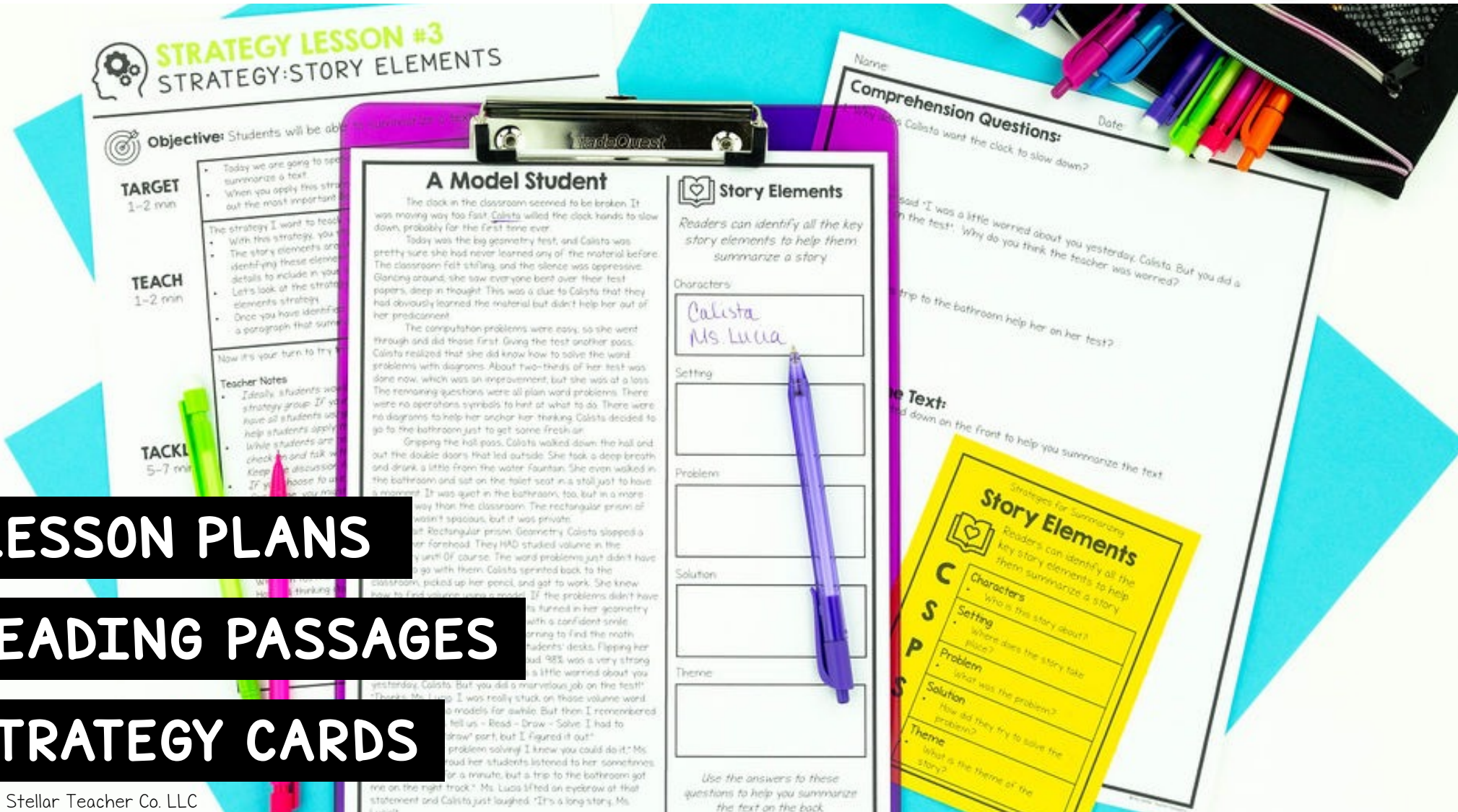


SMALL GROUP LESSONS

YEAR - LONG

Bundle



STRATEGY LESSON #3

STRATEGY: STORY ELEMENTS

Objective: Students will be able to identify and summarize the key story elements of a text.

TARGET
1-2 min

TEACH
1-2 min

TACKLE
5-7 min

- Today we are going to see how to summarize a text.
- When you apply this strategy, you will be able to pick out the most important details to include in your summary.
- Let's look at the strategy elements strategy.
- Once you have identified a paragraph that summarizes a text, you will be able to pick out the most important details to include in your summary.

- Teacher Notes**
- Initially, students work in a strategy group. If you have all students who struggle with this strategy, you can help students apply the strategy to a text.
 - While students are working, check in and ask them to keep a discussion log.
 - If you have a student who is struggling, you can provide additional support.

A Model Student

The clock in the classroom seemed to be broken. It was moving way too fast. Calista yelled the clock hands to slow down, probably for the first time ever.

Today was the big geometry test, and Calista was pretty sure she had never learned any of the material before. The classroom felt stifling, and the silence was oppressive. Glancing around, she saw everyone bent over their test papers, deep in thought. This was a clue to Calista that they had obviously learned the material but didn't help her out of her predicament.

The computation problems were easy, so she went through and did those first. Giving the test another pass, Calista realized that she did know how to solve the word problems with diagrams. About two-thirds of her test was done now, which was an improvement, but she was at a loss. The remaining questions were all plan word problems. There were no operations symbols to hint at what to do. There were no diagrams to help her anchor her thinking. Calista decided to go to the bathroom just to get some fresh air.

Gripping the hall pass, Calista walked down the hall and out the double doors that led outside. She took a deep breath and drank a little from the water fountain. She even walked in the bathroom and sat on the toilet seat in a stall just to have a moment. It was quiet in the bathroom, too, but in a more relaxing way than the classroom. The rectangular prism of the stall wasn't spacious, but it was private.

At the rectangular prism Geometry Calista slipped a little. Her forehead. They HAD studied volume in the classroom. Of course, the word problems just didn't have anything to do with them. Calista sprinted back to the classroom, picked up her pencil, and got to work. She knew she had to find a way to solve these problems.

If the problems didn't have anything to do with them, she figured she would try to find a way to solve them. She was a little worried about you yesterday, Calista. But you did a marvelous job on the test!

"Thanks, Ms. Lucia. I was really stuck on those volume word problems for a while. But then I remembered what you told us - Read - Draw - Solve. I had to draw part, but I figured it out!"

problem solving. I know you could do it!" Ms. Lucia's students listened to her, sometimes for a minute, but a trip to the bathroom got her on the right track." Ms. Lucia lifted an eyebrow at that statement and Calista just laughed. "It's a long story, Ms. Lucia."

Story Elements

Readers can identify all the key story elements to help them summarize a story.

Characters:
Calista
Ms. Lucia

Setting:

Problem:

Solution:

Theme:

Use the answers to these questions to help you summarize the text on the back.

Name: _____ Date: _____

Comprehension Questions:

1. Why did Calista want the clock to slow down?

2. How did Calista feel about the test? Why do you think the teacher was worried?

3. How did the teacher help Calista?

Strategies for Summarizing Story Elements

Readers can identify all the key story elements to help them summarize a story.

C Characters
Who is the story about?

S Setting
Where does the story take place?

P Problem
What was the problem?

S Solution
How did they try to solve the problem?

T Theme
What is the theme of the story?

LESSON PLANS

READING PASSAGES

STRATEGY CARDS

3

REASONS TO LOVE THESE SMALL GROUP LESSONS



TIME-SAVING

Stop searching for small group resources. This bundle includes EVERYTHING you need for a successful small group lesson.

LOW PREP

These lessons are seriously just print and teach. Pick the objective you want to teach, print the materials, and you'll be all set to teach. It will take you just a few minutes each week to print and prep your small group lessons.

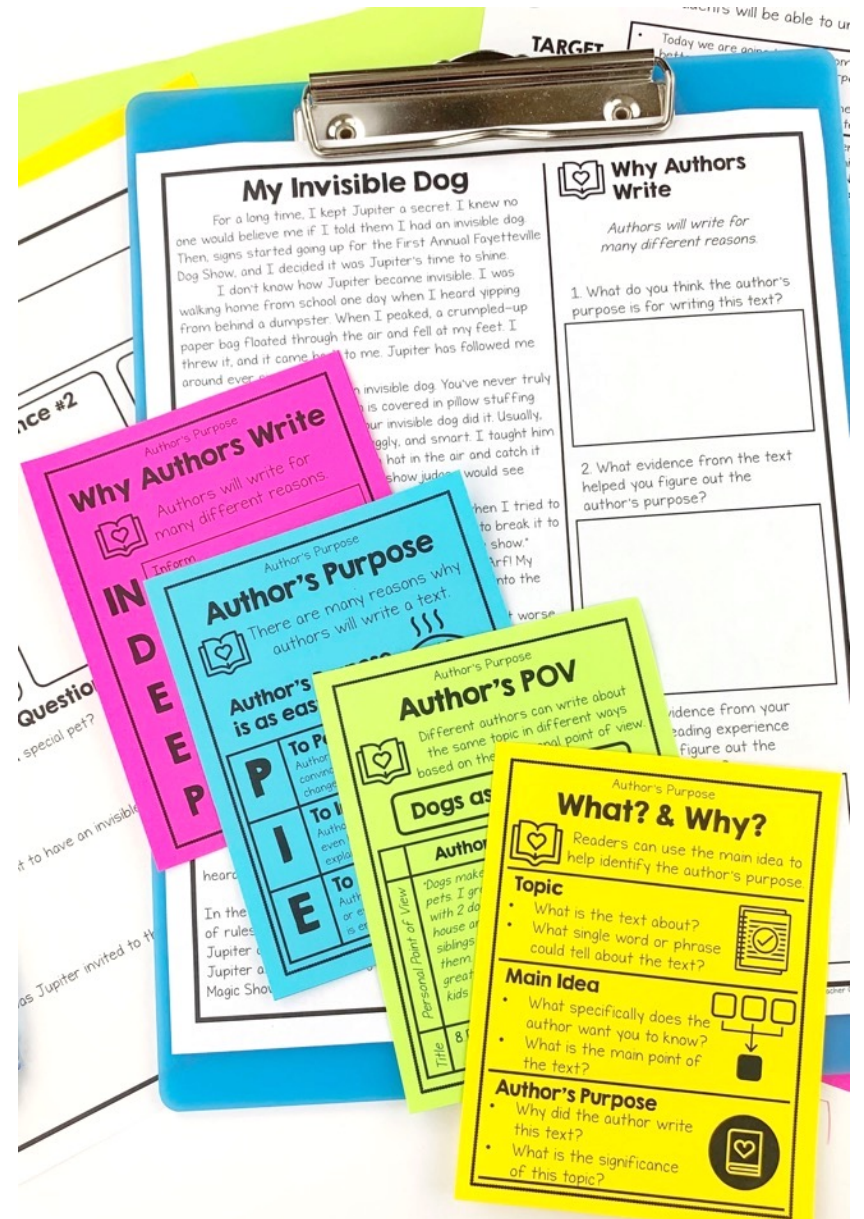
EASY TO USE

Each lesson set follows a simple easy-to-use framework. If you are uncertain how to structure your small group lessons, this bundle is perfect for you. You can finally feel confident in how you teach small group lessons.

WHAT'S INCLUDED?

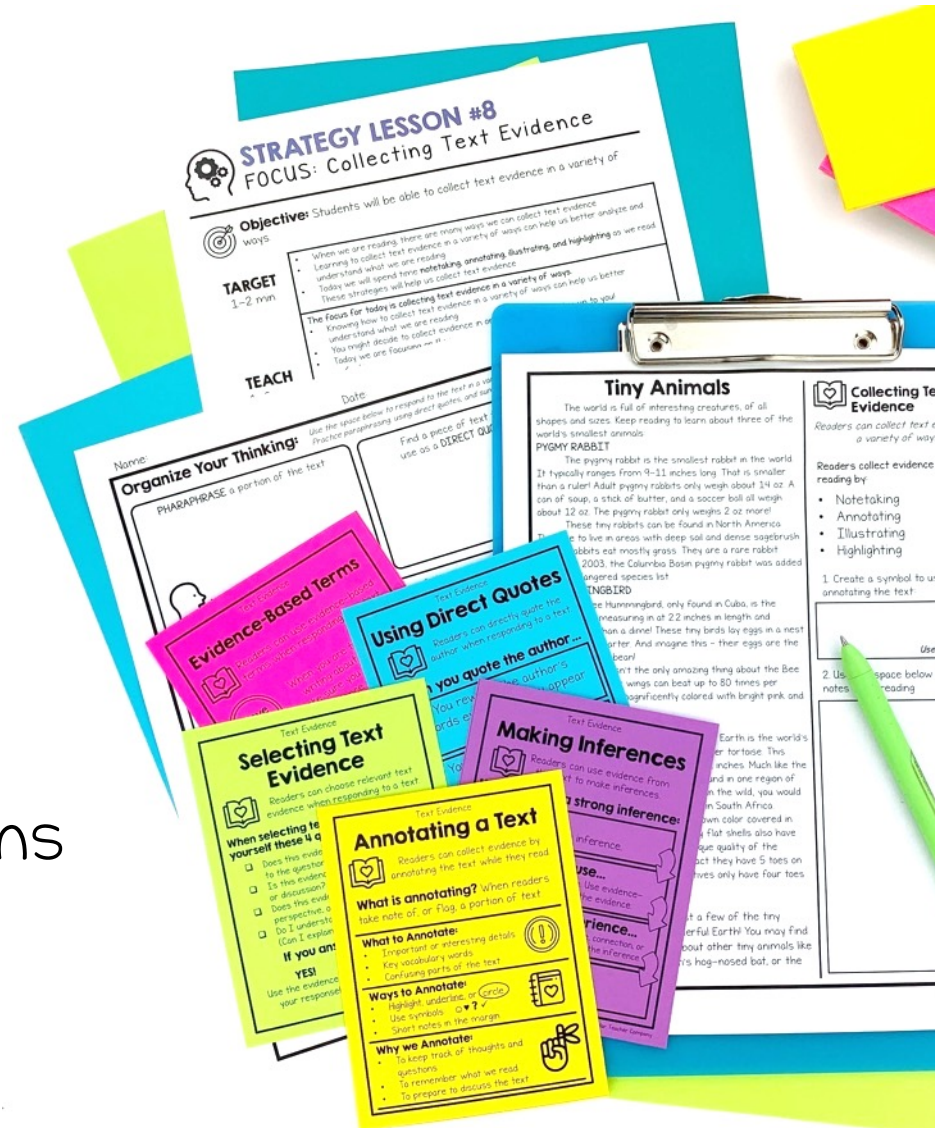
107 READING SMALL GROUP LESSON SETS

- ★ 107 Scripted Teacher Lesson Plans
- ★ 107 Reading Passages
- ★ 107 Response Sheets/ Graphic Organizers
- ★ 107 Strategy Cards
- ★ Digital Versions
- ★ Teacher Guide



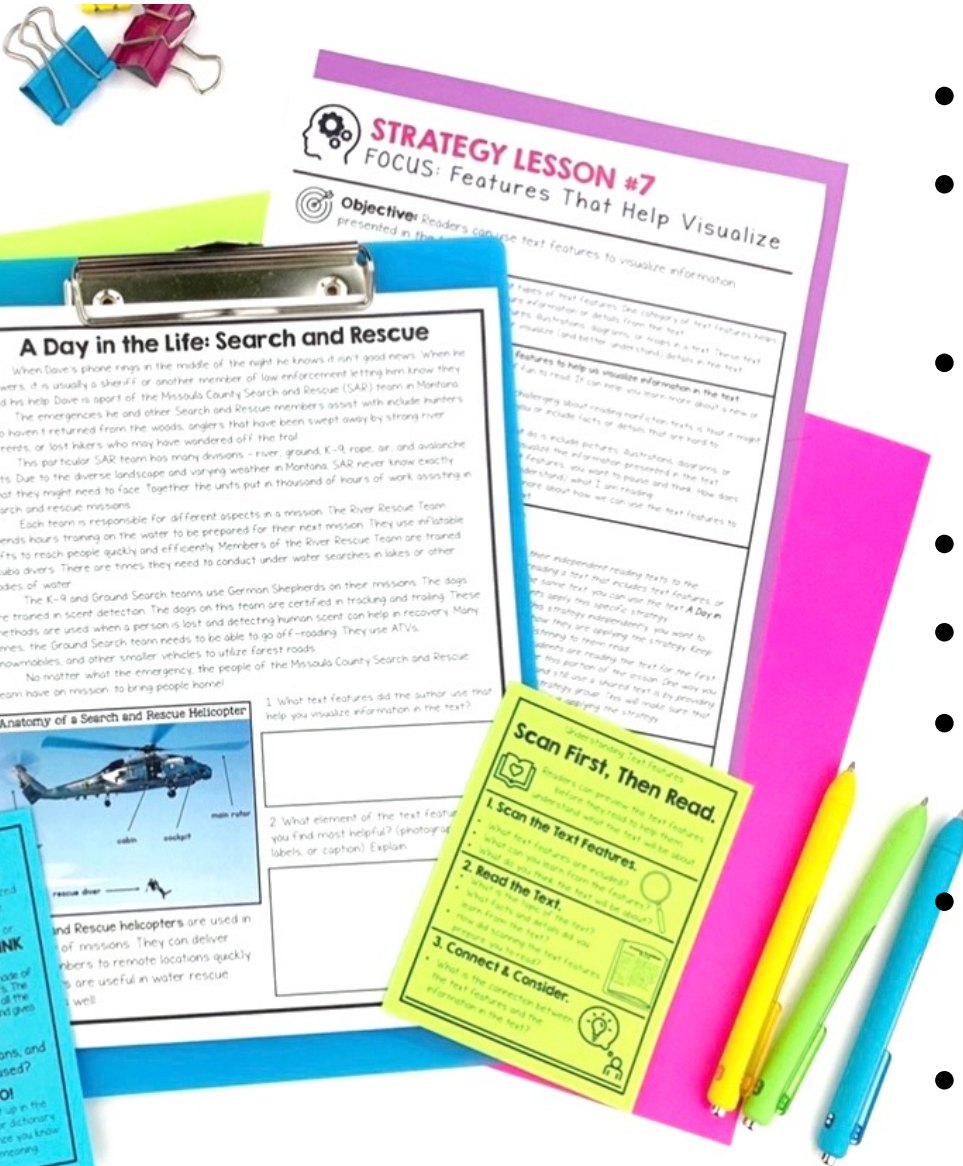
WHAT SKILLS DO THESE LESSONS COVER?

- 9 Author's Purpose Lessons
- 12 Asking Questions Lessons
- 12 Character Lessons
- 12 Main Idea Lessons
- 10 Plot Structure/Story Events
- 10 Poetry Lessons
- 5 Point of View Lessons
- 5 Setting Lessons
- 4 Summarizing Fiction Lessons
- 5 Summarizing Nonfiction Lessons
- 10 Text Evidence Lessons
- 10 Text Feature Lessons
- 4 Theme Lessons



WHO NEEDS THIS BUNDLE?

THIS BUNDLE IS PERFECT IF YOU ARE...



- 4th or 5th grade reading teachers
- 3rd grade teachers with strong readers
- 6th grade teachers looking for remedial resources
- Intervention teachers
- Tutors
- Literacy coaches looking for resource for their teachers.
- Parents who want to provide enrichment at home
- Student teachers

Just print the lesson you want to teach and you're set for the whole year!

LOW PREP and EASY-TO-USE



STRATEGY LESSON #5

FOCUS: Feelings Change



Objective: Students will be able to identify how a character's feelings change by understanding that characters' feelings can change.

TARGET

- Today we are going to spend time analyzing characters in a story, we can do this as a whole.
- When we analyze the characters, we will look for how their feelings change.

TEACH

- The focus for today is understanding how characters' feelings change from the beginning to the end of the story.
- With this focus, you will be able to identify how a character's feelings change in the story.
 - When we analyze the characters, we will look for how their feelings change from the beginning of the story to the end of the story.
 - Let's look at the strategy: Analyze how a character's feelings change.
 - Let's look at the focus: Analyze how a character's feelings change.

TACKLE

Now it's your turn to try the strategy.

Teacher Notes:

- Ideally, students will work in a strategy group. If you don't have all students, you can help students apply the strategy.
- While students are working, check-in and talk with them. Keep the discussion focused on the strategy.
- If you choose to use the first time, you can use the text as a model. One way you can do this is by providing a model of the strategy. This will make it easier for students to apply the strategy.

Change of Heart

My name is Lia and I like school, just fine, but I really, really hate PE. Everyone in my family is obsessed with health, fitness, and exercise. Let's eat granola for breakfast! Let's go for a hike! I sincerely wish to be left alone to eat cookies and watch TV! Sometimes I feel like I was born into the wrong family.

To top it all off, PE is mandated at school 3 times a week! I feel irritated and exhausted at the same time. Let's run a mile! Um, let's not. The activities are lame and sweating in your school clothes is the worst. But every time I complain, my parents just say I hadn't found the right physical activity to "bring joy to my life." Barf.

So today is Tuesday and, hurray, it's PE time! I drag myself into line with an admittedly rotten attitude and trudges behind my class to the multi-purpose room. At least I don't have to run the mile today, right?

The regular PE teacher isn't in the front of the room like usual. There is a peppy looking girl in yoga pants and neon sneakers, upbeat music playing on a Bluetooth speaker behind her.

"Hey, 4th grade! I'm the PE sub today, Ms. Lacey! We're going to try a new kind of workout today, so grab some space and let's go!"

OK, I hate exercising, but I love a spot and bounce a little.



Feelings Change

Readers can notice how character's feelings change because of events in the story.

1. How does Lia feel about PE in the beginning of the story?

2. How do you know?

3. How does Lia feel about PE at the end of the story?

TAKE A CLOSER LOOK...

SCRIPTED TEACHER LESSON PLANS

Focuses on one bite-sized objective.

Each lesson follows the same 4T lesson structure: Target, Teach, Tackle, Transfer.

Includes the exact words and phrases you should say to help your students master the objective.

STRATEGY LESSON #1
STRATEGY: TOPIC TO THEME

Objective: Students will be able to identify the theme of a text

TARGET
1-2 min

- Today we are going to spend some time practicing a strategy that will help you identify the theme of a text.
- When you apply this strategy to your independent reading, it will help you figure out the big idea the author wants you to take away from reading the text.

TEACH
1-2 min

The strategy I want to teach you today is **Topic to Theme**.

- With this strategy, you start by identifying the topic of the text. Sometimes you can figure out the topic right away when you first start reading, and other times, you might need to read the entire text to figure out.
- Once you identify the topic, you start to ask important questions about this topic. As you are reading, you want to think about how the text and the character's experience can help you answer those questions.
- Then you use those questions to help you figure out a possible theme of the text. Let's look at the example included on this strategy card.

Now it's your turn to try this strategy on your own.

Teacher Notes:

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a fictional text, or if you prefer to have all students using the same text, you can use the text **New Neighbors** to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE
5-7 min

TRANSFER
2-3 min

Discuss:

- Who can tell me how they used this strategy to help them identify the theme?
- How did asking questions about the topic help you figure out a possible theme of the story?

Link:

- Remember, you can use this strategy to help you think about the theme anytime you are reading independently. You can identify the topic, ask important questions about the topic, and then use the text to answer those questions and come up with the theme.

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TAKE A CLOSER LOOK...

STUDENT PASSAGES & RESPONSE PAGES

Student passage written for each lesson objective.

Change of Heart

My name is Lia and I like school just fine, but I really, really hate PE. Everyone in my family is obsessed with health, fitness, and exercise. Let's eat granola for breakfast! Let's go for a hike! I sincerely wish to be left alone to eat cookies and watch TV! Sometimes I feel like I was born into the wrong family.

To top it all off, PE is mandated at school 3 times a week! I feel irritated and exhausted at the same time. Let's run a mile! Um, let's not. The activities are lame and sweating in your school clothes is the worst. But every time I complain, my parents just say I hadn't found the right physical activity to "bring joy to my life." Barf.

So today is Tuesday and, hurray, it's PE time! I drag myself into line with an admittedly rotten attitude and trudges behind my class to the multi-purpose room. At least I don't have to run the mile today, right? The regular PE teacher isn't in the front of the room like usual. There is a peppy looking girl in yoga pants and neon sneakers, upbeat music playing on a Bluetooth speaker behind her.

"Hey, 4th grade! I'm the PE sub today, Ms. Lacey! We're going to try a new kind of workout today, so grab some space and let's go!"

OK, I hate exercising, but I love good music! I find a spot and bounce a little on the balls of my feet.

Ms. Lacey shouts, "Today we are going to do a boot camp circuit work out! Follow me!" She shouts instructions just before starting each exercise. We don't do any one exercise for more than 10 reps, and the time is flying by. The music makes it seem... not like work, I guess. Uh, oh I'm having fun!

So long story short, I had a blast doing the boot camp circuit work out. The music was fun, and the fast pace kept me from feeling bored or tired. So, my parents found me a class at the local gym where I can go do boot camp workouts 3 days a week. Voluntarily!

I will try to have a better attitude about PE from now on. Now that I understand why everyone likes exercise so much, I will stop being such a pill.

Feelings Change

Readers can notice how character's feelings change because of events in the story.

1. How does Lia feel about PE in the beginning of the story?

2. How do you know?

3. How does Lia feel about PE at the end of the story?

4. How do you know?

5. What event caused this change?

Date: _____

BEGINNING **END**

Character like at the beginning: _____

What was the character like at the end? _____

POSSIBLE THEME

want to teach the reader from the changes the character experienced?

her fear of public speaking would prevent her from reaching her _____

and overcome her fear?

g doesn't completely disappear, but how does she handle this _____

Questions to help students apply the focus skill to the passage.

Includes graphic organizer & three general comprehension questions.

TAKE A CLOSER LOOK...

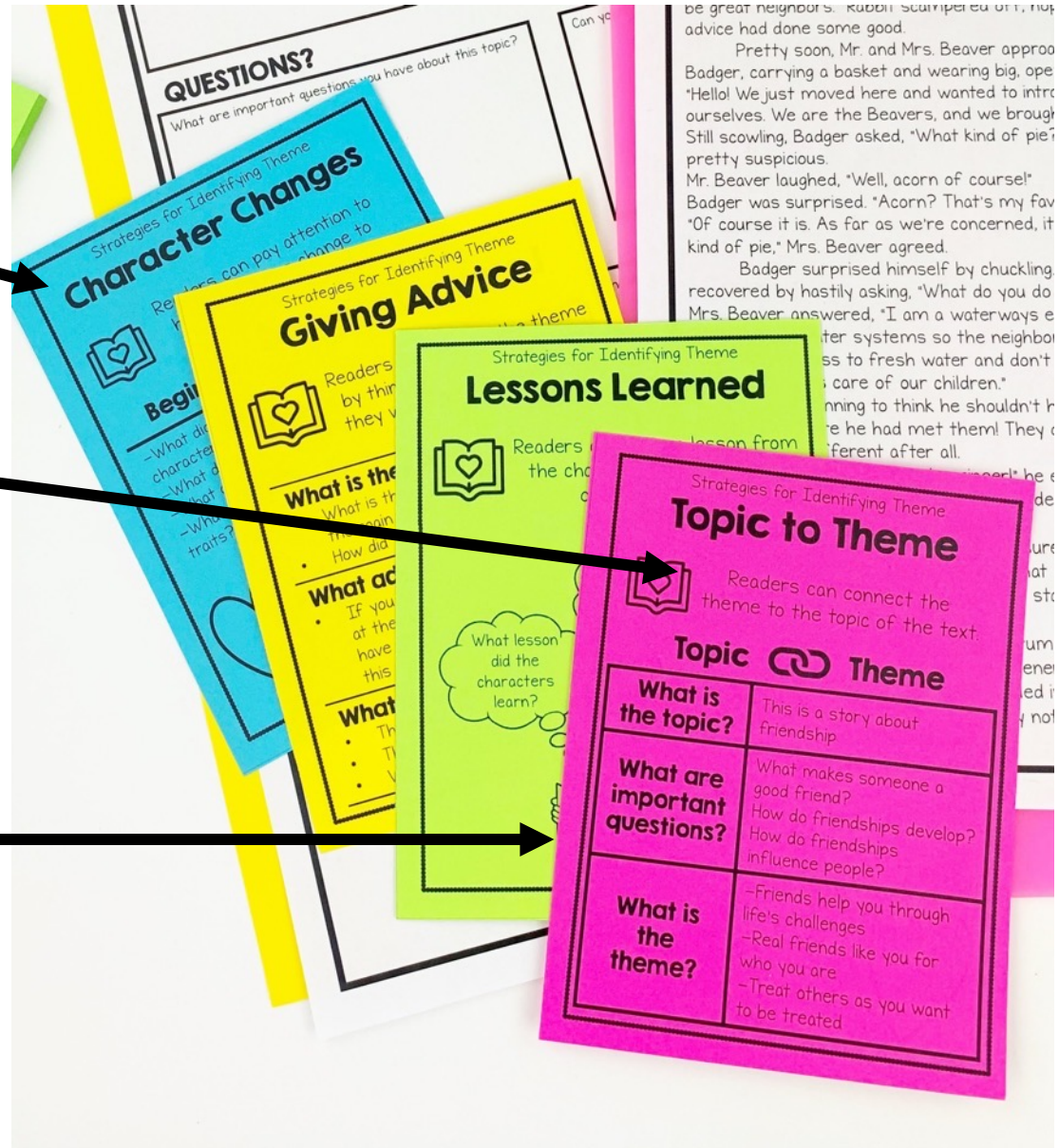
STRATEGY CARDS (AKA MINI ANCHOR CHARTS)

Strategy card for each lesson objective.

Student friendly definition or explanation.

Includes questions, steps, a process, or a visual reminder of how to apply that focus skill.

Great to place on a strategy ring!





Name: _____

Date: _____

BEGINNING

END

What was the character like at the beginning?

What was the character like at the end?

POSSIBLE THEME

What does the author want to teach the reader from the changes the character experienced?

1. Why does Shelby feel like her fear of public speaking would prevent her from reaching her goals?
2. What does Shelby do to try and overcome her fear?
3. Shelby's fear of public speaking doesn't completely disappear, but how does she handle this fear at the end of the text?

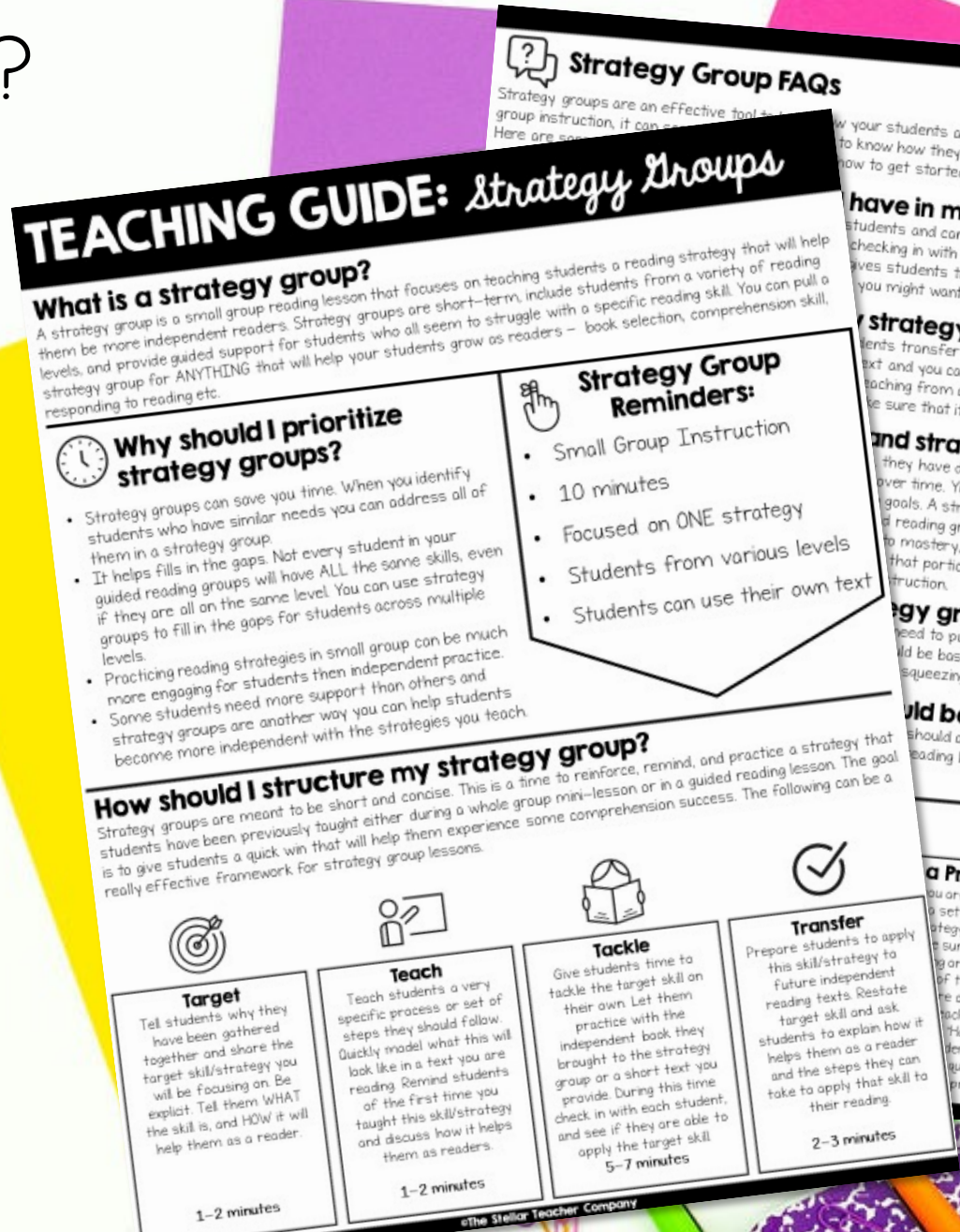
works in both
VIRTUAL &
In person
CLASSROOMS



INCLUDES TEACHER GUIDE

Are you new to using small groups in your classroom? No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.



Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers – book selection, comprehension skill, responding to reading etc.





Why should I prioritize strategy groups?

- Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
- It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
- Practicing reading strategies in small group can be much more engaging for students than independent practice.
- Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

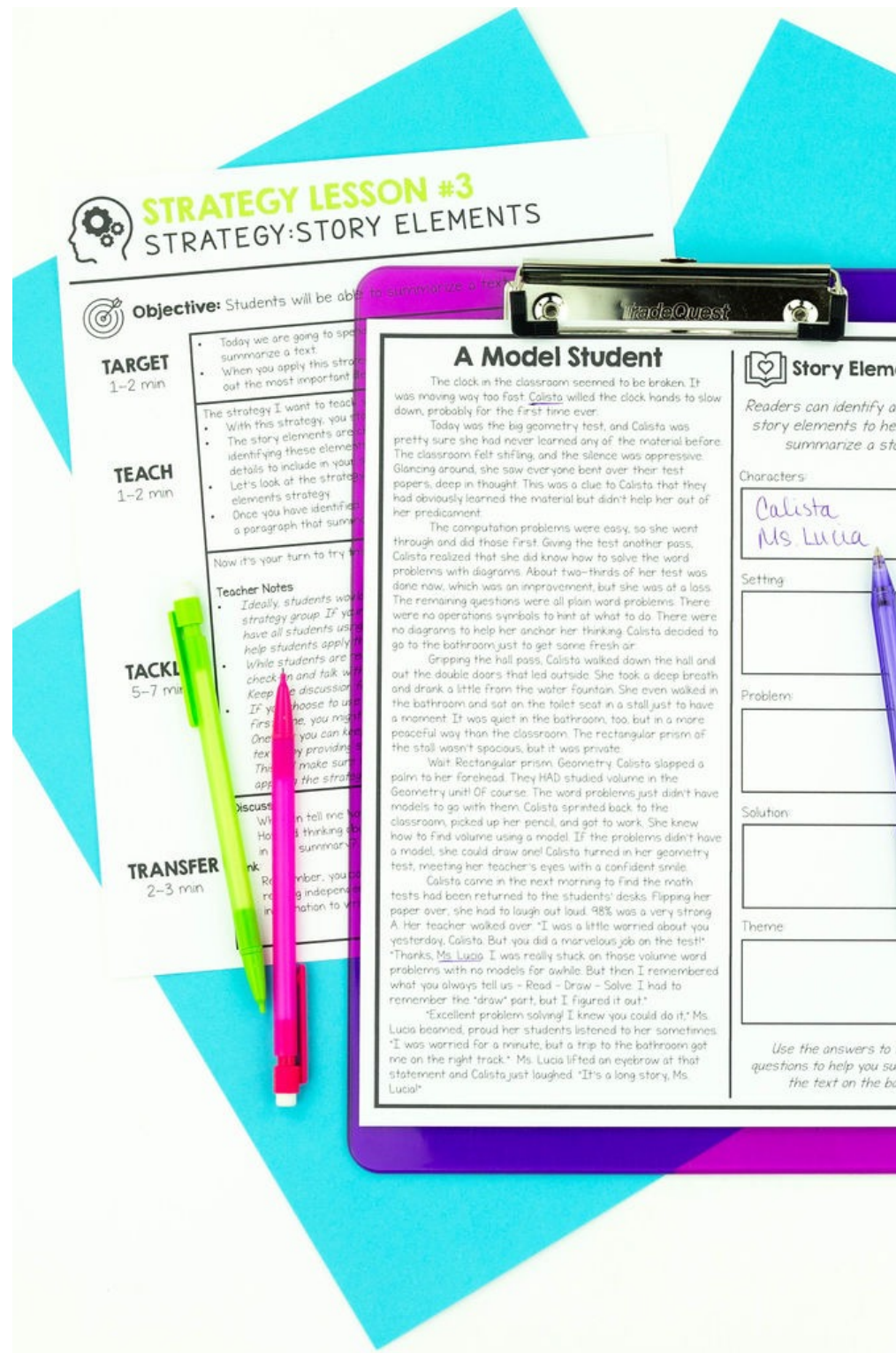
How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

 Target	 Teach	 Tackle	 Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

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“I’ve started using this in my strategy groups with my 5th graders. This resource is very helpful because it is very low prep. I just print the topic that my students need extra help on and I’m ready to go.”
- Lilian D.





“Loved this resource to use with my small reading groups. It was very easy to plan and prep. My students were engaged and it made it easy to review previous taught standards.”
- Erica M.

All the World's a Stage

My name is Shelby and I have one crippling Fear in life: public speaking. Pitch black night? Great! Incredible heights? No problem! Tiny, enclosed spaces? I got this. But being on stage in front of crowds of people reduces me to a hyperventilating mess.

Unfortunately, because of my goals in life, this fear was seriously holding me back. My dream is to be an activist for the environment. I will probably need a law degree, too. What do lawyers and activists have in common? They both speak in public, whether they be courtrooms or at rallies.

My 9th grade English teacher encouraged me to join the debate team after reading an essay about my goals. I went to one inter-district event and broke out in hives just watching the team members debating on stage, with microphones, in front of a large group of spectators. As my teacher pointed out though, sometimes the only way out is through. Meaning, the only way to reach my goals is to face my fears. I agreed to join the team.

To start, I had to give a brief speech arguing for an increase in the federal minimum wage. Doing my research, I became excited because it was clear to me that it was a cause I could get behind. Thinking about the positive impact it would have on many, many lives gave me the desire to influence others to see my perspective. I put everything I had into writing a flawless speech. Now what?

The next day I was to present my speech to the debate club. Unfortunately, when I got to the podium at the front of the classroom, my mind went blank. My mouth was dry, and I felt like I was going to pass out. I couldn't actually give my carefully prepared speech!

After debate club, my coach suggested I practice. Practice would help me build confidence, and I could increase the level of challenge over time.

That night, I gave my speech to myself in my bedroom mirror. The next day, I gave to my family at the dinner table. Everyone was so supportive! I finally had the motivation to give the speech to the debate team. They let me give the speech over and over, until I was able to walk around, and speak with a strong voice.

When the time came to deliver my speech at a debate event, I was confident in both my speech and myself. I wanted to be a part of bringing positive change to the world. I walked onto the stage and looked into the bright lights. I took a deep breath started talking. The audience seemed huge but was full of friendly faces. My voice shook for the first part of the presentation. But when I didn't pass out or vomit, my confidence grew. At the end of the speech, the audience rose to their feet and clapped like mad. What a feeling that was!

My fear of public speaking isn't gone, but now I have strategies to get through it. It's what I'm going to need to do to reach my goals.

Character Changes

Readers can pay attention to how characters change to identify the theme.

1. Describe the character's thoughts, feelings, and actions of the beginning of the story.

2. Describe how the character changed throughout the story.

3. What BIG IDEA do you think the author wants you to learn from this character change?



“These are some of my favorite resources! Everything is nicely scaffolded, and I love the short lessons. These are perfect for guided reading!
- *Madison A.*”

Analyze Word Choice
Understanding Poetry
Readers can analyze word choice within the poem.
When writing poetry, authors select their words for... Here are...
❖ Rhyme Schem... or connect to...
❖ Rhythm: Is t... with a specif... rhythm of th...
❖ Supports the... provide eide... towards the...
❖ Visualize the... you create a...
❖ Word Placem... in a specific... change the...
It's important... chose spe...

Elements of Poetry
Understanding Poetry
Readers can identify and describe the elements of poetry.
Element
Line
Stanza
Meter/Rhythm
Rhyme Scheme
Repr...

Theme of a Poem
Understanding Poetry
Readers can identify the theme of a poem.
Just like stories, poems often have themes, or BIG IDEAS the reader can infer.
To identify the theme of a poem, you can ask these questions:
1. What is the topic or subject of the poem?
2. How does the speaker reflect on the topic or subject?
• How does the speaker feel?
• What does the speaker think?
• How does the speaker change?
• What events happen to the speaker?
3. What life lesson can you, the reader, take away from the poem?
4. Why is this poem important to read?
Your answers to these questions can help you determine the theme of the poem.

My home
is running, racing
up five flights of stairs
to beat the elevator ding.

My home
is video games blaring
one jumping puppy
a microwave beeping
baby shrieking.

My home
is a dizzy
spinning hug.

My home
is two build
two bath times
a stuffed bear th...

one spread out
with love th
follows me
wherever
I go.

2. What words descr... different ho...