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Jen Bengel

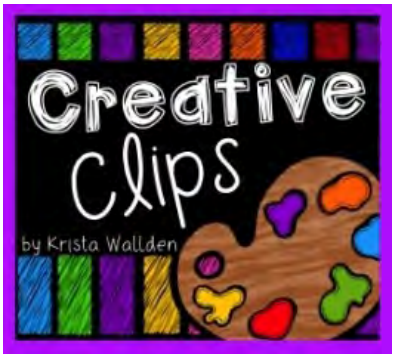
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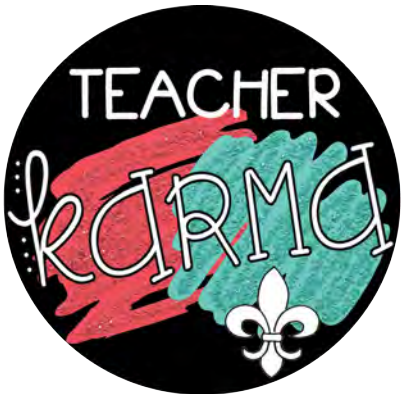

















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# See more detailed Comprehension Mini Lessons clicking the link now




## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# Each of the 36 comprehension skills includes 5 mini lessons

## The Mini Lessons: Problem & Solution

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

| | |
|---|---|
| **LESSON 1** *Define and identify problems* | Readers define what problems and solutions are in a text so they identify them during reading. |
| **LESSON 2** *Thinking deeper about problems* | Readers identify problems in a story so they can think about possible reasons for them happening. |
| **LESSON 3** *Predicting Solutions* | Readers identify problems in a story so they can predict possible solutions during reading. |
| **LESSON 4** *Inferring Other Problems and Solutions* | Readers use what they know and what the text says to infer other possible problems and solutions that could be in the story. |
| **LESSON 5** *Making Connections to Problems and Solutions* | Readers make connections to problems and solutions so they can decide how they might act in the story. |

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## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# COMPLETE lessons with teacher suggested language and sample anchor charts

**Readers make connections between the text and things they know about the world so they can understand their own world even better.**

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how important it is for readers to be making connections between the texts they've already read and the world around them. If you need help describing making connections, use this language.

   Readers are always making connections as they read. Making a connection means they are comparing a part they are reading in the text to something else. There are lots of different types of connections readers can make. Today we are going to talk about the type of connection called text-to-world. This is when readers make connections between a text they are reading and something they know that's going in the world. It can be something happening in your neighborhood, school, city, state, country, or even the whole world! Many times our brains are reminded of things from our world when we read. Our brain is making a connection without us really having to do anything! Pretty cool. Let's try a few text-to-world connections.
4. After you have established a good definition of text-to-world connections, use a mentor text you have already read to the class. Reread a part of the mentor text aloud and stop to share your thinking of a connection you made to the world. Write down that part from the text and your world connection. Think about how the connection helps you understand the world better and write that in the 3rd column.
5. Invite students to think about another text-to-world connection using either the same mentor text or another you've already read to the class. Do some more modeling if needed. Invite students to share connections and fill in the 2nd example on the anchor chart as students take notes as well.
6. Invite students to turn and talk about a 3rd text-to-world connection. This time ask students to turn and talk with a partner about a world connections. Call on students to share. Write their answers on the class anchor chart.
7. Tell students that they will be working on sharing their text-to-world connections during independent reading today. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

## Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers make connections between the text and things they know about the world so they can understand their world even better.

| TEXT-TO-WORLD CONNECTIONS: | HOW I UNDERSTAND MY WORLD BETTER: |
|---|---|
| | |
| | |
| *** Complete the anchor chart by adding ideas from the class as they share during the lesson | |

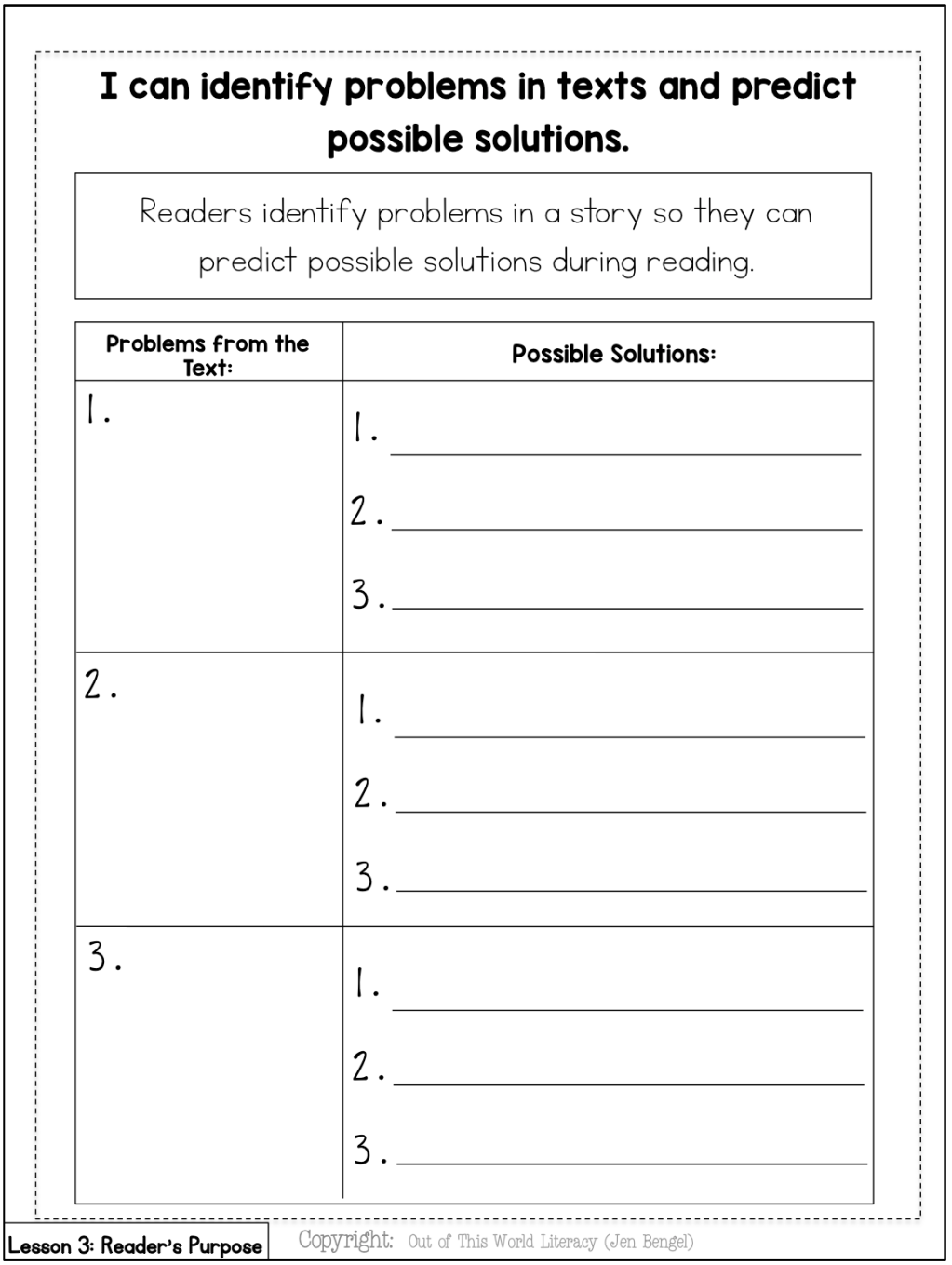
Lesson 3: Making Connections

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# Student work pages to use with *any* book they are reading independently



**I can identify problems in texts and predict possible solutions.**

Readers identify problems in a story so they can predict possible solutions during reading.

| Problems from the Text: | Possible Solutions: |
|---|---|
| 1. | 1. _____<br>2. _____<br>3. _____ |
| 2. | 1. _____<br>2. _____<br>3. _____ |
| 3. | 1. _____<br>2. _____<br>3. _____ |

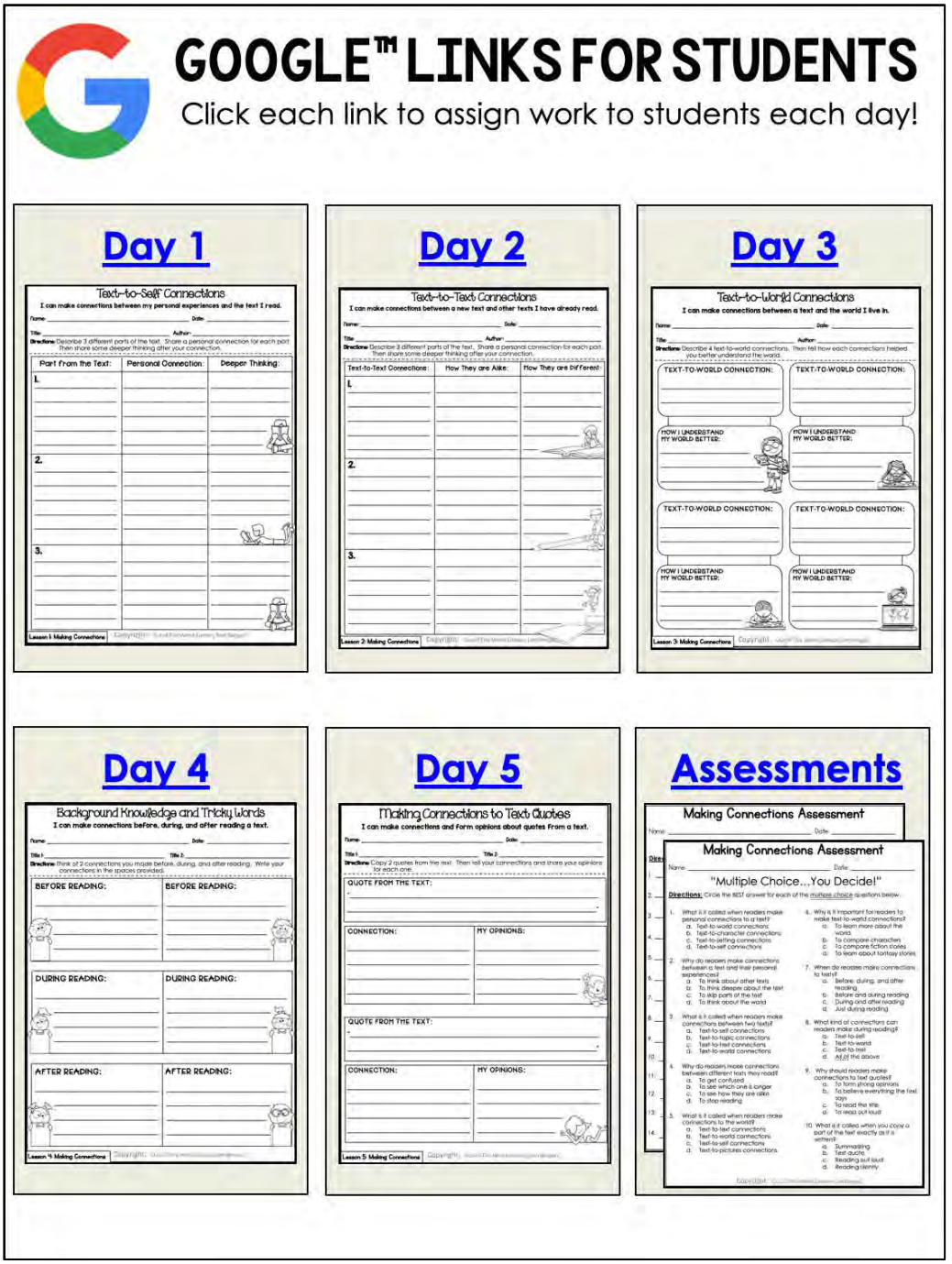
Lesson 3: Reader's Purpose

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*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# Google digital links for all student pages, including assessments




## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# Small group reteaching table cards

1. What is a problem in the story? How do you know?
2. What can you predict as a solution to the problem?
3. What makes you think this is a good solution to the problem? Tell me more.
4. What might happen if readers never make predictions during reading?

Lesson 3: Reader's Purpose

This World Literacy (Jen Bengel)

I can identify problems in texts and predict possible solutions.



## Mini Units for Mastery Mega Bundle

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# See what teachers are saying!

★★★★★ Extremely satisfied

I always felt that the resources provided for me didn't provide enough scaffolding and practice for students to really get their minds wrapped around the focused target skill. I was able to match each of these units with our weekly lessons and teach each strand to a much deeper level.

The format provided allowed for whole group and small group practice which was ideal and now I don't need to create extra practice. I am so pleased with this purchase.

★★★★★ Extremely satisfied

Thank you!! I needed lessons like these to enrich the mandatory curriculum I am required to teach. These are perfect for mentor picture books and I like that I can use them in small groups or whole group.

★★★★★ 5.0

So amazingly helpful! I am so grateful for your webinars and the way you are so methodical in teaching step-by-step. I am a second year 5th grade teacher and I struggle knowing how to word breaking down different comprehension skills. This takes all the guesswork out of it and I'm left with solid, effective comprehension instruction that I can tailor to the needs and interests of my students. Thank you so much for what you do! I have learned so much from your teaching.

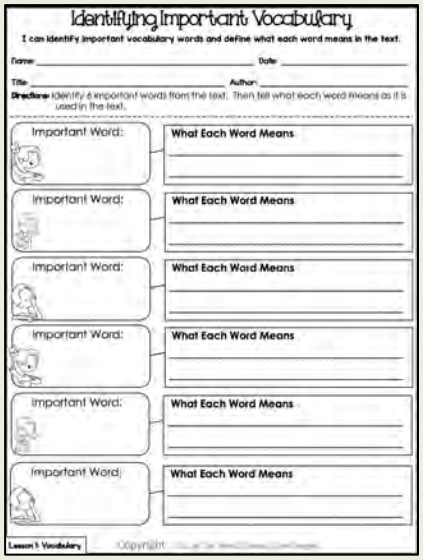
## Mini Units for Mastery Mega Bundle

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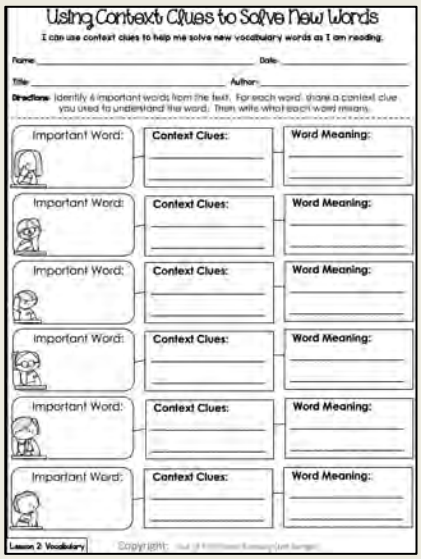
# GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

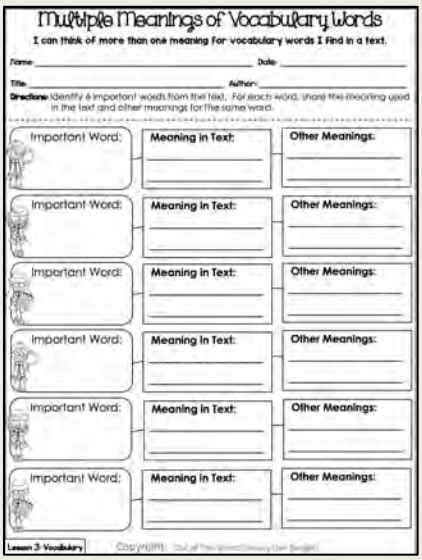
## Day 1



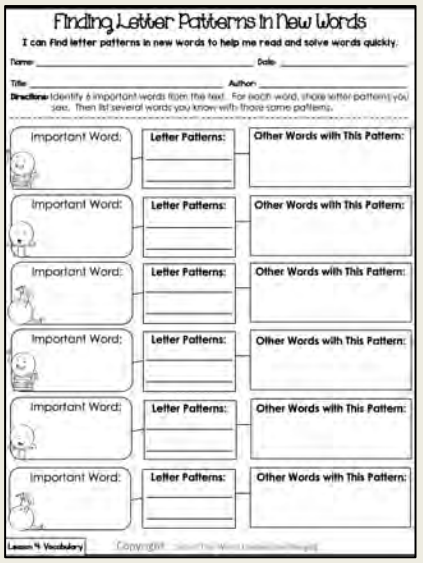

## Day 2



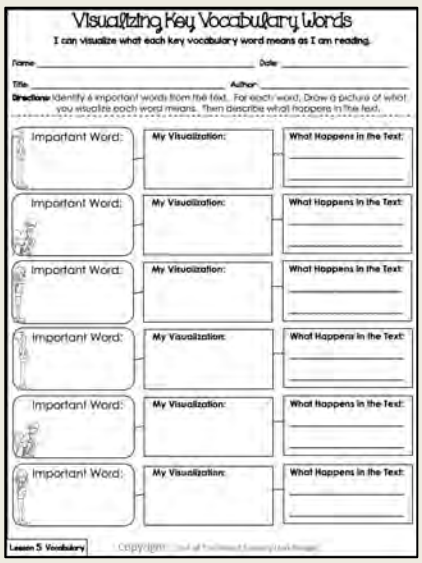

## Day 3



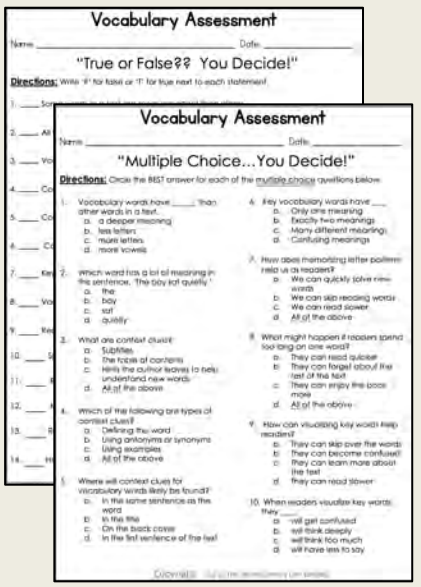

## Day 4




## Day 5




## Assessments



# Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, vocabulary. The lessons are very specific and focus on 5 angles of asking questions about text that you will have the option to teach to your whole class, in a small group, or one-on-one in a reading conference to cover a specific skill if you notice a student struggling.

By teaching each mini lesson specifically, you can model to young readers how to think specifically about a text before, during, and after reading. You will also provide students with the opportunity to interact with the mentor texts during the lesson, sharing their thinking as they talk with partners and listen to others' ideas during the lesson.

Using this type of interactive mini lesson framework while intentionally teaching a specific comprehension skill has been researched as a best practice approach to helping young readers understand and practice the importance of reading comprehension as they read text.

# Included in this Resource:

1. 5 mini lesson statements and detailed teaching instructions for teaching vocabulary.
2. 5 sample mini lesson anchor charts (your anchor charts will look different based on the mentor texts you choose to use and the responses from your students, but you can use the same outline as provided).
3. 'I Can' statement cards for each lesson. These are great to post in the room, at a literacy station, glued into readers' notebooks, or posted at a small group table.
4. Blank anchor chart pages for students. These can be glued into reader's notebooks in a mini lesson section. Students can complete them during the lesson and have a record of learning kept safely in their notebooks to reference anytime!
5. 5 graphic organizers for independent activities that match each of the 5 mini lessons. These can be used with any text students are reading and can be used over and over again. They are great for assessment!
6. Short comprehension quizzes on vocabulary to administer after the 5 lessons are completed. Answer keys are provided!
7. A certificate of mastery you can give students to build their confidence!
8. 14 different styles of brag tags for rewarding students for all their hard work and learning.

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# The Mini Lessons: Vocabulary

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

| | |
|---|---|
| **LESSON 1** *Define and practice visualizing* | Readers identify important vocabulary words during reading so they can think about what each word means in the text. |
| **LESSON 2** *Understanding benefits of visualizing* | Readers use context clues so they can solve new words as they are reading. |
| **LESSON 3** *Descriptive language and visualizing* | Readers understand that vocabulary words have more than one meaning so they can think about what each word means in that text. |
| **LESSON 4** *Thinking Deeper about visualizing* | Readers use what they know about word patterns so they can solve new words as they are reading. |
| **LESSON 5** *Forming opinions based on visualizing* | Readers visualize what vocabulary words mean in a text so they can form a stronger picture of what is happening as they read. |

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# Readers use context clues so they can solve new words as they are reading.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining that you'll be finding context clues for key vocabulary words. Use this language to help:
   "Yesterday we talked about how some words in a text are more important to the meaning of the text than others. These key vocabulary words are important for us readers to understand. If we come across a key vocabulary word we do not know the meaning of, there are some things we can do to help. One thing is we can use context clues. Context clues are hints the author gives to help readers solve new words. Sometimes the author will define a key word. The author might also include words that are antonyms or synonyms for help. Other times the author can give examples to help us learn a word. Context clues can be found in the same sentence of the vocabulary word, or in the sentences before or after. Readers should pay close attention for these clues to help them solve new words. Let's try finding context clues from books we've already read!"
4. Use a mentor text you have already read to the class and think aloud as you identify a key vocabulary word from the text. Write the word on the anchor chart. Think aloud about what some context clues are, write them on your chart. Think aloud to define the meaning of the word, using the context clues as help.
5. Ask students to complete their note-taking page as you think together and write on the anchor chart.
6. Use the same text (or a different one) you have already read to the class for your 2nd example. Invite students to help you identify another vocabulary word. Write the word on the anchor chart and discuss context clues. Then write what the word means. Have students copy into their note-taking page.
7. Ask students to turn and talk with a partner about a part from the text, identifying another vocabulary word, context clues, and describing what the word means. After a few minutes call on students to share and write answers on the anchor chart.
8. Tell students that they will be working on identifying vocabulary and context clues in books they are reading independently, then defining each word. Pass out the student page (graphic organizer). Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.
9. At the end of the workshop, call the class together to share what they learned about vocabulary and context clues. Have them turn and talk with a partner about what they wrote in response to their reading. Call on a few to share with the class.

Sample

## Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers use context clues so they can solve new words as they are reading.

| Vocabulary Words: | Context Clues: | Word Meanings: |
|---|---|---|
| 1. *Copy vocabulary words from the text* | *Identify a context clue* | *Define each word* |
| 2. | | |
| 3. | | |



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I can use context clues to help me solve new words as I am reading.

Sample

1. What is one important word from this part of the text?
2. What does this word mean?
3. Describe some context clues that helped you solve the new word.
4. Why should readers pay attention to context clues as they read?



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Sample

1. What is one important word from this part of the text?
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# I can use context clues to help me solve new vocabulary words as I am reading.

Readers use context clues so they can solve new words as they are reading.

| Vocabulary Words: | Context Clues: | Word Meanings: |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

Sample



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# Using Context Clues to Solve New Words

**I can use context clues to help me solve new vocabulary words as I am reading.**

**Name:** _____ **Date:** _____

**Title:** _____ **Author:** _____

**Directions:** Identify 6 important words from the text. For each word, share a context clue you used to understand the word. Then write what each word means.

| Important Word: | Context Clues: | Word Meaning: |
|---|---|---|
|  | | |
| Important Word:  | Context Clues: | Word Meaning: |
| Important Word:  | Context Clues: | Word Meaning: |
| Important Word:  | Context Clues: | Word Meaning: |
| Important Word:  | Context Clues: | Word Meaning: |
| Important Word:  | Context Clues: | Word Meaning: |

Sample



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# Vocabulary Assessment

Name: _____ Date: _____

## "True or False?? You Decide!"

**Directions:** Write 'F' for false or 'T' for true next to each statement.

1. ____ Some words in a text are more important than others.

2. ____ All the words in a text mean the same thing.

3. ____ Vocabulary words tell us lots of things about a text to help with meaning.

4. ____ Context clues are always written in bold font in a text.

5. ____ Context clues can be found in the same sentence as the vocabulary word.

6. ____ Context clues can be found in the sentence before or after the vocabulary word.

7. ____ Key vocabulary words have only one meaning in all types of context.

8. ____ Vocabulary words can have different meanings, depending on how they are used.

9. ____ Readers should know and understand all the meanings of vocabulary words.

10. ____ Spending too much time on a new word can interrupt a reader's thinking.

11. ____ Readers do not need to memorize letter patterns.

12. ____ Memorizing letter patterns will help readers when they come across a new word.

13. ____ Readers do not need to worry about visualizing key vocabulary words.

14. ____ How readers picture key words while reading can make a big difference.

Sample

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# Vocabulary Assessment

Name: _____ Date: _____

## "Multiple Choice…You Decide!"

**Directions:** Circle the BEST answer for each of the multiple choice questions below.

1. Vocabulary words have _____ than other words in a text.
   a. a deeper meaning
   b. less letters
   c. more letters
   d. more vowels

2. Which word has a lot of meaning in this sentence, 'The boy sat quietly.'
   a. the
   b. boy
   c. sat
   d. quietly

3. What are context clues?
   a. Subtitles
   b. The table of contents
   c. Hints the author leaves to help understand new words
   d. All of the above

4. Which of the following are types of context clues?
   a. Defining the word
   b. Using antonyms or synonyms
   c. Using examples
   d. All of the above

5. Where will context clues for vocabulary words likely be found?
   a. In the same sentence as the word
   b. In the title
   c. On the back cover
   d. In the first sentence of the text

6. Key vocabulary words have ____ .
   a. Only one meaning
   b. Exactly two meanings
   c. Many different meanings
   d. Confusing meanings

7. How does memorizing letter patterns help us as readers?
   a. We can quickly solve new words
   b. We can skip reading words
   c. We can read slower
   d. All of the above

8. What might happen if readers spend too much time on one word?
   a. They can read quicker
   b. They can forget about the rest of the text
   c. They can enjoy the book more
   d. All of the above

9. How can visualizing key words help readers?
   a. They can skip over the words
   b. They can become confused
   c. They can learn more about the text
   d. They can read slower

10. When readers visualize key words, they ____.
    a. will get confused
    b. will think deeply
    c. will think too much
    d. will have less to say

Sample

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# Certificate of Mastery

## This Certificate is Presented To:

_____

## In Recognition of Your Mastery of:

Mastering the art of Understanding Vocabulary

**Presented this _____ day of _____ in the year _____**

_____

Teacher Signature

Sample

I am a
**Vocabulary**
master!




I am a
**Vocabulary**
master!




I am a
**Vocabulary**
master!




I am a
**Vocabulary**
master!




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