

Oliver's Problem

Reading Comprehension Lessons

(General lesson plan for all reading comprehension activities)

Learning Objectives:

Students will read a story (in a group or independently) and complete comprehension activities.

Materials & Preparation:

- Story Passage (included)
- Comprehension questions (included)
- Story sequencing (included)
- Story map blank template (included)
- Picture prompt template (included)
- Scissors & glue

Instruction:

- Introduce the title of the story. Have students make predictions on what they think the story will be about. What do they think will happen? What kind of book do they think this will be?
- Read the story passage (project it to class or this can also be done as an individual assignment)
- Go over key points as a class: beginning, middle, and end; what happened; key events, etc.

Independent Working Time:

- Comprehension questions
- Story sequencing
- Story Map (students who have difficulty writing, perhaps can draw pictures or dictate answers for an adult to write them down)

Wrap up/Closing:

- Review answers to the comprehension questions as a class (more of a let's see what everyone thought), see how students replied and get a feel for where your students are. This will also help you for future instruction and skills you might want to focus on with individual students.
- Do snow day predictions with your class!!!

Other Ideas for Activities:

- Your library has a plethora of great resources, and leveled books (look where ESOL classes look) that you can use for comprehension. This can be done as a class or individually. It's easy to create a few questions to go with a book, or you can always ask students to fill out the 'story map' template for any book they read. You could also ask students to write 3-5 sentences about the book, or even draw a picture of what happened.

Oliver's Problem

It was a Thursday morning and Oliver was walking to class. He always loved 1st period because it was his Basic Skills class with Ms. Murphy. Every day when he got to class, he'd sit in the same seat by the window and do his favorite puzzle while he waited for the bell to ring. Usually no one else ever picked the puzzle he liked because they knew it was his favorite.

As soon as Oliver walked into class, he saw that his puzzle was not on the shelf. He looked around and saw that Jody had the puzzle at her desk! Oliver immediately got upset!! Why would Jody take the puzzle? Didn't she know it was his favorite? Should he go grab the puzzle? He started panicking. Oliver felt his heart start to race faster, he started sweating, and he was breathing hard. What should he do?

In that moment, he remembered all the things Ms. Murphy taught him about staying calm. He took 3 deep breaths. Count to 10. Think about something happy. Once he calmed down and felt his heart rate slow down, he began to think of a way to solve his problem.

He thought about what he could do. Jody had his puzzle and he couldn't grab it from her. That would be wrong and not very nice. So what could he do? He could ask her if he could have it after her. He could compromise with her and they could take turns every morning doing the puzzle. He could ask her if he could sit with her and do the puzzle together. He thought about it for a few minutes. He realized he should not be mad at Jody for taking his favorite puzzle. The puzzle belonged to Mrs. Murphy and anyone was allowed to use it.

Oliver walked over to Jody's desk and asked her, "Jody, is it okay if I sit with you and do this puzzle? This is my favorite one."

"Sure, Oliver! That would be nice," replied Jody.

Oliver smiled as he sat down next to Jody and started working on the puzzle. The morning started out rough, but Oliver figured out how to solve his problem!

Name _____ Date _____

Cut out the words on the next page and glue the events in the order they happened.

1

2

3

4

5

6

7

8

Oliver took a few minutes to calm himself down.

Jody was doing the puzzle Oliver wanted to do.

Oliver decided to ask Jody if they could do the puzzle together.

Oliver arrived in class ready to start his day.

Oliver saw that his puzzle was missing!

Oliver got very upset.

Oliver went through different choices of what he could do.

Oliver and Jody worked on the puzzle together.

Name _____ Date _____

Answer the following questions about Oliver's Problem.

1. Who is the main character in this story?
 - a. Ms. Murphy
 - b. Jody
 - c. Oliver

2. Which activity is Oliver looking for when he walks into class?
 - a. puzzle
 - b. sorting activity
 - c. matching activity

3. How do you know Oliver is getting upset?
 - a. He was grinning, thinking about the cupcake sale
 - b. He was smiling, laughing, and in a great mood
 - c. He was sweating, his heart raced, and he was breathing hard

4. What were one of the strategies that helped him calm down?
 - a. Do 15 jumping jacks
 - b. Take a few deep breaths
 - c. Yell at the top of his lungs

5. What did Oliver end up doing?
 - a. Asking Jody to do the puzzle together
 - b. Stealing the puzzle back from Jody
 - c. Telling Ms. Murphy it was his puzzle

6. Oliver had a tough choice. He could've made a bad choice, but what did he do?
 - a. Didn't think, got upset, and was inappropriate and mean
 - b. Calmed down, went through his options, and made a good choice
 - c. Counted to 10, took the puzzle, and ran

Score: ____/6 = ____%

Story Map

Title: _____

Setting: Where does the story take place?

Characters: Who is in this story?

Beginning: What happened first, when the story started?

Middle: What happened after, in the middle of the story?

End: What happened at the end of the story? When it was finished?

Problem: What situation happened that needed to be fixed?

Solution: How did the problem get fixed in the end?