# What teachers like you are saying about the Small Group Lessons:

"Glad I found this bundle for my second grade reading groups. **Students are engaged and enjoying the passages**. I also love that the format of this bundle is the same so students can build independence."

- Anna C.

"The "Guided Reading Lesson Plans BUNDLE 1 - Differentiated - Texts Included" by Jen Bengel at Out of This World Literacy is a **stellar resource** for teachers looking to streamline and enhance their guided reading sessions. This bundle offers differentiated lesson plans **tailored to diverse reading levels**, making it **easy for educators to meet the unique needs of each student**. With high-quality texts included, teachers can **save valuable prep time and focus on meaningful instruction**. Jen Bengel's expertise shines through in the thoughtfully structured lessons that encourage deep comprehension and a love for reading. **An essential tool for any classroom focused on literacy growth!**"

– Alisha Thames

# What teachers like you are saying about the Small Group Lessons:

"This resource is a **game-changer for my classroom**! The engaging activities and clear instructions, made it incredibly easy for my students to grasp the content. **My students were not only enthusiastic but also demonstrated a clear understanding of the material**. It's evident that a lot of thought went into the design, making it both educational and enjoyable."

- Ashley G.

"This product was **exactly what I was looking for**. It helped with my instruction and aided in supporting my students. It is **definitely worth getting**."

- Hope S.

"**Helped as supplementary material** to my guided reading lessons when I needed some additional activities. The reading portion is quite short, so it was **great for focusing on skills that they could then take and practice with their own books**."

- Rayanne B.

# FINALLY!

Help for your small group digital reading struggles!



## QUESTION...

Do you sometimes **struggle** with organizing, planning, teaching, and grading **small group reading lessons online**?

If you answered YES! to this question, you are *not alone!*



## ANSWER...

These small group reading lessons will provide **EVERYTHING** you need **to successfully host online small group reading lessons**!

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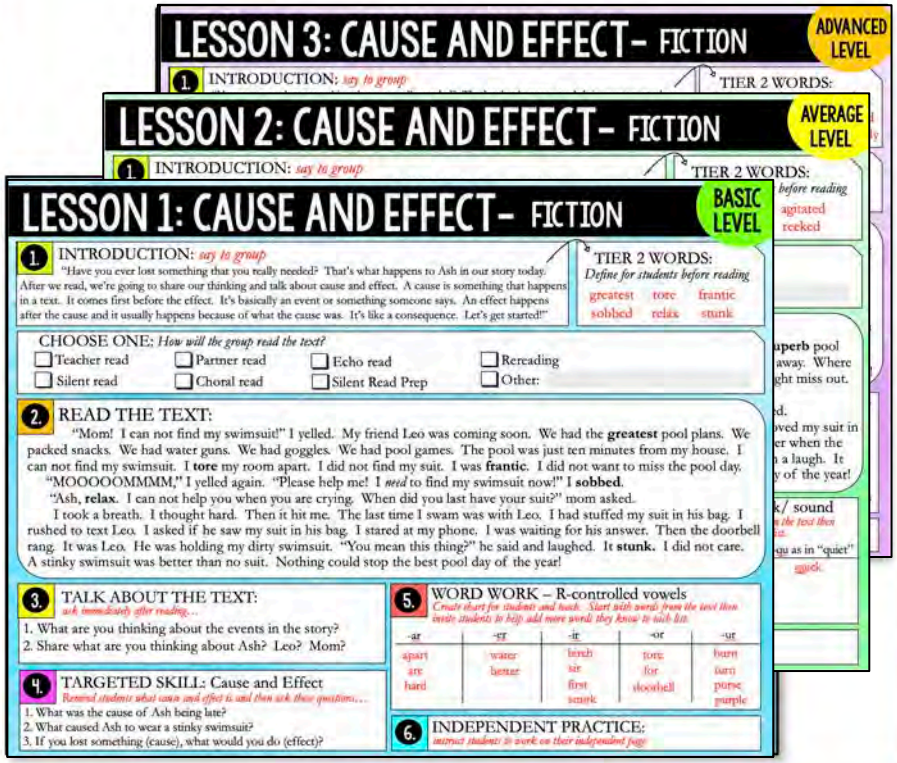
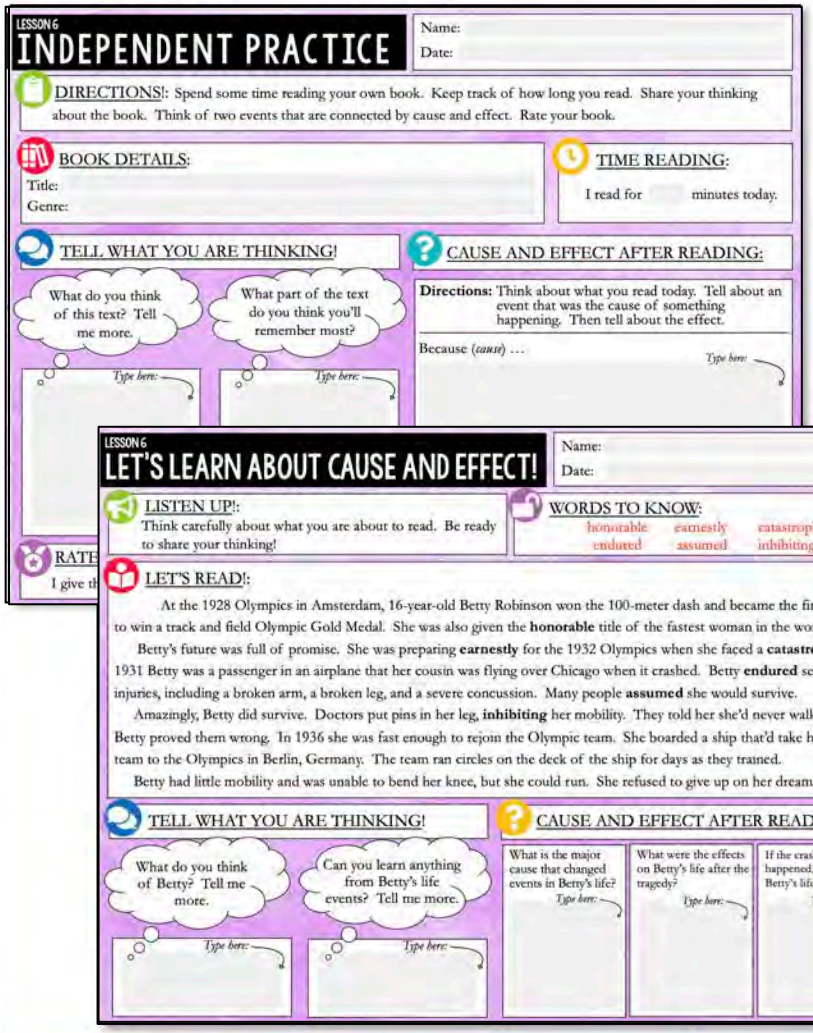
# Complete Teacher Pages




# Student Pages




Teach all 6 steps of a DIGITAL small group reading lesson!

**EVERYTHING IS INCLUDED**

Out of this World LITERACY

# USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

## BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

## AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

## ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

## Tier 2 Vocabulary Answer Key- Author's Purpose

| TIER 2 WORDS: | MEANING IN THE TEXT: | SYNONYMS: |
|---|---|---|
| **LESSON 4: Basic Nonfiction** | | |
| clues | A piece of evidence or information used to solve something | hint sign guide |
| types | A category of people or things having something in common | kind sort variety |
| | | wild ferocious savage |
| | | reality truth evidence |
| | | job duty chore |
| | | notice observation awareness |
| | | riveting delightful interesting |
| | | cordial group familiar |
| | | name character standing |
| | | attention observation awareness |
| | | clear definite decided |
| | | charming pleasing dazzling |
| | | supervise run superintend |
| | | outlook view position |
| | | complete total utter |
| | | evaluate assess review |

LESSON 1

## LET'S LEARN ABOUT AUTHOR'S PURPOSE!

Name: _____

Date: _____

**LISTEN UP!:**
Think carefully about what you are about to read. Be ready to share your thinking!

**WORDS TO KNOW:**
normal favorite wealthy delighted drama guilty

**LET'S READ!:**

I saw something crazy happen yesterday. It began like a **normal** Saturday. I woke up late. I was bored. I had an idea. I called my friend Jax. I asked her if she wanted to go to the mall. We liked to go to the mall. We never had any money. We did not buy anything. We just walked around and talked. We had a store we loved. It was our **favorite**. We went in and tried on all the new clothes. We pretended we were rich. We were not **wealthy**. We just put it all back after we had fun.

"Yes, Gia! I want to go to the mall!" Jax said on the phone. She was **delighted.**

We got to the mall. We walked to our favorite store. Then we saw the **drama**. We were shocked. There were 4 cops standing by our store. Two older kids were standing there. They looked **guilty**. The cops were digging in their backpacks. They found new clothes. The teenagers did not pay for them. They were stealing! Jax and I did not move. We were stunned.

Soon it was over. Jax and I made a promise. We told each other that we would never ever steal no matter what.

**TELL WHAT YOU ARE THINKING!**

How are you feeling after reading this story? Why?

I feel that this was a scary situation for the two girls because of what they saw.

What is one question you have after reading?

What happened to the teenagers that were stealing?

**UNDERSTANDING AUTHOR'S PURPOSE:**

| What is the author's purpose in the story? How do you know? | What do you think the author is really trying to say in the story? | Did the author make the story exciting? Tell me more. |
|---|---|---|
| The author's purpose is to entertain, because it is told in first person point of view. | I think that the author was telling the reader it is never ok to steal things you can't pay for. | The author said there was drama and the girls were shocked, which made me read to find out what was going to happen |

60 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LESSON 6

# LET'S LEARN ABOUT CAUSE AND EFFECT!

Name:

Date:

LISTEN UP!:
Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:

honorable earnestly catastrophe
endured assumed inhibiting

LET'S READ!:

At the 1928 Olympics in Amsterdam, 16-year-old Betty Robinson won the 100-meter dash and became the first woman to win a track and field Olympic Gold Medal. She was also given the **honorable** title of the fastest woman in the world.

Betty's future was full of promise. She was preparing **earnestly** for the 1932 Olympics when she faced a **catastrophe**. In 1931 Betty was a passenger in an airplane that her cousin was flying over Chicago when it crashed. Betty **endured** several injuries, including a broken arm, a broken leg, and a severe concussion. Many people **assumed** she would survive.

Amazingly, Betty did survive. Doctors put pins in her leg, **inhibiting** her mobility. They told her she'd never walk again, but Betty proved them wrong. In 1936 she was fast enough to rejoin the Olympic team. She boarded a ship that'd take her and her team to the Olympics in Berlin, Germany. The team ran circles on the deck of the ship for days as they trained.

Betty had little mobility and was unable to bend her knee, but she could run. She refused to give up on her dream.

TELL WHAT YOU ARE THINKING!

What do you think of Betty? Tell me more.

*Type here:*

Can you learn anything from Betty's life events? Tell me more.

*Type here:*

CAUSE AND EFFECT AFTER READING:

| What is the major cause that changed events in Betty's life? | What were the effects on Betty's life after the tragedy? | If the crash had not happened, how might Betty's life be different? |
|---|---|---|
| *Type here:* | *Type here:* | *Type here:* |

LESSON 6

# INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Think of two events that are connected by cause and effect. Rate your book.

BOOK DETAILS:

Title:

Genre:

TIME READING:

I read for minutes today.

TELL WHAT YOU ARE THINKING!

What do you think of this text? Tell me more.

*Type here:*

What part of the text do you think you'll remember most?

*Type here:*

CAUSE AND EFFECT AFTER READING:

**Directions:** Think about what you read today. Tell about an event that was the cause of something happening. Then tell about the effect.

Because (*cause*) …

*Type here:*

This happened (*effect*)…

*Type here:*

RATE THE BOOK

I give this book stars because

Each lesson comes with 2 student pages

The first page is used during the small group time

The second page is used to apply the reading skill into independent reading




Designed to provide EVERYTHING you need for Online Small Group Lessons

Black and White printable version also available!

# Online Small Groups BUNDLE #2:

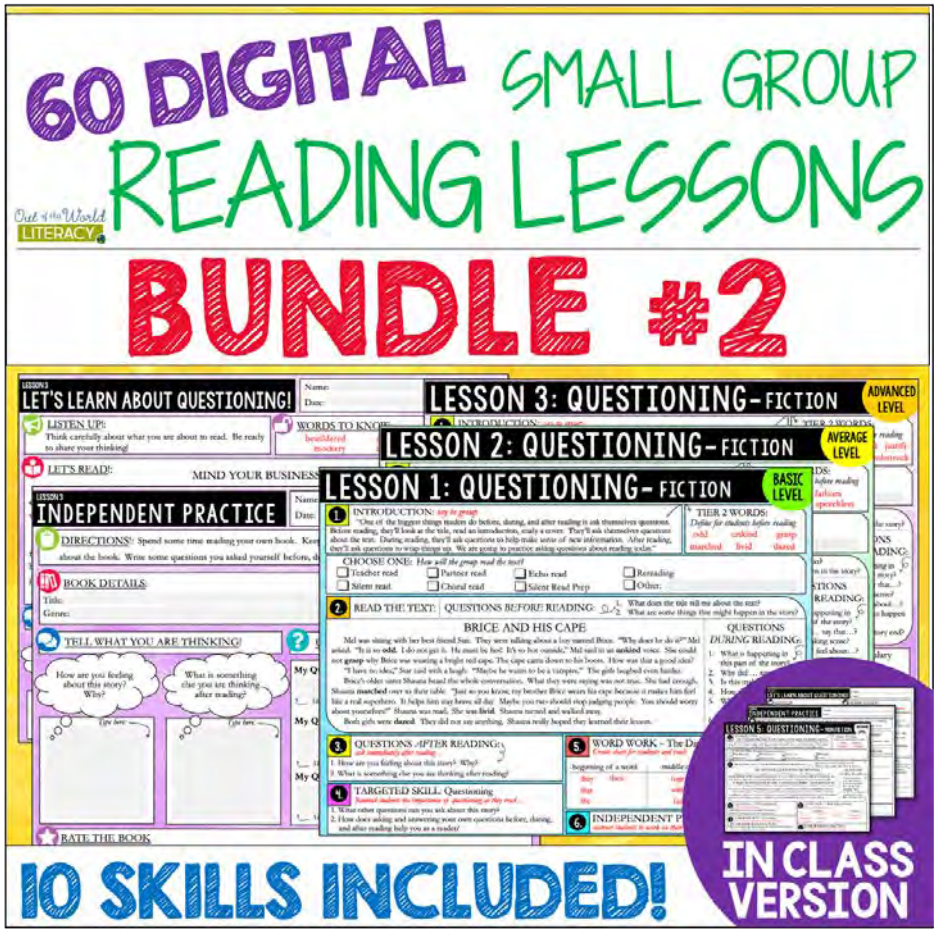
Check out all 10 sets of Online Small Group Reading Lessons for a total of 60 lessons!

**INCLUDED IN THIS BUNDLE:**

1. Author's Purpose
2. Cause and Effect
3. Character Traits
4. Context Clues
5. Inferring
6. Main Idea and Details
7. Problem and Solution
8. Summarizing
9. Text Evidence
10. Theme

# CHECK OUT BUNDLE #2:

## CLICK HERE TO SEE BUNDLE #2




## INCLUDED IN BUNDLE #2:

1. Asking Questions Before, During, and After Reading
2. Compare/Contrast
3. Dialogue
4. Drawing Conclusions
5. Fact and Opinion
6. Figurative Language
7. Mood and Tone
8. Point of View
9. Settings
10. Story Elements

# Included in This Bundle:

1. 60 complete guided reading lessons for teaching 10 specific skills. *See detailed small group lesson summary pages for more information.*
2. **IMPORTANT:** There are two passages in each set. One fiction and one nonfiction. The passages are adjusted to be used in 3 levels. In each level the word work, vocabulary and text complexity changes. The reading levels are: Basic (grades 1-2), Average (grades 3-4), Advanced (grades 5-6). *See differentiation code page for more.*
3. Small group summary lesson page.
4. Detailed description with time suggestions for each of the 6 small group steps.
5. Teacher strategy guide for differentiating within each lesson.
6. A complete teacher page for each lesson.
7. 2 student pages for each lesson.
8. Digital and printable (black and white) formats included.
9. ANSWER KEYS!

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# Lesson Breakdown:

*** there is one fiction and one nonfiction passage that is adapted for each lesson. Each set has 6 lessons in the following format…

Lesson 1: The *basic* fiction text.
Lesson 2: The *average* fiction text.
Lesson 3: The *advanced* fiction text.
Lesson 4: The *basic* nonfiction text.
Lesson 5: The *average* nonfiction text.
Lesson 6: The *advanced* nonfiction text.

# How are the Lessons Different?

- Each lesson comes with a completely different set of tier 2 vocabulary focus words.
- It also includes a completely separate word work focus.
- The questions for focusing on the comprehension skill in step 4 are different for the advanced level.
- The passage changes in each of the three levels, adding sentence complexity, multi-meaning words and figurative language, along with new vocabulary.

# PRO TEACHING TIP:

- If a group of students use the basic level and show success, the teacher can **absolutely use the average level with that same group** (since vocabulary, word work, and text complexity changes).
- They can even use the advanced level as well.
- They'd likely change the way in which the text was read in the group.
- For example, in the basic level the students may read silently after the introduction.
- In the average level they may choose to echo read.
- In the advanced level it may be teacher read.
- In fact, there is so much power in rereading and trying out new ideas and thinking each time.

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# Use the Different Levels with the Same Students!

Are you unsure whether your students are ***really* reading** or simply trying to memorize words?

- The 2 passages (1 F, 1 NF) are specifically designed to answer this question!
- Begin with lesson 1 or 4 (the basic level). Have students read the passage after the introduction and complete the lesson.
- Use lesson 2 or 5 (the average level) with the same group. This may be the next day, week, or months later. Choose a reading format for step 2. This may be different than your first time reading.
- Because the tier 2 vocabulary and the complexity of the text changes, students will be forced to adjust their reading. Yes, the text is about 80% the same, but they will have to show that they can adapt to the changes when they reread the new version. There is POWER in rereading!
- When students are strong enough readers, try out lesson 3 or 6 (the advanced levels) with the group. It may be teacher-led reading, but the thinking after the new version of the text, the comprehension focus, and the new tier 2 vocabulary discussion will be even richer.

## TEACHER CHALLENGE:

Consider these bullet points above when trying out the adjusted passage from the basic, average, to advanced level with a group of readers!

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# 6 Steps in Small Group Reading Lessons:

| Step | Time | Description | Tips: |
|---|---|---|---|
| 1: The Introduction | 2-3 minutes | The teacher shares helpful information with students about the text they are about to read and discuss. This is often planned in advance and designed to help students navigate their way through any potential places in the text where they may become stuck. | • Jot down a few sentences and plan to read them to the group.<br>• Include a brief summary of what is about to be read.<br>• Find a way to get students excited about reading the text.<br>• Decode and define any vocabulary you believe the group may struggle reading.<br>• Tell students to anticipate a group discussion after reading.<br>• Instruct students what to do when finished reading. |
| 2: Read the Text | 3-4 minutes | The teacher decides how the group will engage in reading the text. Consult the 'How to Differentiate Within the Levels' page for ideas on which format you'll be reading the text with the group. | • Read the text in advance. Consider the needs and abilities of the readers when choosing how you will read the text.<br>• **If the text appears too challenging, it is still OKAY to use the text in a small group!** Simply choose either teacher read or echo reading. The key is that students discuss and practice sharing their thinking after reading and consider the comprehension skill. |
| 3: Talk About the Text | 3-4 minutes | The teacher asks open-ended questions to the group immediately after reading. **Do not skip this step**! It's important to ask these questions immediately after reading so that you can see what exactly each reader is thinking about the text immediately after reading. | • Use student responses to drive your future instruction and answer reflective teaching questions like, "what are the readers noticing and what are they missing?"<br>• Students can type responses into their student page while one or two answer aloud.<br>• You can certainly have them type their answer and then turn in their student page after the lesson is complete. This is a great accountability check and gives you the opportunity to read everyone's thoughts, even if there is not enough time for each reader to share verbally during the group. |
| 4: Targeted Skill | 3-4 minutes | Now that you have heard what the students were thinking about the text immediately after reading, it's time to teach the targeted skill. Ask a few specific comprehension questions about the skill. | • Remind students what the skill is and define how readers use the skill.<br>• Students can type responses into their student page while one or two answer aloud.<br>• Pay attention to whether the students are mastering the skill or if they need more whole group, small group support. |

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# 6 Steps in Small Group Reading Lesson:

| Step | Time | Description | Tips: |
|---|---|---|---|
| 5: Word Work | 2-3 minutes | The teacher will introduce either a spelling, phonics, grammar, or vocabulary activity. The teacher will begin building word work for students to see word patterns. Students will add ideas to each word pattern. | • Use an anchor chart to create the chart of word patterns.<br>• Dry erase boards work too!<br>• The teacher creates the chart, asking students to chime in and help build word patterns and understandings.<br>• Keep this time brief and to the point so that you do not isolate words too much and take away from the meaning of the text as a whole. |
| 6: Independent Practice | After the Lesson | The teacher will instruct students to complete the independent page after reading. Students will immediately apply the targeted skill into a text they are reading independently. They will submit their independent work to the teacher when complete. | • This is an excellent way to determine if students can apply the targeted skill into their own independent reading.<br>• It works to differentiate, as students read books they have chosen based on preferences and ability. They can apply the skill into their own independent level.<br>• Review the independent work, making teaching decisions on whether students need additional teaching support, or they have mastered the reading skill. |
| **Total Time: 10-18 minutes** | | | |

All of these steps are completely designed and prepared for you in each lesson!

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# Tier 2 Vocabulary Answer Key- Author's Purpose

| TIER 2 WORDS: | MEANING IN THE TEXT: | SYNONYMS: |
|---|---|---|
| **LESSON 1: Basic Fiction** | | |
| normal | Conforming to a standard, usually typical or expected | usual ordinary common |
| favorite | Preferred before all others of the same kind | best treasured favored |
| wealthy | Having a great deal of money | rich affluent well-off |
| delighted | Feeling or showing great pleasure | glad happy joyful |
| drama | An exciting, emotional, or unexpected series of events | scene show production |
| guilty | Responsible for a specific wrongdoing | ble blamable wrong |
| **LESSON 2: Av ge F** | | |
| wildest | Not based nd re g or p | ridiculous foolish crazy |
| stalked | someon it bs ve want ttention. | eep follow trail |
| thrilled | Cau hav sudd eling exc ment or pleasure | excite inspire delight |
| gawked | Stared openly and stupidly | gazed stared gaped |
| **LESSON 3: Advanced Fiction** | | |
| schemed | Make plans in a devious way to do something wrong | plot conspire connive |
| habitually | By the way of habit, customarily | commonly customarily usually |
| fixated | Cause to acquire an obsessive attraction to something | obsess infatuate haunt |
| bluffing | Try to deceive someone's abilities or intentions | pretend sham fake |
| posed | To raise a question or matter for consideration | raise ask submit |
| Solemn | Not cheerful or smiling | serious somber unsmiling |

SAMPLE

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# Tier 2 Vocabulary Answer Key- Author's Purpose

| TIER 2 WORDS: | MEANING IN THE TEXT: | SYNONYMS: |
|---|---|---|
| **LESSON 4: Basic Nonfiction** | | |
| clues | A piece of evidence or information used to solve something | hint sign guide |
| types | A category of people or things having something in common | kind sort variety |
| fierce | Having or displaying an intense or ferocious aggressiveness | wild ferocious savage |
| fact | A thing that is known or proved to be true | reality truth evidence |
| task | A piece of work to be done or undertaken | job duty chore |
| attention | Notice taken of someone or something | observation awareness |
| **LESSON 5: Aver[illegible] No[illegible]** | | |
| fascinating | [illegible]mely i[illegible]ting | [illegible]iveting delightful interesting |
| social | Ne[illegible]g [illegible]panion[illegible] a[illegible]be[illegible]su[illegible] to li[illegible]n communit[illegible] | [illegible]al group familiar |
| reputation | The [illegible]inion[illegible]at ar[illegible]d abo[illegible]om[illegible]e or something | name character standing |
| notice | [illegible] act of ob[illegible]rving or paying close attention to something | attention observation awareness |
| **LESSON 6: Advanced Nonfiction** | | |
| distinct | Readily distinguishable by the senses | clear definite decided |
| captivating | Capable of attracting and holding attention | charming pleasing dazzling |
| oversees | To supervise, especially in an official capacity | supervise run superintend |
| perspective | A particular attitude toward or way of regarding something | outlook view position |
| downright | To an extreme degree | complete total utter |
| Critique | Evaluate in an analytical way | evaluate assess review |

SAMPLE

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# Student Response Pages Answer Key

****** <u>PLEASE READ</u>:**

The included responses are **NOT the only correct answers**. They are meant solely to be a guide/starting point for teachers looking for extra support. They should NOT be used as the only correct answer for each question.

LESSON 5

# LET'S LEARN ABOUT AUTHOR'S PURPOSE!

Name: _____

Date: _____

## LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

## WORDS TO KNOW:

fascinating social reputation notice

## LET'S READ!:

Did you know that there are over 12,000 different species of ants in the world? There are so many **fascinating** facts about ants. Ants are **social**. They live together in a colony. The queen rules the colony. She can live a *long* time. She can live for up to 30 years! Queen ants can lay over a million eggs over time. Worker ants can live for about 1-3 years.

Ants are so powerful. They have a **reputation** for being very strong. One ant can lift 50 times its weight. Imagine if this was the same for humans. The average weight of a man in America is 200 pounds. If humans had the ant's superpowers, that would mean the average man could lift 10,000 pounds. That's more than the weight of a truck!! Ants are crazy strong!

Ants do not have ears. They listen for sounds by feeling vibrations from the ground through their feet. If you listen to loud music, you can feel a vibration. That is how ants can hear.

When you see ants, think about what you learned. Watch to see how strong they are. **Notice** how hard they work!

## TELL WHAT YOU ARE THINKING!

What are you thinking after reading this text?

Ants are really fascinating insects that are very strong.

What are you wondering as you are thinking about the text?

I wonder how the queen gets chosen to lead the colony.

## UNDERSTANDING AUTHOR'S PURPOSE:

What is the author's purpose in the text? How do you know?

The author's purpose is to inform because they give us so many new facts about ants.

What other reasons do you think the author wrote this text?

Another reason the author wrote this is to help us notice the fascinating things that ants can do that humans can't.

Did the author teach you something new? Explain your answer.

Yes, I learned that a queen ant can live up to 30 years, but worker ants only live 1-3 years.

# Small Group Lessons: Main Idea and Details

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | frustrated, choice, upset, practice, remember, decided | Main Idea and Details | Suffix –ed |
| 2 | Average | Fiction | irritated, overwhelmed, decision, memorizing | Main Idea and Details | Words with double -ee |
| 3 | Advanced | Fiction | defeated, skeptical, ease, conscious, strategize, precisely | Main Idea and Details | Figurative meanings of words and phrases |
| 4 | Basic | NF | shock, machine, invented, helper, fact, fairy | Main Idea and Details | Magic a-e rule |
| 5 | Average | NF | ingredients, amaze, invented, tasty | Main Idea and Details | Words that end with a consonant cluster |
| 6 | Advanced | NF | recommend, astonished, precisely, revolutionized, simplifying, advise | Main Idea and Details | A closer look at vocabulary words |

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# Small Group Lessons: Inferring

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | stare, punished, tricks, gross, crammed, offered | Inferring | Consonant digraphs |
| 2 | Average | Fiction | avoid, tortured, strategies, volunteered | Inferring | Words with 4 syllables |
| 3 | Advanced | Fiction | tolerance, gawk, agony, abhorrent, coerced, ingenious | Inferring | A deeper dive into vocabulary |
| 4 | Basic | NF | links, understand, wonder, imagine, goal, popular | Inferring | Vowel Patterns |
| 5 | Average | NF | network, ponder, generation, entertained | Inferring | The 3 sounds of -ch |
| 6 | Advanced | NF | massive, exist, astronomical, riveting, elite, petrified | Inferring | A closer look at vocabulary words |

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# Small Group Lessons: Summarizing

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | comic, wild, giggle, unhappy, annoyed, acted | Summarizing | Double -oo vowel sounds |
| 2 | Average | Fiction | hilarious, drained, depressed, irritated | Summarizing | Words with 3 syllables |
| 3 | Advanced | Fiction | lounge, resent, hysterical, contrary, weary, dejected | Summarizing | A deeper dive into vocabulary |
| 4 | Basic | NF | special, weigh, heavy, mini, scared, study | Summarizing | Double consonants |
| 5 | Average | NF | gigantic, resides, discover, recognize | Summarizing | Silent letter patterns with -gh |
| 6 | Advanced | NF | massive, exist, astronomical, riveting, elite, petrified | Summarizing | A closer look at vocabulary words |

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# Small Group Lessons: Cause and Effect

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | greatest<br>tore<br>frantic<br>sobbed<br>relax<br>stunk | Cause and Effect | R-controlled vowels |
| 2 | Average | Fiction | superb<br>agitated<br>berserk<br>reeked | Cause and Effect | Spellings for the /k/ sound |
| 3 | Advanced | Fiction | bellowed<br>stellar<br>perturbed<br>hysterical<br>contemplated<br>hastily | Cause and Effect | A deeper dive into vocabulary |
| 4 | Basic | NF | dash<br>fastest<br>hopeful<br>accident<br>survive<br>believe | Cause and Effect | Suffixes |
| 5 | Average | NF | promising<br>tragedy<br>proved<br>refused | Cause and Effect | Common Nouns v. Proper Nouns |
| 6 | Advanced | NF | honorable<br>earnestly<br>catastrophe<br>endured<br>assumed<br>inhibiting | Cause and Effect | A closer look at vocabulary words |

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# Small Group Lessons: Theme

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | greatest, tore, frantic, sobbed, relax, stunk | Theme | R-controlled vowels |
| 2 | Average | Fiction | pout, embarrassing, contract, budge | Theme | Word families with /ow/ sound |
| 3 | Advanced | Fiction | bellowed, stellar, perturbed, hysterical, contemplated, hastily | Theme | A deeper dive into vocabulary |
| 4 | Basic | NF | created, famed, troubles, broke, purchase, expected | Theme | Consonant blends with -r |
| 5 | Average | NF | imagination, published, hardships, rejected | Theme | Compound words |
| 6 | Advanced | NF | concoct, lucrative, adversity, relocated, destitute, contrived | Theme | A closer look at vocabulary words |

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# Small Group Lessons: Author's Purpose

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | normal, favorite, wealthy, delighted, drama, guilty | Author's Purpose | Consonant Digraphs |
| 2 | Average | Fiction | wildest, stalk, thrilled, gawked | Author's Purpose | Word families with /aw/ sound |
| 3 | Advanced | Fiction | bellowed, stellar, perturbed, hysterical, contemplated, hastily | Author's Purpose | A deeper dive into vocabulary |
| 4 | Basic | NF | created, famed, troubles, broke, purchase, expected | Author's Purpose | Consonant blends with -r |
| 5 | Average | NF | imagination, published, hardships, rejected | Author's Purpose | Compound words |
| 6 | Advanced | NF | concoct, lucrative, adversity, relocated, destitute, contrived | Author's Purpose | A closer look at vocabulary words |

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# Small Group Lessons: Character Traits

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | clatter, pest, bothered, irked, disturb, stunned | Character Traits | Word Endings |
| 2 | Average | Fiction | pleased, spoil, poised, ploy | Character Traits | Word families with /oy/ sound |
| 3 | Advanced | Fiction | dub, disdain, latter, understatement, livid, enraged | Character Traits | A deeper dive into vocabulary |
| 4 | Basic | NF | impossible, noble, mishap, attend, traced, major | Character Traits | Consonant blends with -s |
| 5 | Average | NF | scroll, splendid, sprung, strain | Character Traits | 3 Letter Consonant Blends |
| 6 | Advanced | NF | prestigious, groundbreaking, cumbersome, saga, proper, mere | Character Traits | A closer look at vocabulary words |

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# Small Group Lessons: Context Clues

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | bonkers<br>usual<br>punchline<br>burst<br>wacky<br>frozen | Context Clues | Word Endings |
| 2 | Average | Fiction | continued<br>pinch<br>budge<br>stench | Context Clues | Tricky Syllable Letter Clusters |
| 3 | Advanced | Fiction | flabbergasted<br>fathom<br>erupted<br>banter<br>flinging<br>doused | Context Clues | A deeper dive into vocabulary |
| 4 | Basic | NF | fortunate<br>simple<br>prize<br>challenge<br>program<br>risky | Context Clues | Consonant blends with –p and -g |
| 5 | Average | NF | access<br>device<br>obtain<br>rural | Context Clues | Double Consonants |
| 6 | Advanced | NF | procure<br>destitute<br>endeavor<br>trudging<br>distributed<br>strenuous | Context Clues | A closer look at vocabulary words |

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# Small Group Lessons: Text Evidence

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | inspire<br>charming<br>verge<br>calm<br>glared<br>secretly | Text Evidence | Y as a vowel |
| 2 | Average | Fiction | fright<br>stunning<br>stance<br>glanced | Text Evidence | Tricky Syllable Letter Clusters |
| 3 | Advanced | Fiction | content<br>impeding<br>notion<br>viewpoint<br>glowered<br>heed | Text Evidence | A deeper dive into vocabulary |
| 4 | Basic | NF | moody<br>uneasy<br>thrive<br>threat<br>positive<br>focused | Text Evidence | Consonant trigraphs |
| 5 | Average | NF | depressed<br>emotional<br>fuel<br>impact | Text Evidence | Words with CCvCC pattern |
| 6 | Advanced | NF | ramifications<br>lethargic<br>irrational<br>inversely<br>propellant<br>productive | Text Evidence | A closer look at vocabulary words |

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# Small Group Lessons: Problem and Solution

| Lesson | Level | Genre | Tier 2 Words Covered: | Targeted Skill: | Word Work: |
|---|---|---|---|---|---|
| 1 | Basic | Fiction | plopped, strict, afraid, riled, obey, stubborn | Problem and Solution | Words with the CvCC Pattern |
| 2 | Average | Fiction | heaved, seethe, clever, bribe | Problem and Solution | Tricky Syllable Letter Clusters |
| 3 | Advanced | Fiction | adamantly, loathe, aversion, headstrong, smolder, splurge | Problem and Solution | A deeper dive into vocabulary |
| 4 | Basic | NF | danger, halt, flames, budget, massive, cheap | Problem and Solution | The Two Sounds of Letter -g |
| 5 | Average | NF | predict, repeating, mission, affordable | Problem and Solution | Words with Prefixes |
| 6 | Advanced | NF | entails, awry, brittle, ceaseless, conceptualize, undertaking | Problem and Solution | A closer look at vocabulary words |

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# USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

## BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

## AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

## ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

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# How to Differentiate Within the Levels:

*Don't skip this key step to ensure small group reading success!*

## BEFORE THE GROUP MEETS…

Decide how you will engage students in step 2, the reading of the text. This is KEY in ensuring reading success. Here's a quick guide to choosing which reading style you will use each time. Always consider the needs of the readers in the group as you decide.

| Reading Style: | Description: | Times to Use this Reading Format: |
|---|---|---|
| Teacher Read | The teacher reads the text aloud to the small group while they follow along on the student page. | • When the text is too challenging for that group of students to read on their own, even with an introduction.<br>• If time is short and the teacher would like to focus more on the comprehension portion than reading fluency practice. |
| Silent Read | The students read the text independently after they have heard the introduction and gone over the key vocabulary words. If a student finishes reading before others, that student is instructed to read the passage again until the group is ready to discuss. | • When the text is instructional and can be read successfully after an introduction.<br>• When the text is at the students' independent reading levels.<br>• When the teacher wants to conduct a running record or one-on-one reading time. |
| Partner Read | Students get together in a chat online or whisper read in person. One student reads the passage, then the other student reads the entire passage. Both students should read aloud the entire passage. | • When the text is instructional and can be read successfully after an introduction.<br>• When asking students to share thinking with a partner.<br>• When the teacher wants to be free to push in and listen to a partnership read together. |
| Choral Read | Reading aloud in unison with the whole class, in a small group, or with a partner. Use this strategy to build students' confidence, fluency, stamina, and reading motivation. | • When the text is too challenging for that group of students to read on their own, even with an introduction.<br>• Use when there is a variety of readers in the group (some may be able to read the passage independently while others may need more support).<br>• To keep all students in the group engaged and ensure that they read the entire passage.<br>• To build reading stamina, confidence, fluency, and reading motivation. |

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| Reading Style: | Description: | Times to Use this Reading Format: |
|---|---|---|
| Echo Read | Teacher reads a short section of text (paragraph or sentence) and the students read it back aloud together. Focus on rereading with the same fluency. | • When the text is too challenging for that group of students to read on their own, even with an introduction.<br>• To practice reading accuracy, fluency, motivation, and confidence.<br>• For a shared reading experience. |
| Silent Read Prep | Have students read silently before reading aloud to prep for strong reading fluency and expression. | • When the text is just a bit too challenging for that group of students to read on their own without practicing in advance.<br>• To ensure the group is reading successfully.<br>• To provide more than one opportunity to read the text in a small group time. |
| Rereading | Have students reread a text 2-3 times, focusing on fluency and expression each time. | • When the text is instructional and can be read successfully after an introduction.<br>• When working to build writing stamina and confidence.<br>• When looking to dig deeper below the surface of a text and ensure higher level thinking conversations after reading. |

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# LESSON 1: CAUSE AND EFFECT – FICTION

BASIC LEVEL

## 1. INTRODUCTION: *say to group*

"Have you ever lost something that you really needed? That's what happens to Ash in our story today. After we read, we're going to share our thinking and talk about cause and effect. A cause is something that happens in a text. It comes first before the effect. It's basically an event or something someone says. An effect happens after the cause and it usually happens because of what the cause was. It's like a consequence. Let's get started!"

### TIER 2 WORDS:

*Define for students before reading*

greatest tore frantic
sobbed relax stunk

### CHOOSE ONE: *How will the group read the text?*

☐ Teacher read ☐ Partner read ☐ Echo read ☐ Rereading
☐ Silent read ☐ Choral read ☐ Silent Re Pre ☐ Other:

SAMPLE

## 2. READ THE T XT

"Mom! I can not d my swims !" yelled My frien Leo oming oon. We the **greatest** pool plans. We packed snacks. We had wa ns. We d ggles. e had p l ga es. The p l was just n minutes from my house. I can not find my swimsuit. I **to** y ro . I d not find y s t. I was **fr tic**. I did t nt to miss the pool day.

"MOOOOOMMMM," yelle agai "Ple hel me! I *ne* to d my swin w!" **I sobbed**.

"Ash, **relax**. I can not lp wh you a cryi When did you last have your suit?" mom asked.

I took a breath. I thought hard. Then it hit me. The last time I swam was with Leo. I had stuffed my suit in his bag. I rushed to text Leo. I asked if he saw my suit in his bag. I stared at my phone. I was waiting for his answer. Then the doorbell rang. It was Leo. He was holding my dirty swimsuit. "You mean this thing?" he said and laughed. It **stunk.** I did not care. A stinky swimsuit was better than no suit. Nothing could stop the best pool day of the year!

## 3. TALK ABOUT THE TEXT:

*ask immediately after reading…*

1. What are you thinking about the events in the story?
2. Share what are you thinking about Ash? Leo? Mom?

## 4. TARGETED SKILL: Cause and Effect

*Remind students what cause and effect is and then ask these questions…*

1. What was the cause of Ash being late?
2. What caused Ash to wear a stinky swimsuit?
3. If you lost something (cause), what would you do (effect)?

## 5. WORD WORK – R-controlled vowels

*Create chart for students and teach. Start with words from the text then invite students to help add more words they know to each list.*

| -ar | -er | -ir | -or | -ur |
|---|---|---|---|---|
| apart | water | birch | tore | burn |
| are | better | sir | for | turn |
| hard | | first | doorbell | purse |
| | | smirk | | purple |

## 6. INDEPENDENT PRACTICE:

*instruct students to work on their independent page*

# LESSON 2: CAUSE AND EFFECT– FICTION

AVERAGE LEVEL

## 1. INTRODUCTION: *say to group*

"Have you ever lost something that you really needed? That's what happens to Ash in our story today. After we read, we're going to share our thinking and talk about cause and effect. A cause is something that happens in a text. It comes first before the effect. It's basically an event or something someone says. An effect happens after the cause and it usually happens because of what the cause was. It's like a consequence. Let's get started!"

### TIER 2 WORDS:

*Define for students before reading*

superb agitated
berserk reeked

### CHOOSE ONE: *How will the group read the text?*

- ☐ Teacher read
- ☐ Partner read
- ☐ Echo read
- ☐ Rereading
- ☐ Silent read
- ☐ Choral read
- ☐ Silent Read Pre
- ☐ Other:

SAMPLE

## 2. READ THE TEXT

"Mom! Where is my swimsuit!?" I [illegible]. My [illegible] Leo was [illegible] any [illegible]nute. We [illegible]ned the most **superb** pool day. We packed snacks. We [illegible] water gu[illegible], g[illegible]gles, g[illegible]mes and [illegible]ore. The pool [illegible] a quick [illegible]-minute bike ride away. Where was my swimsuit? I ripped my [illegible] apa[illegible] suit [illegible] started [illegible] ge[illegible] **agitated**. [illegible] this poo[illegible] [illegible]ng, and I might miss out.

"MOOOOOMMMM," I screa[illegible]ed a[illegible]n. "[illegible]ase [illegible]p me! I *need* [illegible] find my sw[illegible] right away!" I cried.

"Ash, take a breath. I c[illegible]'t he[illegible] you [illegible]hen yo[illegible]re g[illegible]ng **berserk**. When did you see your suit last?" mom asked.

I took a breath and thoug[illegible] hard. Then it hit me. The last time I swam was with Leo. I remember that I shoved my suit in his bag. I rushed to text Leo and ask if he saw my suit in his bag. I was staring at my phone, waiting for his answer when the doorbell rang. It was Leo. He was standing there holding my dirty swimsuit. "You mean this thing?" he said with a laugh. It **reeked**, but I didn't care. A stinky swimsuit was better than no suit. Nothing was going to stop the best pool day of the year!

## 3. TALK ABOUT THE TEXT:

*ask immediately after reading…*

1. What are you thinking about the events in the story?
2. Share an opinion you have about one of the characters.

## 4. TARGETED SKILL: Cause and Effect

*Remind students what cause and effect is and then ask these questions…*

1. What was the cause of Ash being late?
2. What caused Ash to wear a stinky swimsuit?
3. If you lost something (cause), what would you do (effect)?

## 5. WORD WORK – Spellings for the /k/ sound

*Create chart for students and teach. Start with words from the text then invite students to help add more words they know to each list.*

| -c as in "crazy" | -k as in "kite" | -ck as in "truck" | -qu as in "quiet" |
|---|---|---|---|
| coming care<br>appreciate<br>screamed<br>cried can't | bike<br>berserk stinky<br>asked ask<br>took reeked | packed<br>snacks<br>quick | quick |

## 6. INDEPENDENT PRACTICE:

*instruct students to work on their independent page*

# LESSON 3: CAUSE AND EFFECT – FICTION

ADVANCED LEVEL

## 1. INTRODUCTION: *say to group*

"Have you ever lost something that you really needed? That's what happens to Ash in our story today. After we read, we're going to share our thinking and talk about cause and effect. A cause is something that happens in a text. It comes first before the effect. It's basically an event or something someone says. An effect happens after the cause and it usually happens because of what the cause was. It's like a consequence. Let's get started!"

## TIER 2 WORDS:

*Define for students before reading*

bellowed stellar perturbed hysterical contemplated hastily

## CHOOSE ONE: *How will the group read the text?*

- ☐ Teacher read
- ☐ Partner read
- ☐ Echo read
- ☐ Rereading
- ☐ Silent read
- ☐ Choral read
- ☐ Silent Re… Pre…
- ☐ Other:

SAMPLE

## 2. READ THE T…XT

"Mom! Where's m… swimsuit!?" I …**ll**…**ved** an…ously. M… bu…o wou… be here … second. We planned a **stellar** pool day. We packed snacks…ith the po… b…g a qu…k 10-mi…te l…e ride awa… we loade…p on water guns, goggles, games and more. I ripped throu… my ro… a tor…do, but … su… I was **per…bed** tha… mi…t miss out on swimming.

"MOOOOOMMMM," I screa…ed a…n. "…lp m… I'm desp…rate… *need* to fi… …wimsuit this instant!" I cried.

"Ash, take a breath bec… I…'t h…p you …en y…'re so **hysterical**. When did you last see your suit?" mom asked.

I took a breath and **conte…plated** until it hit me. The last time I swam was with Leo and I remember jamming my suit in his bag. I **hastily** texted Leo, asking if he'd seen my suit in his bag. I was obsessively staring at my phone when the doorbell rang. Leo was standing there holding my dirty swimsuit with a smirk. "You mean this thing?" he said, laughing. It reeked like sweaty feet, but I could care less. A stinky swimsuit was better than no suit and it sure wasn't going to keep me from the pool!

## 3. TALK ABOUT THE TEXT:

*ask immediately after reading…*

1. What are you thinking about the events in the story?
2. Share an opinion you have about one of the characters.

## 4. TARGETED SKILL: Cause and Effect

*Remind students what cause and effect is and then ask these questions…*

1. What was the cause of Ash feeling anxious?
2. What caused Ash to wear a stinky swimsuit?
3. If you lost something (cause), what would you do (effect)?

## 5. WORD WORK – A deeper dive into vocabulary

*Ask the students the following questions:*

1. When was the last time you *bellowed*? What did you say?
2. Describe a time you felt *perturbed*? Explain why.
3. What does the author mean by, "this instant"?
4. What is something you had to *contemplate*? What happened?

## 6. INDEPENDENT PRACTICE:

*instruct students to work on their independent page*

LESSON 1

# LET'S LEARN ABOUT CAUSE AND EFFECT!

Name:

Date:

## LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

## WORDS TO KNOW:

greatest tore frantic sobbed relax stunk

## LET'S READ!:

"Mom! I can not find my swimsuit!" I yelled. My friend Leo was coming soon. We had the **greatest** pool plans. We packed snacks. We had water guns. We had goggles. We had pool games. The pool was just minutes from my house. I can not find my swimsuit. I **tore** my room apart. I did not find my suit. I was **frantic**. I did not want to miss the pool day.

"MOOOOOMMMM yelled again. Please help me! I need my swimsuit now!" I **sobbed**.

"Ash, **relax**. I can not help you when you are crying. When did you have your suit?" Mom asked.

I took a breath. I thought hard. The last time I saw it was with Leo. I had stuffed my suit in his bag. I rushed to text Leo. I asked if he had my suit in his bag. I stared at my phone. I was waiting for an answer. Then the doorbell rang. It was Leo. He was holding my dirty swimsuit. "You mean this thing?" he said and laughed. It **stunk.** I did not care. A stinky swimsuit was better than no suit. Nothing could stop the best pool day of the year!

SAMPLE

## TELL WHAT YOU ARE THINKING!

What are you thinking about the events in the story?

*Type here:*

Share an opinion you have about one of the characters.

*Type here:*

## CAUSE AND EFFECT AFTER READING:

What was the cause of Ash being late?

*Type here:*

What caused Ash to wear a stinky swimsuit?

*Type here:*

If you lost something, what would you do?

*Type here:*

LESSON 1

# INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Think of two events that are connected by cause and effect. Rate your book.

## BOOK DETAILS:

Title:

Genre:

## TIME READING:

I read for ____ minutes today.

## TELL WHAT YOU ARE THINKING!

What are you thinking about the events in the story?

*Type here:*

Share an opinion you have about one of the characters.

*Type here:*

## CAUSE AND EFFECT AFTER READING:

**Directions:** Think about what you read today. Tell about an event that was the cause of something happening. Then tell about the effect.

Because (*cause*) …

*Type here:*

This happened (*effect*)…

*Type here:*

## RATE THE BOOK

I give this book ____ stars because

SAMPLE

LESSON 2

# LET'S LEARN ABOUT CAUSE AND EFFECT!

Name:

Date:

## LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

## WORDS TO KNOW:

superb agitated berserk reeked

## LET'S READ!:

"Mom! Where is my swimsuit!?" I yelled. My friend Leo was coming any minute. We planned the most **superb** pool day. We packed snacks. We had water guns, goggles, games and more. The pool was a quick 10-r bike ride away. Where was my swimsuit? I ripped my room apart but suit. I ed t **agitate** All s pool pl ning, and I might miss out.

"MOOOOOMMMM, scre ned aga 'Please *need* fin my s msuit rig away!" I cried.

"Ash, take a breath. I 't help you w ou're g ng **bers k**. did yo see your t last?" mom asked.

I took a breath and thoug rd. Th it me. he last t e I vam was w Leo. I member that I shoved my suit in his bag. I rushed to text Leo and if h saw suit his bag wa staring at e, w or his answer when the doorbell rang. It was Leo. I wa tand g there old g my dirty swimsuit. "You mean this thing?" he said with a laugh. It **reeked**, but I didn't care. A stinky swimsuit was better than no suit. Nothing was going to stop the best pool day of the year!

SAMPLE

## TELL WHAT YOU ARE THINKING!

What are you thinking about the events in the story?

*Type here:*

Share an opinion you have about one of the characters.

*Type here:*

## CAUSE AND EFFECT AFTER READING:

What was the cause of Ash being late?

*Type here:*

What caused Ash to wear a stinky swimsuit?

*Type here:*

If you lost something, what would you do?

*Type here:*

LESSON 2

# INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Think of two events that are connected by cause and effect. Rate your book.

## BOOK DETAILS:

Title:

Genre:

## TIME READING:

I read for ____ minutes today.

SAMPLE

## TELL WHAT YOU ARE THINKING!

What are you thinking about the events in the story?

Type here:

Share an opinion you have about one of the characters.

Type here:

## CAUSE AND EFFECT AFTER READING:

**Directions:** Think about what you read today. Tell about an event that was the cause of something happening. Then tell about the effect.

Because (*cause*) …

Type here:

This happened (*effect*)…

Type here:

## RATE THE BOOK

I give this book ____ stars because

LESSON 3

# LET'S LEARN ABOUT CAUSE AND EFFECT!

Name:

Date:

## LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

## WORDS TO KNOW:

bellowed stellar perturbed
hysterical contemplated hastily

## LET'S READ!:

"Mom! Where's my swimsuit!?" I **bellowed** anxiously. My buddy Leo would be here any second. We planned a **stellar** pool day. We packed snacks. With the pool being a quick 10-minute bike ride aw we load water guns, goggles, games and more. I ripped through my roo like a to do, b o s . I s **pe urbed** th I might miss out on swimming.

"MOOOOOMMMM sc med ag "Help e erat I *ne* to f d my swi uit this instant!" I cried.

"Ash, take a breath be se I can't he y when u're so **ste** When d you las e your suit?" mom asked.

I took a breath and **conte dated** i it me. he last e I wam was v h Leo an remember jamming my suit in his bag. I **hastily** texted Le aski if h d see my su in his b I s obsessiv ng a one when the doorbell rang. Leo was standing the hol g m dirty sw msu with a smirk. "You mean this thing?" he said, laughing. It reeked like sweaty feet, but I could care less. A stinky swimsuit was better than no suit and it sure wasn't going to keep me from the pool!

SAMPLE

## TELL WHAT YOU ARE THINKING!

What are you thinking about the events in the story?

*Type here:*

Share an opinion you have about one of the characters.

*Type here:*

## CAUSE AND EFFECT AFTER READING:

What was the cause of Ash feeling anxious?

*Type here:*

What caused Ash to wear a stinky swimsuit?

*Type here:*

If you lost something, what would you do?

*Type here:*

LESSON 3

# INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Think of two events that are connected by cause and effect. Rate your book.

## BOOK DETAILS:

Title:

Genre:

## TIME READING:

I read for ____ minutes today.

SAMPLE

## TELL WHAT YOU ARE THINKING!

What are you thinking about the events in the story?

Type here:

Share an opinion you have about one of the characters.

Type here:

## CAUSE AND EFFECT AFTER READING:

**Directions:** Think about what you read today. Tell about an event that was the cause of something happening. Then tell about the effect.

Because (*cause*) …

Type here:

This happened (*effect*)…

Type here:

## RATE THE BOOK

I give this book ____ stars because