

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!**

Complete Teacher Pages

LESSON 3: QUESTIONING-FICTION

ADVANCED LEVEL

1 INTRODUCTION: *say to group*
"One of the biggest things readers do before, during, and after reading is ask themselves questions."

2 TIER 2 WORDS:
Define for students before reading

LESSON 2: QUESTIONING-FICTION

AVERAGE LEVEL

1 INTRODUCTION: *say to group*
"One of the biggest things readers do before, during, and after reading is ask themselves questions."

2 TIER 2 WORDS:
Define for students before reading

LESSON 1: QUESTIONING-FICTION

BASIC LEVEL

1 INTRODUCTION: *say to group*
"One of the biggest things readers do before, during, and after reading is ask themselves questions. Before reading, they'll look at the title, read an introduction, study a cover. They'll ask themselves questions about the text. During reading, they'll ask questions to help make sense of new information. After reading, they'll ask questions to wrap things up. We are going to practice asking questions about reading today."

2 TIER 2 WORDS:
Define for students before reading
odd unkind grasp
marched livid dazed

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

- Teacher read Partner read Echo read Rereading
 Silent read Choral read Silent Read Prep Other: _____

2 READ THE TEXT: QUESTIONS BEFORE READING: 1. What does the title tell me about the text?
2. What are some things that might happen in the story?

BRICE AND HIS CAPE

Mel was sitting with her best friend Star. They were talking about a boy named Brice. "Why does he do it?" Mel asked. "It is so odd. I do not get it. He must be hot! It's so hot outside," Mel said in an unkind voice. She could not grasp why Brice was wearing a bright red cape. The cape came down to his boots. How was that a good idea? "I have no idea," Star said with a laugh. "Maybe he wants to be a vampire." The girls laughed even harder. Brice's older sister Shauna heard the whole conversation. What they were saying was not true. She had enough. Shauna marched over to their table. "Just so you know, my brother Brice wears his cape because it makes him feel like a real superhero. It helps him stay brave all day. Maybe you two should stop judging people. You should worry about yourselves!" Brice was mad. She was livid. Shauna turned and walked away. Both girls were dazed. They did not say anything. Shauna really hoped they learned their lesson.

QUESTIONS DURING READING:

1. What is happening in this part of the story?
2. Why did... say that...?
3. Is this making sense?
4. How do I feel about...?
5. What is going to happen next?
6. How will this story end?

3 QUESTIONS AFTER READING:
ask immediately after reading...

1. How are you feeling about this story? Why?
2. What is something else you are thinking after reading?

4 TARGETED SKILL: Questioning
Remind students the importance of questioning as they read...

1. What other questions can you ask about this story?
2. How does asking and answering your own questions before, during, and after reading help you as a reader?

5 WORD WORK—The Digraph **-th**
Create chart for students and teach

-beginning of a word -middle of a word -end of a word

they	their	together	both
that	without	father	with
the	tooth		tooth

6 INDEPENDENT PRACTICE:
instruct students to work on their independent page

Student Pages

LESSON 3

LET'S LEARN ABOUT QUESTIONING!

Name: _____

Date: _____



LISTEN UP!

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



WORDS TO KNOW:

bewildered contempt justify
mockery intent dumbstruck



LET'S READ!

MIND YOUR BUSINESS

"What's his deal? It's so bizarre. I'm so bewildered. I mean...isn't he hot. It's like an inferno outside," Mel said with contempt to her best friend Star. Mel was having a difficult time absorbing the reasoning Brice must be using to justify wearing a bright red cape that came down to his black boots was ever a good idea. "I haven't the slightest," Star replied with a laugh. "Maybe he thinks he's a vampire." The girls howled loudly. Brice's older sister Shauna was sitting nearby and overheard the mockery. None of what these girls were saying was factual and she became enraged. She stormed over to their table, intent on setting the record straight. "Just so you know, my brother Brice wears his superhero cape to help him stay brave and courageous at school. Maybe you two should stop judging people and worry about yourselves?" Shauna whipped around and stomped away. The girls were left speechless and dumbstruck. Shauna really hoped they learned their lesson.



TELL WHAT YOU ARE THINKING!



UNDERSTANDING QUESTIONING:

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. Write some questions you asked yourself before, during, and after reading today. Rate your book.



BOOK DETAILS:

Title: _____

Genre: _____



TIME READING:

I read for _____ minutes today.



TELL WHAT YOU ARE THINKING!

How are you feeling about this story? Why?

Type here: _____

What is something else you are thinking after reading?

Type here: _____



UNDERSTANDING QUESTIONING:

My Question Before Reading:

Share a question you asked yourself before reading.

My Questions During Reading:

Share a few questions you asked yourself during reading.

My Questions After Reading:

Share a few questions you asked yourself after reading.



RATE THE BOOK

I give this book _____ stars because _____

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

EVERYTHING IS INCLUDED

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

6
Complete
small
group
lessons

Everything
is on ONE
page!

Designed
for online
small
groups



LESSON 3: QUESTIONING - FICTION

ADVANCED LEVEL

LESSON 2: QUESTIONING - FICTION

AVERAGE LEVEL

LESSON 1: QUESTIONING - FICTION

BASIC LEVEL

1 INTRODUCTION: *say to group*
"One of the biggest things readers do before, during, and after reading is ask themselves questions. Before reading, they'll look at the title, read an introduction, study a cover. They'll ask themselves questions about the text. During reading, they'll ask questions to help make sense of new information. After reading, they'll ask questions to wrap things up. We are going to practice asking questions about reading today."

TIER 2 WORDS:
Define for students before reading
odd unkind grasp
marched livid dazed

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

<input type="checkbox"/> Teacher read	<input type="checkbox"/> Partner read	<input type="checkbox"/> Echo read	<input type="checkbox"/> Rereading
<input type="checkbox"/> Silent read	<input type="checkbox"/> Choral read	<input type="checkbox"/> Silent Read Prep	<input type="checkbox"/> Other: _____

2 READ THE TEXT: QUESTIONS BEFORE READING:

1. What does the title tell me about the text?
2. What are some things that might happen in the story?

BRICE AND HIS CAPE

Mel was sitting with her best friend Star. They were talking about a boy named Brice. "Why does he do it?" Mel asked. "It is so **odd**. I do not get it. He must be hot! It's so hot outside," Mel said in an **unkind** voice. She could not **grasp** why Brice was wearing a bright red cape. The cape came down to his boots. How was that a good idea? "I have no idea," Star said with a laugh. "Maybe he wants to be a vampire!" The girls laughed even harder. Brice's older sister Shauna heard the whole conversation. What they were saying was not true. She had enough. Shauna **marched** over to their table. "Just so you know, my brother Brice wears his cape because it makes him feel like a real superhero. It helps him stay brave all day. Maybe you two should stop judging people. You should worry about yourselves!" Shauna was mad. She was **livid**. Shauna turned and walked away. Both girls were **dazed**. They did not say anything. Shauna really hoped they learned their lesson.

QUESTIONS DURING READING:

1. What is happening in this part of the story?
2. Why did ... say that...?
3. Is this making sense?
4. How do I feel about...?
5. What is going to happen next?
6. How will this story end?

3 QUESTIONS AFTER READING:
ask immediately after reading...

1. How are you feeling about this story? Why?
2. What is something else you are thinking after reading?

5 WORD WORK - The Digraph -th
Create chart for students and teach

-beginning of a word	-middle of a word	-end of a word
they their	together	both
that	without	with
the	father	tooth

4 TARGETED SKILL: Questioning
Remind students the importance of questioning as they read...

1. What other questions can you ask about this story?
2. How does asking and answering your own questions before, during, and after reading help you as a reader?

6 INDEPENDENT PRACTICE:
instruct students to work on their independent page

WORDS:
Use before reading
fathom speechless

QUESTIONS:
What is happening in the story?
What is the problem in the story?
What is the solution in the story?
What is the main idea of the story?
What is the author's purpose?
What is the author's tone?
What is the author's point of view?
What is the author's bias?
What is the author's style?
What is the author's language?
What is the author's structure?
What is the author's organization?
What is the author's format?
What is the author's genre?
What is the author's subject?
What is the author's topic?
What is the author's theme?
What is the author's message?
What is the author's meaning?
What is the author's intent?
What is the author's goal?
What is the author's purpose?
What is the author's point of view?
What is the author's bias?
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What is the author's subject?
What is the author's topic?
What is the author's theme?
What is the author's message?
What is the author's meaning?
What is the author's intent?
What is the author's goal?

QUESTIONS DURING READING:
What is happening in this part of the story?
Why did ... say that...?
Is this making sense?
How do I feel about...?
What is going to happen next?
How will this story end?

QUESTIONS AFTER READING:
How are you feeling about this story? Why?
What is something else you are thinking after reading?

WORD WORK - The Digraph -th
Create chart for students and teach

-beginning of a word	-middle of a word	-end of a word
they their	together	both
that	without	with
the	father	tooth

INDEPENDENT PRACTICE:
instruct students to work on their independent page

LET'S LEARN ABOUT QUESTIONING!

Name: _____
Date: _____

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

WORDS TO KNOW:
 bewildered contempt justify
 mockery intent dumbstruck

LET'S READ! **MIND YOUR BUSINESS**

"What's his deal? It's so bizarre. I'm so **bewildered**. I mean...isn't he hot. It's like an inferno outside," Mel said with **contempt** to her best friend Star. Mel was having a difficult time absorbing the reasoning Brice must be using to **justify** wearing a bright red cape that came down to his black boots was ever a good idea.

"I haven't the slightest," Star replied with a laugh. "Maybe he thinks he's a vampire." The girls howled loudly.

Brice's older sister Shauna was sitting nearby and overheard the **mockery**. None of what these girls were saying was factual and she became enraged. She stormed over to their table, **intent** on setting the record straight. "Just so you know, my brother Brice wears his superhero cape to help him stay brave and courageous at school. Maybe you two should stop judging people and worry about yourselves?" Shauna whipped around and stomped away.

The girls were left speechless and **dumbstruck**. Shauna really hoped they learned their lesson.

TELL WHAT YOU ARE THINKING!

How are you feeling about this story? Why?

Type here: _____

What is something else you are thinking after reading?

Type here: _____

UNDERSTANDING QUESTIONING:

What other questions can you ask about this story?

Type here: _____

How does asking and answering your own questions before, during, and after reading help you as a reader?

Type here: _____

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. Write some questions you asked yourself before, during, and after reading today. Rate your book.

BOOK DETAILS:

Title: _____
Genre: _____

TIME READING:

I read for _____ minutes today.

TELL WHAT YOU ARE THINKING!

How are you feeling about this story? Why?

Type here: _____

What is something else you are thinking after reading?

Type here: _____

UNDERSTANDING QUESTIONING:

My Question Before Reading:

↳ Share a question you asked yourself before reading

My Questions During Reading:

↳ Share a few questions you asked yourself during reading

My Questions After Reading:

↳ Share a few questions you asked yourself after reading

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

GOOGLE™ LINKS FOR TEACHERS

Click each link to assign work to students each day!

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

- LESSON ONE
The basic fiction text
- LESSON TWO
The advanced fiction text
- LESSON THREE
The average nonfiction text

LESSON ONE The basic fiction text	LESSON TWO The average fiction text
LESSON THREE The advanced fiction text	LESSON FOUR The basic nonfiction text
LESSON FIVE The average nonfiction text	LESSON SIX The advanced nonfiction text

LESSON 5
LET'S LEARN ABOUT QUESTIONING!

Name: _____
Date: _____

LISTEN UP! Think carefully about what you are about to read. Be ready!

WORDS TO KNOW:

LESSON 5
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. Write some questions you asked yourself before, during, and after reading today. Rate your book.

LESSON 5: QUESTIONING - NONFICTION **AVERAGE LEVEL**

1. INTRODUCTION: *say to group*
"One of the biggest things readers do before, during, and after reading is ask themselves questions. Before reading, they'll look at the title, read an introduction, study a cover. They'll ask themselves questions about the text. During reading, they'll ask questions to help make sense of new information. After reading, they'll ask questions to wrap things up. We are going to practice asking questions about reading today."

2. TIER 2 WORDS: *Define for students before reading*
reveal declines
perceived essential

CHOOSE ONE: *How will the group read the text?*
 Teacher read Partner read Echo read Rereading
 Silent read Choral read Silent Read Prep Other:

3. READ THE TEXT: **QUESTIONS BEFORE READING:** 1. What does the title tell me about the text? 2. What are some things I might learn in the text?

QUESTIONS, QUESTIONS, QUESTIONS

QUESTIONS DURING READING:

1. What is something new I am learning?
2. Is this making sense?
3. Do I ask that many questions? Why?
4. Should I be asking more questions every day?
5. What do I think about..?

4. QUESTIONS AFTER READING: *ask immediately after reading...*
 1. What did you learn from reading? Tell me more.
 2. What is something you read that surprised you?

5. TARGETED SKILL: Questioning *Remind students the importance of questioning as they read...*
 1. What other questions can you ask about this text?
 2. How does asking and answering your own questions before, during, and after reading help you as a reader?

6. WORD WORK - Multi-Syllable Words *Create chart for students and teach:*

-3 Syllables	-4 Syllables
av-er-age al-read-y e-ss-en-tial	in-for-ma-tion
un-der-stand com-plete-ly	ex-per-i-ence
ex-hau-ting nat-ur-al	

7. INDEPENDENT PRACTICE: *Instruct students to work on their independent page*

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. 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

CHECK OUT BUNDLE #1:

CLICK HERE TO SEE BUNDLE #1

60 DIGITAL SMALL GROUP READING LESSONS BUNDLE #1

Out of the World LITERACY

LET'S LEARN ABOUT MAIN IDEA & DETAILS!

LESSON 3: MAIN IDEA & DETAILS—FICTION **ADVANCED LEVEL**

LESSON 2: MAIN IDEA & DETAILS—FICTION **AVERAGE LEVEL**

LESSON 1: MAIN IDEA & DETAILS—FICTION **BASIC LEVEL**

INDEPENDENT PRACTICE

10 SKILLS INCLUDED!

IN CLASS VERSION

INCLUDED IN BUNDLE #1:

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 GROWING Bundle:

1. WHEN THE BUNDLE IS FINISHED: 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. 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.

Thank you so much to the following designers for backgrounds, icons, fonts, and more!



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.

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!

TERMS OF USE:

Thank you in advance for respecting copyright law!

You May:

Use the resource in a private teacher online space only accessible to current students and caretakers at home.

Use this resource with your students for distance learning (on a secured platform) or in person with your entire class.

To share this resource with colleagues you must:

1. Go to 'My TpT' on the top right of your screen
2. Click on 'My Purchases'
3. Click the 'Buy Additional Licenses' button
4. Purchase a discounted license for each colleague you plan to share this resource with

You May Not:

Post this resource on a public online page that other teachers have access to, including a school or district server.

Share this resource with other teachers, including an entire grade level, school, or district without purchasing the proper number of licenses.

Modify, redistribute, or resell any part of this resource.

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.	<ul style="list-style-type: none"> • Jot down a few sentences and plan to read them to the group. • Include a brief summary of what is about to be read. • Find a way to get students excited about reading the text. • Decode and define any vocabulary you believe the group may struggle reading. • Tell students to anticipate a group discussion after reading. • 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.	<ul style="list-style-type: none"> • Read the text in advance. Consider the needs and abilities of the readers when choosing how you will read the text. • 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.	<ul style="list-style-type: none"> • Use student responses to drive your future instruction and answer reflective teaching questions like, "what are the readers noticing and what are they missing?" • Students can type responses into their student page while one or two answer aloud. • 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.	<ul style="list-style-type: none"> • Remind students what the skill is and define how readers use the skill. • Students can type responses into their student page while one or two answer aloud. • Pay attention to whether the students are mastering the skill or if they need more whole group, small group support.

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.	<ul style="list-style-type: none">• Use an anchor chart to create the chart of word patterns.• Dry erase boards work too!• The teacher creates the chart, asking students to chime in and help build word patterns and understandings.• 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.	<ul style="list-style-type: none">• This is an excellent way to determine if students can apply the targeted skill into their own independent reading.• 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.• 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!

Small Group Lessons: Asking Questions

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:	
1	Basic	Fiction	odd marched unkind	livid grasp dazed	Questioning Before, During, and After Reading	The Digraph –th
2	Average	Fiction	snarked fathom erupted speechless	Questioning Before, During, and After Reading	Tricky Syllable Letter Clusters	
3	Advanced	Fiction	bewildered contempt justify	mockery intent dumbstruck	Questioning Before, During, and After Reading	A deeper dive into vocabulary
4	Basic	NF	countless annoying factors	overwhelmed respond judging	Questioning Before, During, and After Reading	The Digraph –ch
5	Average	NF	reveal declines perceived essential	Questioning Before, During, and After Reading	Multi-Syllable Words	
6	Advanced	NF	ramifications lethargic irrational	inversely propellant productive	Questioning Before, During, and After Reading	A closer look at vocabulary words

Small Group Lessons: Compare/Contrast

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	newcomer fret directions snatched withdrew newfound	Compare/Contrast	Vowel Diphthong Pattern –ew
2	Average	Fiction	contain disclaimer advanced remainder	Compare/Contrast	Vowel Digraph Pattern –ai
3	Advanced	Fiction	literally elated reflective elucidate impulsively gnarly	Compare/Contrast	A Deeper Dive Into Vocabulary
4	Basic	NF	headache painful ruin suffer cause sympathy	Compare/Contrast	Vowel Digraph Pattern –ay
5	Average	NF	degree guarantee seek fatigue	Compare/Contrast	Vowel Digraph Pattern –ee
6	Advanced	NF	fleeting unbearable mere endure inherited assurance	Compare/Contrast	A Deeper Dive Into Vocabulary

Small Group Lessons: Dialogue

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	handwriting emotion foolish punishment whined hoped	Dialogue	Consonant Digraph Pattern –sh
2	Average	Fiction	groaned wreck wrinkled value	Dialogue	Consonant Digraph Pattern –wr
3	Advanced	Fiction	tedious swiftly significance murmured promptly merit	Dialogue	A Deeper Dive Into Vocabulary
4	Basic	Fiction	perfect mounds bother whiff worthwhile borrow	Dialogue	Consonant Digraph Pattern –wh
5	Average	Fiction	pondering acknowledge knowledge figured	Dialogue	Consonant Digraph Pattern –kn
6	Advanced	Fiction	adjacent unsightly notion amass contemplating concluded	Dialogue	A Deeper Dive Into Vocabulary

Small Group Lessons: Drawing Conclusions

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	wear faded misleading fearful cheating solution	Drawing Conclusions	Vowel Digraph Pattern –ea
2	Average	Fiction	convenient vanished focusing reluctantly	Drawing Conclusions	Vowel Digraph Pattern –ie
3	Advanced	Fiction	inseparable consequences irresolute waned smirked accompanied	Drawing Conclusions	A Deeper Dive Into Vocabulary
4	Basic	NF	talent passion praised overload encourage nervous	Drawing Conclusions	Vowel Digraph Pattern –oa
5	Average	NF	genuine equity pursuit impact	Drawing Conclusions	Vowel Digraph Pattern –ui
6	Advanced	NF	accolades restricted recounts swift stamina oppression	Drawing Conclusions	A Deeper Dive Into Vocabulary

Small Group Lessons: **Fact and Opinion**

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	incredible remember burst snatched searched foolish	Fact and Opinion	Vowel Digraph Pattern –oo long vowel
2	Average	Fiction	riveting foe enraged tattle	Fact and Opinion	Vowel Digraph Pattern –oe
3	Advanced	Fiction	spellbinding divulged nonexistent inept grapple fuming	Fact and Opinion	A Deeper Dive Into Vocabulary
4	Basic	NF	peek invisible rumble grumble suspend spread	Fact and Opinion	Vowel Digraph Pattern –oo short vowel
5	Average	NF	influence tinkering clue patent	Fact and Opinion	Vowel Digraph Pattern –ue
6	Advanced	NF	impact scrutinize transfixed impede attained heed	Fact and Opinion	A Deeper Dive Into Vocabulary

Small Group Lessons: Figurative Language

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	whined costly skeptical	unsure effort sprinted	Figurative Language: Similes A Deeper Dive Into Similes
2	Average	Fiction	afford overpriced sparkling doubt	Figurative Language: Metaphor	A Deeper Dive Into Metaphors
3	Advanced	Fiction	grumbled astronomical tentative	phenomenal ambivalent conviction	Figurative Language: Idiom A Deeper Dive Into Idioms
4	Basic	NF	peek invisible rumble	grumble suspend spread	Figurative Language: Onomatopoeia A Deeper Dive Into Onomatopoeia
5	Average	NF	potent raid dicey resist	Figurative Language: Alliteration	A Deeper Dive Into Alliteration
6	Advanced	NF	evident incognito invading	adhered invade latch	Figurative Language: Hyperbole A Deeper Dive Into Hyperbole

Small Group Lessons: **Mood and Tone**

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:	
1	Basic	Fiction	normal loopy achievement	munch approached tease	Mood and Tone	Consonant Digraph Pattern –ch
2	Average	Fiction	mock acknowledge tantrum reason	Mood and Tone	Consonant Digraph Pattern –ck	
3	Advanced	Fiction	tranquil untamed taunt	habitually tailspin unobtrusively	Mood and Tone	A Deeper Dive Into Vocabulary
4	Basic	NF	imagine fight thrilling	excited success create	Mood and Tone	Consonant Digraph Pattern –th
5	Average	NF	comprehend triumph phoned communicate	Mood and Tone	Consonant Digraph Pattern –ph	
6	Advanced	NF	envision nonexistent mere	conducted postulate jovial	Mood and Tone	A Deeper Dive Into Vocabulary

Small Group Lessons: Point of View

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	annoy voyage joyful expensive annoying destroy	Point of View- First Person	Vowel Diphthong Pattern –oy
2	Average	Fiction	obey hesitation malarkey hover	Point of View- First Person	Vowel Diphthong Pattern –ey
3	Advanced	Fiction	grumbled astronomical tentative phenomenal ambivalent conviction	Point of View- Third Person	A Deeper Dive Into Vocabulary
4	Basic	NF	peek invisible rumble grumble suspend spread	Point of View- Second Person	Vowel Diphthong Pattern –ou
5	Average	NF	newfound slew newcomer wary	Point of View- Second Person	Vowel Diphthong Pattern –ew
6	Advanced	NF	nitpicky finicky eclectic miniscule comparable scrutinize	Point of View- Second Person	A Deeper Dive Into Vocabulary

Small Group Lessons: Settings

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:	
1	Basic	Fiction	nervous reschedule relax	schedule odd cheating	Settings	Consonant Trigraph Pattern –sch
2	Average	Fiction	stress straightforward strictest pacing		Settings	Consonant Trigraph Pattern –str
3	Advanced	Fiction	skittish looming alleviate	hastily sternest peculiar	Settings	A Deeper Dive Into Vocabulary
4	Basic	NF	thrill popular tropical	adorable threatening lush	Settings	Consonant Trigraph Pattern –thr
5	Average	NF	disprove prefer mispronounce exotic		Settings	Consonant Trigraph Pattern –spr
6	Advanced	NF	innumerable motives ideal	heavenly captivating scenic	Settings	A Deeper Dive Into Vocabulary

Small Group Lessons: Story Elements

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	grumpy shy slack miffed offer hush	Story Elements	Vowel Digraph Pattern –sh
2	Average	Fiction	awkward research withdrawn perked	Story Elements	Vowel Diphthongs Pattern –aw
3	Advanced	Fiction	convincingly conviction rigid designated cringeworthy disinterested	Story Elements	A Deeper Dive Into Vocabulary
4	Basic	NF	pause distraught fault caught exhausting hopeless	Story Elements	Vowel Diphthongs Pattern –au
5	Average	NF	avoiding pointless toil paranoid	Story Elements	Vowel Diphthongs Pattern –oi
6	Advanced	NF	prominently promptly attentive unnerved regretful resolve	Story Elements	A Deeper Dive Into Vocabulary

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

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.	<ul style="list-style-type: none">• When the text is too challenging for that group of students to read on their own, even with an introduction.• 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.	<ul style="list-style-type: none">• When the text is instructional and can be read successfully after an introduction.• When the text is at the students' independent reading levels.• 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.	<ul style="list-style-type: none">• When the text is instructional and can be read successfully after an introduction.• When asking students to share thinking with a partner.• 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.	<ul style="list-style-type: none">• When the text is too challenging for that group of students to read on their own, even with an introduction.• 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).• To keep all students in the group engaged and ensure that they read the entire passage.• To build reading stamina, confidence, fluency, and reading motivation.

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.	<ul style="list-style-type: none"> • When the text is too challenging for that group of students to read on their own, even with an introduction. • To practice reading accuracy, fluency, motivation, and confidence. • For a shared reading experience.
Silent Read Prep	Have students read silently before reading aloud to prep for strong reading fluency and expression.	<ul style="list-style-type: none"> • When the text is just a bit too challenging for that group of students to read on their own without practicing in advance. • To ensure the group is reading successfully. • 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.	<ul style="list-style-type: none"> • When the text is instructional and can be read successfully after an introduction. • When working to build writing stamina and confidence. • When looking to dig deeper below the surface of a text and ensure higher level thinking conversations after reading.

LESSON 1: PROBLEM AND SOLUTION- FICTION

1. INTRODUCTION: *say to group*
 “Today we are going to think about the problems and solutions in the story we’re about to read together. Pretty much every story has at least one problem and solution. Authors include problems and solutions in stories for many reasons. They keep the stories interesting. Readers can learn a lot from how characters face problems and solve them. Let’s look for some problems and solutions as we read.”

TIER 2 WORDS:
Define for students before reading
 plopped afraid obey
 strict riled stubborn

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

Teacher read
 Partner read
 Echo read
 Rereading
 Silent read
 Choral read
 Silent Reading Prep
 Other: _____

2. READ THE TEXT:

“I do not want to go!” Kate yelled. “I will not! My teeth are fine. I brush them every day. The dentist was the last place she wanted to be. You do not make me go!” Kate went and **plopped** in the chair. She had a lump in her throat. “I know you are **afraid** of the dentist,” Dad said. “But the dentist is good. He will help keep your teeth clean and smooth. Now let’s go. You have to listen and **obey**.” Dad’s voice was **strict**.
 Kate was **riled** up! She crossed her arms. “I will not go!” she said fast. I hate the taste of the gump in my mouth. I do not have one bad tooth. I use toothpaste every day and night. I am good!” She put her hand in the air. She shook her head. Kate was **stubborn**. He had to be clever. He took a risk. “I promise I will buy you candy if you go. I may get you another surprise. But no hint until you say yes!” Dad gave Kate a wink.
 Kate took a nervous gulp of water. Then she said yes. She was not happy about it, but she did go to the dentist that day.

3. TALK ABOUT THE TEXT:
ask immediately after reading...

1. What are your first thoughts after reading?
2. Describe one more thing you are thinking or wondering.

4. TARGETED SKILL: Problem and Solution
Remind students about problem and solution then ask these questions...

1. What is the main problem in the story?
2. How is the problem solved?
3. How else could the problem have been solved?

5. WORD WORK – Words with the CvCC pattern
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.

-CaCC	-CeCC	-CiCC	-CuCC
last	went	list	just
hand	felt	hint	lump
fast	best	wink	gulp
	help		

6. INDEPENDENT PRACTICE:
instruct students to work on their independent page

LESSON 2: PROBLEM AND SOLUTION- FICTION

AVERAGE LEVEL

1. INTRODUCTION: *say to group*
 “Today we are going to think about the problems and solutions in the story we’re about to read together. Pretty much every story has at least one problem and solution. Authors include problems and solutions in stories for many reasons. They keep the stories interesting. Readers can learn a lot from how characters face problems and solve them. Let’s look for some problems and solutions as we read.”

TIER 2 WORDS:
Define for students before reading
 heaved seethe
 clever bribe

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

Teacher read Partner read Echo read Rereading
 Silent read Choral read Silent Reading Prep Other: _____

2. READ THE TEXT:

“I don’t wanna go!” Kate yelled. “I refuse! My teeth ain’t fine. I wish that every day. The dentist is a waste of time. You can’t make me go!” Kate **heaved** her body on the couch. She sat down so hard that she never planned to get up.

“I know going to the dentist is your favorite thing in the world,” her dad said. “But it’s not a waste of time. Visiting the dentist keeps your teeth clean and smooth. Now get up and get in the car. You do have a choice.” Dad’s voice was firm.

Kate began to **seethe**. “I will not go. I hate the taste of the gump they use. I don’t have one bad tooth. I use toothpaste every day and floss. I am good!”

Kate’s dad knew she was stubborn. She was being quite the beast. He had to be **clever**. “If you go, I promise I will buy you whatever candy you want. You can have a candy feast after you are done. The dentist is not going to hurt you, I promise.”

The **bribe** of candy made Kate change her mind. She wasn’t happy about it, but she made it to the dentist that day.

3. TALK ABOUT THE TEXT:
ask immediately after reading...

1. What are your first thoughts after reading?
2. Describe one more thing you are thinking or wondering.

4. TARGETED SKILL: Problem and Solution
Remind students about problem and solution then ask these questions...

1. What is the main problem in the story?
2. How is the problem solved?
3. How else could the problem have been solved?

5. WORD WORK – Tricky Syllable Letter Clusters
Create chart for students and teach

-eave	-eeth	-ooth	-aste	-east
leave	teeth	tooth	waste	beast
heaved	seethe	smooth	taste	least
			toothpaste	feast

6. INDEPENDENT PRACTICE:
instruct students to work on their independent page

LESSON 3: PROBLEM AND SOLUTION- FICTION

ADVANCED
LEVEL

1. INTRODUCTION: *say to group*

“Today we are going to think about the problems and solutions in the story we’re about to read together. Pretty much every story has at least one problem and solution. Authors include problems and solutions in stories for many reasons. They keep the stories interesting. Readers can learn a lot from how characters face problems and solve them. Let’s look for some problems and solutions as we read.”

TIER 2 WORDS:

Define for students before reading
adamantly aversion smolder
loathe headstrong splurge

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

- Teacher read Partner read Echo read Rereading
 Silent read Choral read Silent Reading Prep Other: _____

2. READ THE TEXT

“I don’t wanna go,” Kate yelled **adamantly**. “I’ll refuse! My tooth is fine. I’ll brush that every day and the dentist is a waste of time. You can’t force me.” Kate plummeted her body on the couch with a force that told her dad she was not budging. “I know you have a strong **aversion**,” the dentist’s father said, “but it’s not a waste of time because visiting the dentist keeps your teeth healthy and cavities free. Now get up and get in the car because you do have a choice,” he said with an edge. Kate began to **smolder** with anger. “I will not go. I **loathe** the taste of the gump they use, and I don’t have one bad tooth. I use toothpaste religiously every day and night. I’m good see!” Kate opened wide and gave her dad a fake toothy smile. Kate’s dad knew she was **headstrong** and recognized that he needed to be clever. “If you go, I promise I’ll buy you whatever candy you want, plus **splurge** on your favorite restaurant after you’re done. You’ll be fine, I promise.” The lure of candy made Kate change her mind. She wasn’t happy about it, but she made it to the dentist that day.

3. TALK ABOUT THE TEXT:

ask immediately after reading...

1. What are your first thoughts after reading?
2. Describe one more thing you are thinking or wondering.

4. TARGETED SKILL: Problem and Solution

Remind students about problem and solution then ask these questions...

1. What is the main problem in the story?
2. How is the problem solved?
3. If you had to solve the problem what would you do?

5. WORD WORK – A deeper dive into vocabulary

Ask the students the following questions:

1. What is a rule you *adamantly* refuse to break? Tell me more.
2. What is something you have a strong *aversion* for? Why?
3. What does the author mean by, “*smolder with anger*”?
4. Tell about a time you were being *headstrong*.


6. INDEPENDENT PRACTICE:


instruct students to work on their independent page


LET'S LEARN ABOUT PROBLEM AND SOLUTION!

Name:

Date:

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

 **WORDS TO KNOW:**
plopped afraid obey strict riled stubborn

 **LET'S READ!:**

“I do not want to go!” Kate yelled. “I will not! My teeth are good. I brush them every day. The dentist was the last place she wanted to be. You can not make me go!” Kate went and **plopped** in the chair. She had a lump in her throat.

“I know you are **afraid** of the dentist,” her dad said. “But the dentist is good. She will help keep your teeth clean and smooth. Now let’s go. You have to listen and **obey**.” Dad’s voice was **strict**.

Kate was **riled** up! She crossed her arms. “I will not go!” she said. “I hate the taste of the gump in my mouth. I do not have one bad tooth. I use toothpaste every day and night. I am good!” She put her hand in the air. She shook her head.

Kate was **stubborn**. He had to be careful. It was too risky. “I promise I will buy you something if you go. I may get you another surprise. But no hint until you say yes!” Dad gave Kate a wink.

Kate took a nervous gulp of water. Then she said yes. She was not happy about it, but she did go to the dentist that day.

SAMPLE

 **TELL WHAT YOU ARE THINKING!**

 **UNDERSTANDING PROBLEM AND SOLUTION:**

What are your first thoughts after reading?

Type here:

Describe one more thing you are thinking or wondering.

Type here:

What is the main problem in the story?

Type here:

How is the problem solved?

Type here:


How else could the problem have been solved?


Type here:

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. Describe the problem and solution in the text. Share your thinking about each. Rate your book.

 **BOOK DETAILS:**

Title:

Genre:

 **TIME READING:**

I read for minutes today.

 **TELL WHAT YOU ARE THINKING!**  **UNDERSTANDING PROBLEM AND SOLUTION:**

SAMPLE

What are your first thoughts after reading?

Describe the most interesting thing you are thinking or wondering.

Type here:

Type here:

Problem:

Describe the problem

Way I might try to solve this problem:

Solution:

Share how the problem was solved

How the problem was solved in the text:


 **RATE THE BOOK**


I give this book stars because


LET'S LEARN ABOUT PROBLEM AND SOLUTION!

Name:

Date:

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

 **WORDS TO KNOW:**
heaved seethe clever bribe

 **LET'S READ!:**

"I don't wanna go!" Kate yelled. "I refuse! My teeth are fine. I brush them every day. The dentist is a waste of time. You can't make me go!" Kate **heaved** her body on the couch. She sat down so hard that she never planned to get up.

"I know going to the dentist is your least favorite thing in the world," Dad said. "But this is not a waste of time. Visiting the dentist keeps your teeth clean and strong. Now it's time to get in the car. You don't have a choice." Dad's voice was firm.

Kate began to **seethe**. She was mad! "I will not go! I hate the taste of the gum they use. I don't have one bad tooth. I use toothpaste every day and brush. I am fine!"

Kate's dad knew she was stubborn. He was being quite the brat. He had to give in. "If you go, I promise I will buy you whatever candy you want. You can have a candy feast after you are done. The dentist is not going to hurt you, I promise."

The **bribe** of candy made Kate change her mind. She wasn't happy about it, but she made it to the dentist that day.

 **TELL WHAT YOU ARE THINKING!**

 **UNDERSTANDING PROBLEM AND SOLUTION:**

What are your first thoughts after reading?

Type here:

Describe one more thing you are thinking or wondering.

Type here:

What is the main problem in the story?

Type here:

How is the problem solved?

Type here:

How else could the problem have been solved?

Type here:

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. Describe the problem and solution in the text. Share your thinking about each. Rate your book.



BOOK DETAILS:

Title: _____

Genre: _____



TIME READING:

I read for _____ minutes today.



TELL WHAT YOU ARE THINKING!



UNIVERSAL READING PROBLEM AND SOLUTION:

SAMPLE

What are your first thoughts after reading?

Describe the most interesting thing you are thinking or wondering.

Problem: _____

Describe the problem

Way I might try to solve this problem:

Type here: _____

Type here: _____

Solution: _____

Share how the problem was solved

How the problem was solved in the text:




RATE THE BOOK


I give this book _____ stars because _____


LET'S LEARN ABOUT PROBLEM AND SOLUTION!

Name:

Date:

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

 **WORDS TO KNOW:**
 adamantly aversion smolder loathe headstrong splurge

 **LET'S READ!**

“I don’t wanna go!” Kate yelled **adamantly**. “I refuse! My teeth are fine. I brush them daily and the dentist is a waste of time. You can’t force me!” Kate plunged her body on the couch with a force that would have made her dad’s back was not budging.

“I know you have a strong **aversion** to the dentist,” her dad said, “but it’s not a waste of time because visiting the dentist keeps your teeth healthy and cavity free. You get up and go to the dentist because you don’t have a choice,” he said with an edge.

Kate began to **smolder** with anger. “I will not go to **loathe** the dentist. The group they use and I don’t have one bad tooth. I use toothpaste religiously every day and my teeth are perfect. I’m good see!” Kate opened wide and gave her dad a fake toothy smile.

Kate’s dad knew she was **headstrong** and recognized that he needed to be clever. “You go, I promise I’ll buy you whatever candy you want, plus I’ll splurge on your favorite restaurant after you’re done. You’ll be fine, I promise.”

The lure of candy made Kate change her mind. She wasn’t happy about it, but she made it to the dentist that day.

 **TELL WHAT YOU ARE THINKING!**

 **UNDERSTANDING PROBLEM AND SOLUTION:**

What are your first thoughts after reading?

Type here:

Describe one more thing you are thinking or wondering.

Type here:

What is the main problem in the story?

Type here:

How is the problem solved?

Type here:

If you had to solve the problem what would you do?

Type here:

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. Describe the problem and solution in the text. Share your thinking about each. Rate your book.



BOOK DETAILS:

Title: _____

Genre: _____



TIME READING:

I read for _____ minutes today.



TELL WHAT YOU ARE THINKING!



UNIVERSAL READING PROBLEM AND SOLUTION:

SAMPLE

What are your first thoughts after reading?

Describe the most interesting thing you are thinking or wondering.

Problem: _____

Describe the problem

Way I might try to solve this problem:

Type here: _____

Type here: _____

Solution: _____

Share how the problem was solved

How the problem was solved in the text:



RATE THE BOOK

I give this book _____ stars because _____