our ideas? Explain to the student that like associating a theme with the room descriptions we can associate meaning of an unknown word with the meanings of words surrounding the unknown word. Tell the student that while reading we often can figure out a word's meaning based on its context.

### Steps in Lesson 11:

1. Tell the student the objectives for the lesson.
2. Review the KWL chart from Lesson 10. Invite the student to add to the chart.
3. Tell the student there are several different kinds of context clues and tonight you will learn two more. First, review and discuss Clue #1:

**Clue #1:** Sometimes the meaning of a word can only be known through the meaning of the entire passage. The reader must predict and 'read between the lines' as she reads the entire passage to understand what the word means in that passage.

Return to the writing the student did in her CRN notebook at the end of Lesson 10. Discuss the questions again.

4. Tell the student that sometimes an author does give more direct clues about the meaning of a word. These are Clue #2 and Clue # 3.

**Clue #2:** Sometimes an author actually defines the word for the reader. Sometimes the definition is in the same sentence and sometimes the clue comes in a following sentence.

5. To demonstrate this clue read the following to the student:

*Cowboys often wear chaps, leather trousers without a seat, over their pants to protect their legs.*

Talk about how the word *chap* is defined right in the sentence. Point out the comma use as a signal for this clue.

Ask the student to compose three sentences where she gives this kind of clue and to write those sentences in her CRN notebook. Discuss each of her sentences.

6. Read this example:

*The food was bland. In fact, everyone called it tasteless.*

Talk about how the word *bland* is defined by the sentence that follows it.

Ask the student to compose three examples where she gives this kind of clue and to write those examples in her notebook. Discuss each.

7. Discuss Clue # 3: Sometimes an author gives a clue to the meaning of a word by providing the word's opposite.

Talk about this example:

*Mario is calm and quiet, but his brother is boisterous.*

Point out how *boisterous* is defined by what proceeds it and how the word *but* serves as a signal.

Help the student to compose three sentences where she gives this kind of clue and to write those sentences in her notebook.

8. Return to the KWL chart started in Lesson 10. Add information.
9. Ask the student to select an article from the newspaper. Each of you read the article silently. Ask the student to **highlight** any unknown word as she comes to it while reading. After the reading is complete, discuss the highlighted words. Help the student try Clues # 1 -3 to determine the meaning of the word.  
Repeat with three more articles.
10. To assess learning ask the student to explain to you what she will do the next time a teacher says, "Use context clues to help you figure out the meaning of the words."

#### Additional suggestions and options:

- **Tactile/Kinesthetic/Auditory Learners** - This activity is designed to augment sections 5 and 6 of the lesson plan. Have your student read aloud from the dictionary the meanings of the words in sections 5 & 6. (If available, help your student use the computer -with permission- to search for these words at [www.dictionary.com](http://www.dictionary.com).) If time permits, go through the food section of the newspaper. Then, tell the student to pick out foods she considers bland. Ask her to make a list of 10 foods that she considers bland and 10 foods she considers tasty. Discuss notes and comments before the end of the session.
- **Visual Learners** - Tell the student that she will be doing an activity that will help her to remember the new word in section #6 of the lesson. Have the student to divide a piece of notebook paper into 3 columns. Ask him to put the word "bland" at the top of the first column, the word "tasty" at the top of the second column and "not sure" at the top of the last column. Have the student find and cut out pictures of foods to glue in the appropriate column. After the student completes the assignment, discuss the answers.
- **Vocabulary Activity** - Tell the student that you want her to design a bookmark that incorporates the meanings of the new words from sections 5, 6, and 7 (chaps, bland, boisterous). If the student wants to include another word, please allow her to do so. Encourage the student to use her creativity and imagination. This would be a great activity for you to do as well. Once you finish your bookmark projects, discuss them and share them with others.

#### Assessment of learning:

1. The student wrote sentences in the notebook showing examples of Clue #2 and Clue # 3.
2. The student explains, orally, how to use context clues to figure out the meaning of unknown words.
3. The tutor will comment on how the student explains what she has learned. Does the student need more practice with this?

## Children's Restoration Network

### Project One-on-One

Title of Lesson: Lesson 12 - How to Summarize

#### Lesson objectives:

- to learn to summarize
- to connect new information to what you already know
- to build your sight vocabulary

#### Materials needed:

##### Warm up

1. *Classified Ads from the AJC (Sunday paper)*
2. Blank Paper
3. Pencil

##### Lesson

1. Student's CRN notebook
2. Copy of blank Word Map
3. Four (4) copies of *5W and How* chart
4. *Two (2) copies of the day's newspaper*
5. CRN sight vocabulary cards - Eighth One Hundred Words
6. Stapler

##### Auditory/Tactile/ Kinesthetic/ Visual Learner Activity

1. *Printout of current movie information and summaries from imdb.com*

##### Vocabulary

1. *Old newspaper classifieds (Metro Section of the AJC)*
2. 4 plastic cups
3. Markers
4. Blank paper
5. Scissors
6. Index cards
7. Copy of Lesson plan #8
8. Copy of Eighth Hundred words.

#### Background information for the tutor:

**Summarizing** means condensing the information in a reading selection and retelling it in your own words. One way to help summarize is to use the *5W and How* model.

#### Tutoring strategies:

- **Teaching tools for this lesson:** This lesson uses three graphic organizers that will help the student understand, organize and connect information.  
  
**The KWL** (*What I Know, What I Want to Learn, What I Learned*) chart provides a framework that helps the student access his knowledge about a topic, consider what he wants to learn, and then record what he has learned.  
  
**A Word Map** helps the student connect his own personal experiences and knowledge of a word/concept with the definition in order to improve understanding.  
  
The *5W and How* chart helps the student select and organize information to summarize.
- **Vocabulary development:** The Eighth One Hundred Words come from a list of the most common words used in the English language. It is important that readers instantly recognize these words.

**Tutor preparation:**

1. Read through the lesson plan.
2. Review the KWL chart and the *5W and How* chart.
3. Print a Word Map found at the end of this lesson.
4. Print four (4) copies of the *5W and How* chart found at the end of this lesson.
5. Review Additional Activities and prepare necessary materials.

**Warm-Up:**

Ask the student if she knows the purpose of a personal ad. Explain that sometimes people place classified ads in order to locate people who have similar interests, sometimes to find someone to date, to sell things, etc. Read several of the classified ads with the student. Ask the student: What do these ads have in common? What do you notice about these ads? Then, ask the student to write a classified ad similar to the ones observed, but to keep in mind that each word costs 10 cents and that she can only spend \$2.00. (You do one too.) Once you've both finished, discuss your ad and check to see if you stayed within the \$2.00 limit. Highlight that both of you may have wanted to say a lot more but were forced to write only the main points. Explain that you just demonstrated a strategy called summarizing, which is also a strategy used while reading.

**Steps in Lesson 12:**

1. Tell the student the objectives for the lesson.
2. Have the student draw a KWL chart in his notebook.

KWL Chart			Topic: <u>Summarizing</u>
<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>	

Ask the student to tell you what he knows about summarizing. If he claims to know nothing, move to the *What I Want to Learn* column of the chart and begin by writing "What is summarizing?" and "How do I summarize?"

3. Find the Word Map used for Lesson 1 or Lesson 7 in the student's CRN notebook. Review. Complete the blank Word Map using the word SUMMARIZING. Encourage the student to give many examples. Share examples of your own. Staple the Word Map in the CRN notebook.
4. Show the student the *5W and How* chart and tell him that the chart can be used to help organize information for a summary of a reading selection.
5. Ask the student to select an article from the newspaper. Both of you read the article and then fill in the *5W and How* chart together. Stress the importance of noting only the most important information and eliminating the details.
6. Finish the chart by writing a summary statement. This statement should be no longer than 20-25 words.
7. Repeat Steps 6-7 using two additional newspaper articles.
8. Staple one of the *5W and How* charts in the CRN notebook.
9. Return to the Word Map. Add ideas. Staple the Word Map in the CRN notebook.
10. Give the student a copy of the blank *5W and How* chart and tell him to use it the next time he is given a class assignment to summarize. Explain that longer selections - stories, textbook chapters, etc. - will contain more important information than the newspaper articles you have read and the summaries are often longer than 20-25 words. The *5W and How* model can be useful even with longer selections.
11. Return to the KWL chart and complete it.

12. To assess leaning ask the student to write about what he learned in this lesson in his CRN notebook.
13. Check the CRN notebook to see if any sight vocabulary words were listed after Lessons 1, 2, 3, 4, 6, 7 or 8. If yes, play a memory game with the flash cards or use the vocabulary activity listed in the Additional suggestions and options section of this lesson plan. If no words are listed use the Eighth One Hundred Words cards. Show the student a card and ask him to say the word. As you go through the cards, put aside any that are not instantly recognized.

If the student knows all the words congratulate him and note the success in the CRN notebook. Any word that is not recognized should be listed in the notebook. If there are many, many words just pick 20 to record.

#### Additional suggestions and options

- **Auditory/Tactile/Kinesthetic/Visual** - (If computer and internet are available you can do this online.) Engage in a conversation with your students about the Internet Movie Database, its purpose, and its service to the community. Explore how imdb.com structures its information. Discuss what movies are currently playing in theatres. Ask the student to select one or two movies that she would like to see or has already seen. Have the student lead a discussion on whether imdb.com meets the criteria of giving consumers the what, who, when, where, why, and how for movies.
- **Vocabulary Activity** - Have the student label the cups with a marker. Cup #1 is "who," cup #2 is "what," cup #3 is "when," cup #4 is "where," and #5 is "how." Ask the student to read a few of the short news articles about people in the metro area (Metro section). Assist the student with pointing out the "who, what, when, where, and how" in each article. For each article, have the student to write on the index cards: the "who" facts in yellow, "what" facts in blue, "when" facts in pink, "where" facts in purple, and "how" facts in white. (Feel free to change colors as you wish) Point out any additional details. After writing down each fact, instruct the student to fold the cards and place them in the appropriate cup. Then, shake up the cups and get the student to choose a fact from each cup. Afterwards, using as many words from the "7<sup>th</sup> Hundred Words" as possible, have the student to write a brief news article based on the new combination of facts.

#### Assessment of learning:

1. Student will write about what he has learned in the CRN notebook.
2. A completed *5W and How* chart will be stapled in the notebook.
3. Tutor will list vocabulary words that need to be learned or note that all Eighth One Hundred Words were recognized.
4. Tutor will write comments about the student's success with this lesson. Was the student able to focus on the most important information in the reading selection?

## Children's Restoration Network

### Project One-on-One

#### Title of Lesson: Lesson 13 - Building Vocabulary

#### Lesson objectives:

- to build your vocabulary
- to connect new information to what you already know

#### Materials needed:

##### Warm-up

1. Blank paper
2. Pencil

##### Lesson

1. Student's CRN notebook
2. One (1) copy of sample *Word Connections* chart
3. Five (5) copies of blank *Word Connections* chart
4. Thesaurus
5. Stapler

##### Auditory/Tactile/Kinesthetic Learner Activity

1. Paper
2. Pencils

##### Visual Learner Activity

1. Copy of the blank *Word Connections* chart
2. Set of colored pencils
3. Thesaurus

#### Background information for the tutor:

The words we know both reflect our thinking and shape our thinking. Students build their vocabularies in three ways: (1) by wide and varied reading; (2) by learning to make connections between words; (3) by learning word parts such as root words, prefixes and suffixes. Vocabulary is not improved by copying or trying to memorize definitions.

This lesson and the next focus on **building vocabulary**.

#### Tutoring strategies:

Teaching tools for this lesson: This lesson uses one graphic organizer, *Word Connections*.

The **thesaurus** will be used as a resource.

#### Tutor preparation:

1. Read through the lesson plan.
2. Print one copy of sample *Word Connections* chart found at the end of this lesson.
3. Print five (5) copies of the *Word Connections* chart found at the end of this lesson.
4. Review Additional Activities and prepare necessary materials.

#### Warm-Up:

Before the session, write down a random list of 10 words. Tell the student that you're going to do a word association activity that requires her to say the first word that comes to mind after you say a particular word. Emphasize that she should not stop and think about her response. Once the student has finished her responses, invite her to give you ten words to associate. Talk about your responses and their relationships to the target words. Explain that a good way to learn new words is to relate them to ones you know. Tell the student that this lesson will help her make connections between new and known words.

### Steps in Lesson 13:

1. Tell the student the objectives for the lesson and that you will spend the tutoring session connecting words in order to expand his vocabulary.
2. Show the student the copy of the sample *Word Connections* chart. Ask him to read the word in the center oval and then the words or phrases in each of the boxes. Talk about what all the words have in common and how the words differ in some ways. Define a synonym as a word with the same or similar meaning. Discuss how a word can have more than one meaning. Try to add words to the chart. Use the thesaurus to find additional words for the chart.
3. Select another word and write it in the center of a blank chart. Try to use a word related to subject matter the student is presently studying in school. For example: social studies words - *government, politics, history, constitution, elect, feudalism, democracy, Iraq, economy*, science words - *ecosystem, photosynthesis, force, gravity*, English Language Arts words - *poetry, literature, idiom, sonnet, revision, proofreading*.

Assist the student in filling out the chart. Think of other words and phrases associated with the word in the center. The meaning can be similar not identical. The point of the activity is to connect similar ideas and words and to expand thinking. Use the thesaurus only after you can think of no other words. It is not necessary to fill every box on the chart. You can write outside of the boxes.

4. Complete four more charts using four different words. Each time discuss the connections. Stress that it is important to always try to think of connected words when reading and writing. Staple one of the *Word Connections* charts in the CRN notebook.

### Additional suggestions and options:

- **Auditory/Tactile/Kinesthetic** - Let staff know you will be outside for a few minutes. Give the student a pencil and some paper. Have the student to write down words that she sees in her environment outside the house. After compiling a list of 20-25 words, go back inside and use the word connections chart to develop some of the words. Offer suggestions of other words for the objects named, descriptive words, and related objects. Ask the student how many words in the connections chart are new to her.
- **Visual Learners** - The activity described in the lesson is especially helpful for visual learners. To enhance this activity, using colored pencils, you may have the student to color the boxes different colors to designate parts of speech. Another variation would be for the student to fill in the boxes with synonyms and antonyms. The student could use different colors of pencils to make the distinction between the two kinds of words.

### Assessment of learning:

1. Ask the student to list, in his CRN notebook, other words that he could chart and connect. Ask him to write a few sentences explaining why making word connections are important.
2. Tutor will write comments concerning the student's success with connecting words and ideas.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 14 - Building Vocabulary

**Lesson objectives:**

- to build your vocabulary
- to connect new information to what you already know

**Materials needed:**

**Warm-Up**

1. Discarded Teen Magazines

**Lesson**

1. Student's CRN notebook
2. Dictionary

**Auditory/Tactile/Kinesthetic/Visual Learner Activity**

1. Bingo forms with specific words typed in
2. Small pieces of construction paper to cover words
3. Paper
4. Pencil

**Background information for the tutor:**

The words we know both reflect our thinking and shape our thinking. Students build their vocabularies in three ways: (1) by wide and varied reading; (2) by learning to make connections between words; (3) by learning word parts such as root words, prefixes and suffixes. Looking up a list of words in a dictionary, and then copying dictionary definitions, and then trying to memorize those definitions are ineffective instructional practices. Vocabulary is not improved by such activities.

This is the second of two lessons that focus on building vocabulary.

**Tutoring strategies:**

- Teaching tools for this lesson: This lesson uses one graphic organizer which the student will draw in his notebook.

**A word root** (such as *act*, *bio*, *cert*, *tract*) is the main part of a word. If you know the root, you can often figure out what a word means.

**Prefixes** are word parts ( such as *be-*, *ex-*, *in-*, *micro-*) that create new meaning when added to the beginning of a root or base word.

**Suffixes** are combinations of letters (such as *-ance*, *-ist*, *-ment*, *-or*) or single letters (such as *-y*, *-d*) that are added to the end of a root word.

**Tutor preparation:**

1. Read through the lesson plan.
2. Review Additional Activities and prepare necessary materials.

**Warm-up:**

Take out a couple of the teen magazines. Ask the student to comment on some of the clothing. Find out what she likes and doesn't like. Ask her to point out her favorite accessories. Ask her to describe the perfect outfit if she were going to a special party. Ask: What would you put on first? What accessories would you wear with it? If you didn't have the accessories, how would that change the outfit? After this conversation, explain that we can add accessories to words similar to the way we add accessories to our wardrobes, i.e. the clothes without the accessories are comparable to the plain root word; the pre-fixes and

suffixes are comparable to accessories. In the case of clothes, accessories give our outfits a different look and may add a different flair or meaning to the outfit. In the case of words, prefixes and suffixes give words a slightly different meaning. Inform the student that the lesson will allow her/him to practice building vocabulary using word roots, suffixes and prefixes.

**Steps in Lesson 14:**

1. Tell the student the objectives for the lesson.
2. Ask the student to draw the following in his notebook:

KWL Chart		Topic: <u>Summarizing</u>
<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>

3. Discuss the concept of a root word. Read the chart and add additional words that have the root *act*.
4. The most common English language word roots are:

<u>Root</u>	<u>Meaning</u>	<u>Examples</u>
<i>act</i>	do	action, actor, actress, transact
<i>aud</i>	hear	audience, audio, audition
<i>cred</i>	believe	credit, incredible, discredit
<i>dic</i>	speak	dictate, predict, verdict
<i>graph</i>	write	autograph, photograph, paragraph
<i>loc</i>	place	locate, allocate, location
<i>man</i>	hand	manual, manipulate, manufacture
<i>mot</i>	move	demote, motion, motor
<i>ped</i>	foot	pedal, pedestrian, pedestal
<i>pop</i>	people	population, popular
<i>port</i>	carry	import, portable
<i>sign</i>	mark	signature, signal
<i>spec</i>	see	inspect, spectator, suspect
<i>tract</i>	pull, drag	attract, subtract, tractor
<i>vid</i>	see	evidence, video, provide
<i>volve</i>	roll	involve, evolve, revolution

Review all these with the student then ask him to select four (4), draw the charts and complete them with words that are examples of the use of the root.

5. The most common prefixes are:

<u>Prefix</u>	<u>Meaning</u>	<u>Examples</u>
<i>ad-</i>	to	adapt, adhere
<i>amphi-</i>	both, around	amphibian, amphitheater
<i>an-</i>	not	anarchy, anonymous
<i>auto-</i>	self	automatic, autograph
<i>co-</i>	together	coincidence, cooperate
<i>de-</i>	opposite	descend, deactivate
<i>dis-</i>	opposite	disagree, disgust
<i>for-</i>	not	forbid, forget
<i>il-</i>	not	illegal, illegible
<i>im-</i>	into	immerse, implant
<i>im-</i>	not	imbalance, impossible
<i>in-</i>	not	inaccurate, indecisive
<i>ir-</i>	not	irregular, irresponsible
<i>mal-</i>	bad	malfunction, malice
<i>pro-</i>	before	program, prologue
<i>pro-</i>	forward	proceed, progress

<i>re-</i>	again	redo, rewrite
<i>re-</i>	back	recall, repay
<i>sub-</i>	under	submarine, subterranean
<i>trans-</i>	across	transfer, transatlantic
<i>un-</i>	not	unable, unhappy

Review all these prefixes. Point out that some have more than one meaning and that different prefixes can have the same meaning. Ask the student to select four (4), draw the charts and then complete the charts. Do not have the student just copy of examples listed in this lesson plan. Work with the student to come up with other words. Use the dictionary only if absolutely necessary.

6. The most common suffixes are:

<u>Suffix</u>	<u>Meaning</u>	<u>Example</u>
<i>-ade</i>	action or process	blockade, parade
<i>-age</i>	action or process	marriage, voyage
<i>-ant</i>	one who	assistant, servant
<i>-cle</i>	small	cubicle, particle
<i>-dom</i>	state or quality of	boredom, freedom
<i>-ent</i>	one who	resident, superintendent
<i>-ful</i>	full of	joyful, thoughtful
<i>-ic</i>	relating to	historic, poetic
<i>-less</i>	without	careless, tireless
<i>-let</i>	small	leaflet, starlet
<i>-ly</i>	resembling	motherly, scholarly
<i>-ly</i>	every	daily, yearly
<i>-ment</i>	action or process	government, development
<i>-ment</i>	action or quality of	amusement, predicament
<i>-ment</i>	product or thing	fragment, ornament
<i>-or</i>	one who	actor, doctor

Review all these suffixes. Point out that some have more than one meaning and that different suffixes can have the same meaning. Ask the student to select four (4), draw and complete the charts.

#### Additional suggestions and options:

- **Auditory/Tactile/Kinesthetic/Visual Learners** - Inform the student that you are going to play a game designed to help her with building vocabulary. Explain that the game is played like Bingo except that instead of numbers, there will be words in each of the squares and that you will be calling out prefixes and suffixes. Inform the student that every time you call out a prefix or suffix that she must find a word that contains that specific prefix or suffix. Model the way the game will proceed. Give the student one of the Bingo sheets, and proceed with the game, calling affixes from the list contained in the lesson. Once the student yells Bingo, go over the words to see whether she covered them correctly. Talk about the meanings of the words.

#### Assessment of learning:

1. Ask the student to write answers to these three question in his notebook: Why are word roots important? Why are prefixes and suffixes important? How can I use the information I learned in this lesson?

## Children's Restoration Network

### Project One-on-One

Title of Lesson: Lesson 15 - The Writing Process

#### Lesson objectives:

- to learn the steps in the writing process
- to connect new information to what you already know
- to build sight vocabulary

#### Materials needed:

#### Warm-Up

1. *Sale ads from (or printouts from websites of) various clothing stores*

#### Lesson

1. Student's CRN notebook
2. CRN Ninth One Hundred Words cards

#### Auditory

1. Telephone and notepad
2. Names and phone numbers of 3 local authors
3. Interview questions

#### Tactile/Kinesthetic/Visual

1. *4 or 5 different genres of magazines*

#### Vocabulary

1. Ninth One Hundred Words
2. Paper
3. Pencil

#### Background information for the tutor:

Writing (composing) is considered a process with distinct steps or stages. Students are taught to lean and follow the steps.

- **Prewriting** - The writer decides the purpose, audience, topic, and kind of writing.
- **Drafting** - The writer begins to organize ideas and turn the ideas into written words.
- **Revision** - The writer examines the draft(s) and makes changes to organization, structure, and word choice that will help clarify ideas and meet the purpose of the writing.
- **Editing** - The writer examines the draft and makes changes to comply with the conventions of written language including syntax (grammar), spelling, capitalization, punctuation.
- **Proofreading** - The writer reviews the final draft concentrating on the use of language conventions.
- **Publishing** - The writing is shared with the intended audience.

This is the first of six lessons that focus on the writing process.

#### Tutoring strategies:

- Teaching tools for this lesson: This lesson uses two graphic organizers that will help the student understand, organize and connect information, and apply the learning.
- Vocabulary development: The Ninth One Hundred Words come from a list of the most common words used in the English language. It is important that readers instantly recognize these words.

#### Tutor preparation:

1. Read through the lesson plan.
2. Review Additional Activities and prepare necessary materials.

### Warm-Up:

Look through the information you brought from various clothing stores. Talk with the student about the kinds of clothes she likes and favorite places to shop. Discuss the reasons why the student likes these particular stores. If time permits, have the same discussion about your favorite store. As you talk more in depth about likes and dislikes, draw in the concept that stores often have a particular audience and purpose in mind when marketing to customers. Begin to explain to the student that writers operate on similar premises because they, too, must consider their audience and purpose in order to be effective.

### Steps in Lesson 15:

1. Tell the student the objectives for the lesson.
2. Have the student draw a KWL chart in her notebook.

KWL Chart		Topic: <u>The Writing Process</u>
<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>

3. Ask the student to tell you what she knows about stages in the writing process. If she claims to know nothing, write "What are the six steps needed for good writing?" in the *What I Want to Learn* column.
4. Talk about each stage in the writing process. Tell the student that this lesson will focus on *Prewriting*.
5. Discuss all the reasons someone might write. Ask the student to list, in the notebook, reasons she has to write. For example:
  - ✓ To list something so you can remember it
  - ✓ To remind someone else to do something
  - ✓ To give someone directions to go somewhere or do something
  - ✓ To provide factual information to help someone understand
  - ✓ To explain how something works
  - ✓ To tell someone about something that really happened
  - ✓ To entertain someone with a story
  - ✓ To show what you know and understand about a topic
  - ✓ To show what you have learned
  - ✓ To express how you feel and what you think
  - ✓ To give your opinion about something
6. Discuss how the purpose of the writing determines the kind of writing that is appropriate to fulfill that purpose. Sometimes making a list on scrap paper is appropriate. Sometimes a business letter is appropriate.
7. Discuss the idea of audience. Ask the student to list, in her notebook, who she might write for and who might read what she has written. For example:
  - herself
  - a friend
  - classmates
  - a teacher
  - a newspaper editor
  - a potential employer
8. Discuss how the intended audience helps determine the kind of writing that is appropriate. Discuss these questions:
  - What kind of writing would I need to do to remind a friend to meet me at the movie at 8 o'clock?
  - What kinds of writing do I need to do to apply for a summer job?

- What kinds of writing do I need to do in school?
- Do I speak to all people the same way all the time? Should I always write in the same way?

9. Ask the student to draw this chart in her notebook. Add information based on your discussions.

Purpose for writing:	Audience:	Appropriate writing:
to help me remember what to get at the store	self	list
to show what I know about a topic	teacher	research paper, summary
to tell a story		
to apply for a job		

10. Explain that the first and most important thing a writer must do is to determine the purpose and audience for the writing. The writer does this by thinking about why she is writing and who will be reading her writing. This is part of the *Prewriting* stage.
11. To assess learning return to the KWL chart and add information.
12. Use the CRN Ninth One Hundred Words cards to review basic sight vocabulary. As you go through the cards put aside any the student does not instantly recognize. If the student knows all the words list this success in the CRN notebook. Any word that is not recognized by the student should be listed in the notebook. If there are many, many words just pick 20 to record.

**Additional suggestions and options:**

- **Auditory Learners** - Three local authors and storytellers have been alerted that you may be contacting them about speaking to one of your students via phone about the writing process. Before, the session, contact one of the listed writers, introduce yourself and let them know what dates and times your student may be contacting them.  
  
Remind them that the student will be interviewing him to find out what things he did during the pre-writing stage of writing her book or story. Once you reach the session, let the student know that you have arranged for her to talk with an author about writing. Give the student a list of interview questions and ask if she would like to add anything. Allow the student to practice with you before making the call. Stay close by the student as she proceeds with making the call. When the interview is over, ask: What did you learn about pre-writing a book or story?
- **Tactile/Kinesthetic/Visual Learners** - Bring in copies of several different genres of magazines. Have a casual conversation about the purpose and the audience for each of the magazines. Talk about the reasons for the student's responses. Then ask: If you were to develop a magazine, what would be the purpose of the magazine and who would be your audience? What kinds of articles, ads, pictures, etc would be in your magazine? End your discussion with emphasizing the importance of writing for a purpose and writing for a particular audience.
- **Vocabulary** - Ask your student to think of song, comic book, play, etc. that she may wish to write. Then, instruct her to brainstorm ideas, words, and phrases that would fit into the pre-writing stage of whichever item she may choose to write. After she generates a list, get her to see if there may be a way to revise some of the words to include words from the Ninth Hundred Words. Assist the student with this process.

**Assessment of learning:**

1. The student will add to the KWL chart.
2. The tutor will comment on the student's success with this lesson and note any information that may be helpful for the next lesson.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 16 - Selecting Topics for Writing

#### **Lesson objectives:**

- to learn the steps in the writing process
- to learn to select appropriate writing topics
- to connect new information to what you already know
- to build sight vocabulary

#### **Materials needed:**

##### **Warm-Up**

1. A copy of the lesson plan
2. *A cable TV guide*

##### **Lesson**

1. Student's CRN notebook
2. CRN Tenth One Hundred Words cards

##### **Auditory Learners Activity**

1. Paper
2. Pencil

##### **Visual/Kinesthetic Learners Activity**

1. *Family or generic photographs*
2. *Old postcards*
3. Paper
4. Pencil

##### **Vocabulary Activity**

1. 10<sup>th</sup> One Hundred Words

#### **Background information for the tutor:**

Students will benefit by learning to organize thinking about topic selection. Deciding on a topic for a research paper is often difficult for students.

This is the second of six lessons that focus on the writing process.

#### **Tutoring strategies:**

- Teaching tools for this lesson: This lesson uses two graphic organizers that will help the student understand, organize and connect information.
- Vocabulary development: The Tenth One Hundred Words come from a list of the most common words used in the English language. It is important that readers instantly recognize these words.

#### **Tutor preparation:**

1. Read through the lesson plan.
2. Review Additional Activities and prepare necessary materials.

#### **Warm-Up:**

Look over the cable TV guide. Talk about how the menu is divided into various topics, i.e. sports, movies, music, etc. Have a conversation with the student about which cable TV topics she would be most interested in. Ask: If you had the opportunity to add another topic to the cable menu, what would it be? Why would you add this topic? After this conversation, explain to the student that just as cable TV chooses topics for its menu, we have to learn to choose topics when we begin to write.

**Steps in Lesson 16:**

1. Tell the student the objectives for the lesson.
2. Review the KWL chart used for Lesson 15 and found in the CRN notebook. Add information.
3. Review the chart used in Lesson 15. Review the idea of the importance of deciding on the purpose and audience for the writing.
4. Ask the student to begin this chart in her notebook, using a full page and leaving space for additions.

<u>Purpose for writing:</u>	<u>Audience:</u>	<u>Kind of Writing:</u>	<u>Possible topics:</u>
to describe	classmates	descriptive	<ul style="list-style-type: none"> <li>• a person who has an unusual habit</li> <li>• a person who is a leader</li> <li>• a soldier facing battle</li> <li>• a musical style</li> <li>• an object</li> <li>• an ant</li> </ul>
to tell a story	classmates	narrative	<ul style="list-style-type: none"> <li>• an incident at a border crossing</li> <li>• witnessing a car wreck</li> <li>• coming across something unexpected</li> </ul>
to persuade	school principal	argumentation	<ul style="list-style-type: none"> <li>• argue for/against wearing uniforms in school</li> <li>• What should the law be concerning censorship?</li> <li>• argue for a candidate for student government</li> </ul>
to show what you learned	teacher	exposition	<ul style="list-style-type: none"> <li>•</li> </ul>

5. Discuss what it means to describe something or someone. Talk about some ideas that could be used for each of the topics listed in the chart. Ask the student to list other possible topics. Note that the audience is classmates. What would the student's classmates like to read about?
6. Discuss what it means to narrate, or tell, a story or give an account of something that happened. Talk about the listed topics. Ask the student to list other possible topics. Note the audience.
7. Discuss what it means to persuade. Discuss ideas about the topics lists and ask the student to list other possible topics. Note the audience.
8. Research papers are often assigned in school and it is often difficult for a student to select a manageable and clearly defined topic. Talk with the student about the importance of narrowing research topics so the writer can (1) focus the research; (2) research the topic in greater depth; (3) formulate a clear thesis statement; (4) manage the whole research paper writing process. Ask the student to draw the following organizer in her notebook:
9. Discuss how topics can, and should be narrowed and focused. Practice this idea by asking the student to draw additional organizers and narrow some of these broad topics:
  - the Civil War
  - Women's Rights
  - the Constitution
  - plants
  - vertebrates
  - Shakespeare
  - explorers

- the Western Expansion
  - Ancient Rome
  - the Olympics
10. Return to the chart and list some ideas for topics for research papers. Talk with the student about classes she is currently taking and research assignments for those classes. Help her narrow her topic choices for upcoming assignments.
  11. Return to the KWL chart started in Lesson 15. Add information.
  12. To assess learning ask the student to answer these questions in her notebook:
 

Why is it important to decide on purpose and audience before you begin to write?

Why is it important to narrow a research topic?
  13. Use the CRN Tenth One Hundred Words cards to review basic sight vocabulary.
 

As you go through the cards put aside any the student does not instantly recognize. If the student knows all the words list this success in the CRN notebook. Any word that is not recognized by the student should be listed in the notebook. If there are many, many words just pick 20 to record.

<b>Additional suggestions and options:</b>
--

- **Auditory Learners** - Allow the student to question you about general topics you like to discuss. Be sure to keep the topics broad and try not to give too many. As you and the student talk, have her write down each general topic you brought up. Then, begin to talk with the student about specific subtopics for each broad topic. Have her write the subtopics underneath the appropriate broad topic. Help the student to identify the subtopics' relationship to the broad topics.
- **Visual/Kinesthetic Learners** - Have the student study photographs or postcards that you've brought in. Ask the student to think about topics that come to mind from looking at each picture. Have the student to physically place the pictures into 3 categories, broad, narrow and not sure. Discuss her choices. Ask if it's possible for the same picture to concurrently represent a narrow topic and a broad topic. Discuss how that might happen. Have the student name new topics for the pictures in the "broad" category so that they can be placed in the "narrow" category. Talk in depth with the student about her final choices. Connect this activity to # 8 in the lesson plan.
- **Vocabulary Activity** - Have the student come up with narrowly focused topics using at least 25 of the 10<sup>th</sup> One Hundred Words.

<b>Assessment of learning:</b>
--------------------------------

1. The student will add to the KWL chart.
2. The student will answer questions in her notebook.
3. The tutor will comment on the student's success with this lesson and note any information that may be helpful for the next lesson.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 17 - Sentence Expansion

**Lesson objectives:**

- to learn the steps in the writing process
- to learn to expand sentences
- to connect new information to what you already know

**Materials needed:**

**Lesson**

1. student's CRN notebook
2. one (1) copy of Word Map
3. one (1) copy of Sample Passage
4. stapler

**Auditory Learner Activity**

1. Paper
2. Pencil
3. Word squares (optional)

**Visual Learner Activity**

1. Paper
2. Pencil

**Tactile/Kinesthetic Learner Activity**

1. Word squares

**Background information for the tutor:**

Expanding sentences - adding information to describe and clarify - can improve writing. This lesson focuses on **sentence expansion** as part of the *Revision* stage of the writing process.

This is the third of six lessons that focus on the writing process.

**Tutoring strategies:**

- Teaching tools for this lesson: This lesson uses two graphic organizers that will help the student understand, organize and connect information.

**Tutor preparation:**

1. Read through the lesson plan.
2. Print one (1) copy of Word Map found at the end of this lesson plan.
3. Print one (1) copy of Sample Passage found at the end of this lesson plan.
4. Review Additional Activities and prepare necessary materials.

**Warm-Up:**

Engage in a conversation about your favorite desserts. Ask: Do you know how to make a dessert? If the student says yes, ask her to talk about the kind and the amount of ingredients needed to make the dessert. Ask: How many people will it serve? Then, have the same conversation about a dessert that you like to make (Or choose a dessert from the recipe book and note the ingredients listed and the number of people the recipe will serve). After this discussion, talk about how you both might change the recipe to increase the number of servings. Explain to the student that just as you expanded the recipes for your favorite desserts, we sometimes expand sentences by adding new words and phrases.

**Steps in Lesson 17:**

1. Tell the student the objectives for the lesson.

- Review the KWL chart used for Lesson 15 and found in the CRN notebook. Review the steps in the writing process.
- Ask the student to draw another KWL chart in her notebook.

KWL Chart		Topic: <u>Sentence Expansion</u>
<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>

- Ask the student what she knows about expanding sentences as a way to revise writing. If she claims to know nothing, move to the *What I Want to Learn* column of the chart and begin by writing "Why should I expand sentences?" and "How do I expand sentences?"
- Discuss the meaning of the word "expand" by completing a Word Map. Staple the completed Word Map in the CRN notebook.
- Write this sentence in the student's notebook:

*The man walked down the street.*

Ask the student to close her eyes and picture the sentence. Then write this sentence in the notebook:

*The tall man carrying a box walked down the street.*

Ask the student to close her eyes and visualize the sentence again. Then write:

*The tall man carrying a box walked down the rainy street.*

Again, visualize. Then write:

*The tall man carrying a small box hesitantly walked down the rainy street.*

Again, visualize and discuss how your mental pictures change as information is added.

- Discuss how a writer must try to help the reader to form mental images. One way to do this is to add information and expand sentences.
- Write the sentence below in the notebook and work with the student to expand the sentence in several ways. Point out how added information changes the meaning.

*The cat was sleeping.*

Examples:

*The fat yellow cat was sleeping on the chair.*

*The fat yellow cat was sleeping on the chair next to the window.*

*The fat yellow cat, tired from chasing the mouse, was sleeping on the chair next to the window.*

Or

*The tiny white cat was sleeping in the box.*

*The frightened tiny white cat was sleeping in the box under the table.*

Or

*Just like she does every afternoon, the big, lazy cat was sleeping on the bed and dreaming of her next meal.*

- Practice expanding these sentences orally. Try many, varied ideas for how additional information could be added.
  - The book was on the table.
  - The children played outside.
  - The waitress looked tired.
  - The car would not start.
  - He could not find his homework.
  - The leaves on the tree turned brown.

- Her appointment was a ten o'clock.
  - George W. Bush hoped to be re-elected.
10. Read the sample passage with the student. Ask her to underline sentences that could be expanded to make the passage more interesting to a reader. Expand those sentences and write the new sentences above the old. Read the sample again. Staple the Sample Passage in the notebook. It will be used in Lesson 18.
  11. Return to the KWL chart and add information.
  12. To assess learning ask the student to write answers to these questions in her notebook:

How can expanding sentences make my writing better?

How can I apply what I learned tonight to my school work?

#### Additional suggestions and options:

- **Auditory Learners** - Have the student listen carefully to everything inside and outside the house. Ask her to write down each thing she hears. Ask her to listen again and add adjectives, adverbs, verbs, etc to the words she wrote down. (The student may use word squares for assistance). Then, instruct the student to make sentences from the phrases identified. Help the student with expanding the sentences.
- **Visual Learners** - Have the student look around the room. Ask her to tell you how she feels about the amount of space in the room. Ask the student to imagine that she is a building contractor and it's her job to expand the room. Ask: What would you do? What would you add? Can you draw a picture of how the room would look once you finish? Do you think your room expansion makes the room better? How? Then, make a connection with activity #8 in the lesson plan.
- **Tactile/Kinesthetic Learners** - Using article, noun, and verb word squares, have the student make 3 or 4 simple sentences. Then, have the student expand the sentences using adjective, adverb, preposition, and object word squares. Have a conversation with the student about how she expanded the sentences.

#### Assessment of learning:

1. The student will add to the KWL chart.
2. The student will answer questions in her notebook.
3. The tutor will comment on the student's success with this lesson and note any information that may be helpful for the next lesson.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 18 - Sentence Combining

#### **Lesson objectives:**

- to learn the steps in the writing process
- to learn to combine sentences
- to connect new information to what you already know

#### **Materials needed:**

#### **Warm-Up**

##### **1. Dessert Recipe Book**

#### **Lesson**

1. student's CRN notebook
2. one (1) copy of Word Map
3. one (1) copy of Sample Sentences
4. stapler

#### **Visual/Tactile/Kinesthetic/Auditory Learners Activity**

1. Scissors
2. Glue
3. Construction paper
4. Old teen magazines
5. Thin Markers

#### **Background information for the tutor:**

One way to revise and improve writing is to manipulate syntax (structure) and combine sentences. This lesson focuses on **sentence combining** as one part of the *Revision* stage of the writing process.

A **simple sentence** is a sentence that contains only one independent clause (main) and no dependent clauses. *"I went to the dentist on Tuesday."*

A **compound sentence** contains at least two independent clauses, often joined by conjunctions. *"I went to the dentist on Tuesday and my new braces were put on."*

A **complex sentence** contains one independent clause and at least one dependent clause. *"When I get my braces off, I will be very happy."*

A **dependent clause** is one that does not stand alone as a sentence. *"When I get my braces off*

This is the fourth of six lessons that focus on the writing process.

#### **Tutoring strategies:**

- Teaching tools for this lesson: This lesson uses two graphic organizers that will help the student understand, organize and connect information.

#### **Tutor preparation:**

1. Read through the lesson plan.
2. Print one (1) copy of Word Map found at the end of this lesson plan.
3. Print one (1) copy of Sample Sentences found at the end of this lesson plan.
4. Review Additional Activities and prepare necessary materials.

#### **Warm-Up:**

Looking at the recipe book, ask the student to find a dessert that she really dislikes. (if the student can't identify something she dislikes, ask her to identify something that's not her favorite) Talk about why she

dislikes the dessert. Go over the ingredients. Discuss how each of these ingredients must be combined in order to make the dessert. Then, ask the student if she has ever had a dessert that tasted horrible. Talk about the possibility that the ingredients may not have been combined correctly. Then share with the student that just as we combine ingredients to come up with one dessert, we sometimes combine sentences to make a single sentence.

**Steps in Lesson 18:**

1. Tell the student the objectives for the lesson.
2. Review the KWL chart used for Lesson 15 in the CRN notebook. Review the steps in the writing process.
3. Ask the student to draw another KWL chart in her notebook.

KWL Chart		Topic: <u>Sentence Combining</u>
<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>

4. Ask the student what she knows about combining sentences as a way to revise her writing. If she claims to know nothing, move to the *What I Want to Learn* column of the chart and begin by writing "Why should I combine some sentences?" and "What are ways to combine sentences?"
5. Discuss the meaning of the word "combine" by completing a Word Map. Staple the completed Word Map in the CRN notebook.
6. Write these sentences in the student's notebook:

*The dog is big.*  
*The dog is ugly.*

7. Discuss how the information contained in these sentences can be combined to make one sentence. Talk about the different ways that can be done.

*The dog is big and ugly.*  
*The big dog is ugly.*  
*The ugly dog is big.*  
*The dog that is big is ugly.*

8. Begin to combine the sentences found on the Sample Sentences sheet. Try to find as many ways to combine the information as possible using compound sentences and complex sentences. Write the combined sentences on the sheet. Staple in the notebook.

Beware of the run-on sentence hated by all English teachers. A run-on is a grammatically faulty sentence that has two or more independent clauses with no connecting word or punctuation between them. For example: *Mary didn't breath she was still underwater.* Avoid these kinds of structures as you help the student combine the sentences.

9. Go to the Sample Passage used for Lesson 17 and stapled in the notebook. Try to combine some of the sentences that were expanded in Lesson 17. Write the new passage in the notebook.
10. Return to the KWL chart and add information.
11. To assess learning ask the student to write answers to these questions in her notebook:

How can combining sentences make my writing better?  
How can I apply what I learned tonight to my school work?

**Additional suggestions and options:**

- **Visual/Tactile/Kinesthetic/Auditory Learners** - Have the student cut out pictures of people, objects, places, words of interest and glue to separate pieces of paper. Instruct the student to write three

sentences describing each picture. Have the student read these sentences aloud. Then have the student combine some of the sentences to make single sentences.

**Assessment of learning:**

1. The student will add to the KWL chart.
2. The student will answer questions in her notebook.
3. The tutor will comment on the student's success with this lesson and note any information that may be helpful for the next lesson.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 19 - Revising Writing

#### **Lesson objectives:**

- to learn the steps in the writing process
- to learn to revise writing
- to connect new information to what you already know

#### **Materials needed:**

#### **Warm-Up**

1. "What's Wrong with this Picture"
2. Pencil
3. Paper

#### **Lesson**

1. Student's CRN notebook
2. Two (2) copies each of Sample Drafts #1, #2, and #3
3. Thesaurus

#### **Visual/Auditory Learner Activities**

1. Copy of draft #1
2. Paper
3. Pencil
4. Highlighter

#### **Tactile/Kinesthetic**

1. Copy of draft # 1
2. Sentence strips correlating to draft #1

#### **Background information for the tutor:**

*Revision* is the stage in the writing process when the writer examines a writing draft and makes changes to organization, structure, and word choice in order to improve the writing and clarify the ideas. It is not the same as editing and revision should come before editing.

There are many ways to revise writing and many components of revision. This lesson will focus on only the few that are related to the learning in Lessons 13, 15, 17, and 18.

This is the fifth of six lessons that focus on the writing process.

#### **Tutoring strategies:**

- Teaching tools for this lesson: This lesson refers back to several graphic organizers that were used in previous lessons and that are found in the CRN notebook.

The Questions for Revision and the **sample drafts** included in this lesson are intended just to be starting points to practice revising. Do not be limited by only these revision questions or the simplicity of the drafts. These drafts could be revised in numerous ways including the main ideas they suggest. Help the student understand that revision often means major changes and additions to plots, themes and structures not just surface changes. Tell the student that writers very often produce many drafts before they are satisfied that they have met the purpose of the writing and the needs of the audience.

#### **Tutor preparation:**

1. Read through the lesson plan.
2. Print two (2) copies each of Sample Drafts #1, #2, and #3 found in this lesson plan.
3. Review Additional Activities and prepare necessary materials.

### Warm-Up:

Be sure to become familiar with one of the "What's Wrong with this Picture" illustrations in the CRN curriculum kit. Ask the student to look at the picture and figure all the things that are wrong in the picture. Then, have the student explain the incorrect items and tell how she would change the picture. Afterwards, explain to the student that the changes she made to the picture can be called revisions. Point out that we also make revisions to improve our writing.

### Steps in Lesson 19:

1. Tell the student the objectives for the lesson.
2. Review the KWL chart used for Lesson 15 and found in the CRN notebook. Review the steps in the writing process.
3. Ask the student to draw another KWL chart in her notebook.

KWL Chart		Topic: <u>Revising Writing</u>
<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>

4. Ask the student what she knows about revising a piece of writing. If she claims to know nothing, move to the *What I Want to Learn* column of the chart and begin by writing "Why should I revise my writing?" and "How is revision different than editing?"
5. Read Sample Draft #1 with the student. Tell the student that a draft is just a preliminary version of a piece of writing. It shows just the first ideas of the author. Talk about why it is important to revise drafts. Ask the student to begin a chart in her notebook titled: Questions for Revising Writing

<u>Questions for Revising Writing</u>
<ul style="list-style-type: none"><li>• Does this writing make sense?</li><li>• Is this writing suited for its purpose?</li><li>• Is this writing suited for the intended audience?</li><li>• Can more information be provided by expanding some sentences?</li><li>• Can the writing be improved by combining some sentences?</li><li>• Should any information be omitted?</li><li>• Have a variety of words been used?</li></ul>

6. Ask the first revision question - Does this writing make sense? - about Sample Draft #1. Discuss.
7. Ask the second revision question - Is this writing suited for its purpose? Tell the student that the author of the draft wanted to write a brief story to submit to her school's literary magazine. Discuss.
8. Discuss the third revision question.
9. Turn to the KWL chart used for Lesson 17 - Sentence Expansion. Review the information found on the chart and in the notebook concerning how and why sentences can be expanded. Review some of the examples from that lesson.
10. Ask the fourth revision question - Can more information be provided by expanding some sentences? - about Sample Draft #1.

For example, the first sentence could become Tamika thought she heard the doorbell ring loudly.

Read each paragraph and decide what sentences could be expanded. Tell the student to not hesitate to add new information and ideas while she expands. Continue the story if you wish. Begin to re-write the story in the notebook.

11. Turn to the KWL chart for Lesson 19 - Sentence Combining. Review the information found on the chart and in the notebook concerning how and why sentences can be combined. Review some of the examples on the sheet used for Lesson 19 and stapled in the notebook.

12. Ask the fifth revision question - Can the writing be improved by combining some sentences? - about Sample Draft #1.

For example: *When she finally got to the front door, no one was there.*

Read each paragraph and decide what sentences should be combined. Use the newly expanded sentences when you do this. Continue to re-write the story in the notebook.

13. Ask the sixth revision question - Should any information be omitted? about Sample Draft #1.

Each paragraph of this draft has at least one sentence that should be omitted because it contains irrelevant information. (*It looked like it would snow.* in paragraph one; *His favorite color was blue.* in paragraph four, etc.) Discuss why it would be best to omit the information.

By this time, the draft has probably been radically changed. Compare it to the original and discuss the improvement.

14. Look at the information in the notebook made during Lesson 13 - Building Vocabulary. Look at the Word Connections chart that was used. Discuss the idea that many words have similar meanings. Discuss how writing is more interesting to the reader if there is variety in word use.

15. Ask the seventh revision question - Have a variety of words been used? Look at the original of Sample Draft #1. Note that the word *package* is used eight times. Talk about this. In the notebook list a few words with similar meaning for the context. For example: package - parcel, item, box, delivery. Refer to the thesaurus for additional words. If needed, review this concept by trying some other examples. tried - attempted, struggled; or pretty - beautiful, cute, attractive

Look at the latest draft. Help the student look for repeated words. Make substitutions.

16. Re-read the original Sample Draft #1 and the revised draft. Discuss. Return to the KWL chart for this lesson and add information.
17. Using the Questions for Revising Writing, revise Sample Draft #2 . Questions one, two and three will be especially important.
18. Return to the KWL chart and add information.
19. Using the Questions for Revising Writing, revise Sample Draft #3. Discuss how entire drafts can be restructured and reorganized.
20. Return to the KWL chart for this lesson. Add information and review.
21. To assess learning ask the student to write answers to these questions in her notebook:

How can my writing be improved by revision?

Why were my revised drafts better than the originals?

Many young writers want to skip revision. Why is that a bad idea?

How can I apply what I learned tonight to my school work?

The next lesson, Lesson 20, will focus on editing writing. Ask the student to bring some samples of her own writing to the next lesson (assignments for school, old papers, etc.).

#### Additional suggestions and options:

- **Auditory/Visual Learners** - Have the student read draft #1 aloud. Instruct her to use one color highlighter to indicate the sentences relating to the package in the paragraph; tell her to use a highlighter of another color to indicate sentences relating to another subject. Discuss the highlighted sentences and allow the student to explain her thinking about the selections made. Afterwards, go through each of the revision questions with the student as indicated in the body of the lesson.
- **Tactile/Kinesthetic Learners** - Use sentence strips correlating to draft #1. Have the student arrange the sentences strips in order as they appear in each paragraph of draft #1. Once the student has arranged the sentences, ask her to read the paragraph. Then, direct her to take out each sentence strip that does not belong in the paragraph. Have her explain her reasons for making these selections. After going through this procedure with each paragraph, ask each of the revision questions with the student as indicated in the body of the lesson plan.

#### Assessment of learning:

1. The student will add to the KWL chart.
2. The student will answer questions in her notebook.
3. The tutor will comment on the student's success with this lesson and note any information that may be helpful for the next lesson focused on editing writing.

## Children's Restoration Network

### Project One-on-One

**Title of Lesson:** Lesson 20 - Editing

#### **Lesson objectives:**

- to learn the steps in the writing process
- to learn to edit writing
- to connect new information to what you already know

#### **Materials needed:**

##### **Warm-up**

1. Phone
2. List of sound editors with phone numbers
3. Interview questions

##### **Lesson**

1. Student's CRN notebook
2. Samples of student's writing
3. Two (2) copies of Sample Draft for Lesson 20 if needed
4. Three (3) copies of *Editing Checklist*
5. Thesaurus
6. Dictionary

##### **Auditory Learner Activity**

1. Copy of Sample Draft for Lesson 20
2. Paper
3. Pencil

##### **Tactile/Kinesthetic/Visual Activity**

1. Picture of the human body
2. Paper
3. Pencil

#### **Background information for the tutor:**

*Editing* is the stage of the writing process when the writer examines a revised draft. The writer examines the organization, fluency, word choice, and use of English language conventions including grammar, capitalization, punctuation, and spelling. Students often begin with punctuation and spelling checking although these are not the most important issues. Use the *Editing Checklist* in the order presented. Emphasize that well-spelled and well-punctuated writing that is disorganized or unclear remains bad writing.

This is the sixth of six lessons that focus on the writing process.

#### **Tutoring strategies:**

- Teaching tools for this lesson: This lesson refers back to several charts and organizers that were used in previous lessons and are found in the CRN notebook.

The student was asked to bring samples of his own writing to this lesson. If he did not do so use the Sample Draft for Lesson 20 found at the end of this lesson plan.

Depending on his background knowledge, the student may have difficulty with some of the concepts and skills, especially language conventions, included on the *Editing Checklist*. If you come to an item that is troublesome for the student, explain the issue in the context of the writing sample being edited. For example, if the student is unfamiliar with the use of transitions discuss transitions only (and if) transitions are useful to the sample writing. If the student has trouble with noun-verb agreement,

explain the concept in the sentences in the sample writing. In the tutor notes you make at the end of the lesson, note any items from the *Editing Checklist* that the student does not understand.

**Tutor preparation:**

1. Read through the lesson plan.
2. Review the *Editing Checklist*.
3. Print two (2) copies of Sample Draft for Lesson 20 found in this lesson plan if needed.
4. Print three (3) copies of *Editing Checklist* found in this lesson plan.
5. Review Additional Activities and prepare necessary materials.

**Warm-Up:**

Prior to meeting the student, contact one of the sound editors on the list of resources. Arrange a time for the sound editor to talk with the student on the phone.

When you get to the session, talk with the student about the profession of sound editing; then advise the student that you have arranged for her to speak to a sound editor on the phone. Present the list of interview questions to the student and go over them. Have the student to call the sound editor, helping and coaching where necessary. After the conversation, discuss what the student found out. Relate the student's findings to the issue of editing writing.

**Steps in Lesson 20:**

1. Tell the student the objectives for the lesson.
2. Review the KWL chart used for Lesson 15 and found in the CRN notebook. Review the steps in the writing process.
3. Ask the student to draw another KWL chart in her notebook.

KWL Chart			Topic: <u>Editing Writing</u>
<u>What I Know</u>	<u>What I Want to Learn</u>	<u>What I Learned</u>	

4. Ask the student what she knows about editing a piece of writing. If she claims to know nothing, move to the *What I Want to Learn* column of the chart and begin by writing "How do I edit my writing?"
5. Look at the *Editing Checklist*. Discuss the directions and each item on the list. On the tutor's copy of the checklist begin to make notes about any item that may be especially difficult for the student.
6. It is best to use writing samples that the student brought to the lesson. If he brought along several samples ask him to pick the one he wants to work on. If he did not bring samples use the Sample Draft for Lesson 20 found at the end of this lesson plan.
7. Begin at the top of the *Editing Checklist*. The first six items refer to the *Revision* stage of the writing process. If the sample has not been revised, turn to the Lesson 19 KWL chart and the notes found in the CRN notebook. Using the Lesson 19 format, assist the student in revising the sample.
8. Once the sample has been revised continue, in order, with the items on the *Editing Checklist* until the entire sample has been examined and edited.
9. Compare the drafts. Talk about the ways the editing has improved the writing.
10. Discuss how the *Editing Checklist* can be used for every writing task both in and outside of school. Ask the student to think of specific examples. Give the student the third copy of the checklist.
11. Return to the KWL chart for this lesson and complete the chart.
12. Begin to edit another writing draft. If needed, look in the CRN notebook for questions the student answered as part of the assessment for one of the earlier lessons. Edit those answers. Discuss how all writing should be edited and the *Editing Checklist* can be useful for even very short writings.

13. To assess learning ask the student to write answers to these questions in her notebook and edit her responses by using the *Editing Checklist*.

Why is it important to edit writing?

What impressions are given by writing? When are people judged by the writing they produce?

How can I apply what I learned tonight to my work in school?

What else do you want to learn about writing?

**Additional suggestions and options:**

- **Auditory/Tactile/Kinesthetic/Visual Learner** - Have the student look at the picture of the human body. Then ask her to pick out 5 parts of the body and name a type of sickness or disability associated with each of the body parts selected. Ask: What happens to the way the body operates once these sicknesses or disabilities occur? Can we correct any of these problems? How? Relate this discussion to editing writing that may have serious deficiencies.

**Assessment of learning:**

1. The student will complete the KWL chart.
2. The student will answer questions in her notebook.
3. The tutor will comment on the student's success with this lesson. Can the student follow the *Editing Checklist*? Would the student benefit from direct instruction focused on any particular editing skill?