FINALLY!

Help for your small group digital reading struggles!



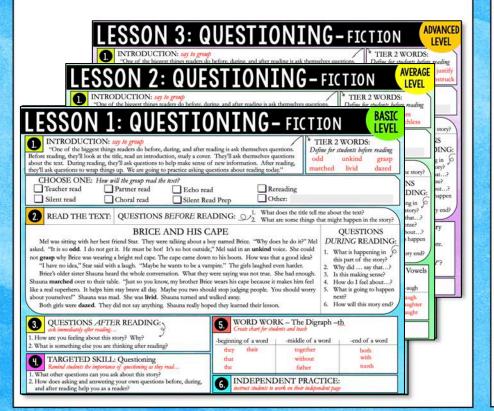
Do you sometimes **struggle** with organizing, planning, teaching, and grading **small group reading lessons online**?

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

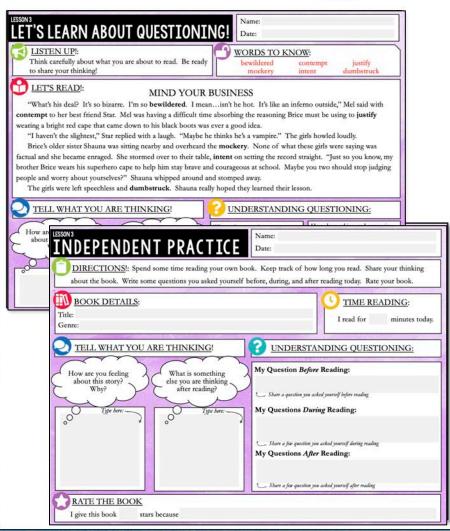


These small group reading lessons will provide **EVERYTHING** you need to successfully host online small group reading lessons!

Complete Teacher Pages



Student Pages



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

1. What other questions can you ask about this story?

and after reading help you as a reader?

2. How does asking and answering your own questions before, during,

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

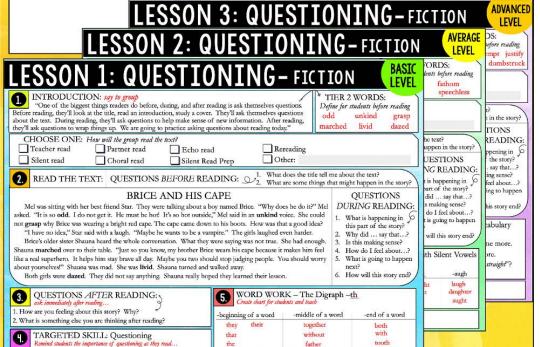
Grades 5-6

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

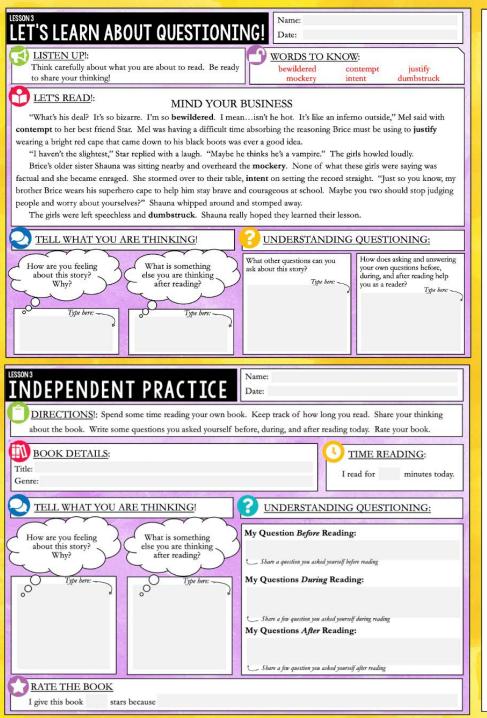
6
Complete
small
group
lessons

Everything is on ONE page!

Designed for online small groups



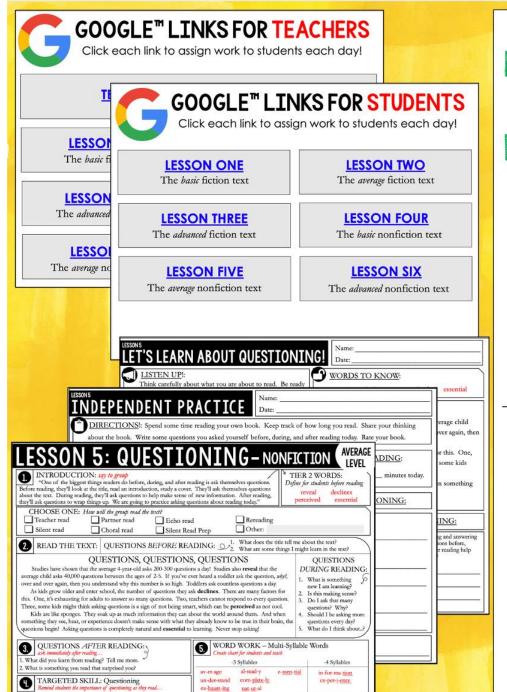
INDEPENDENT PRACTICE:



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



INDEPENDENT PRACTICE:

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? Designed to provide EVERYTHING you need for Online Small Group Lessons

Black and
White
printable
version also
available!

Online Small Groups BUNDLE #2:

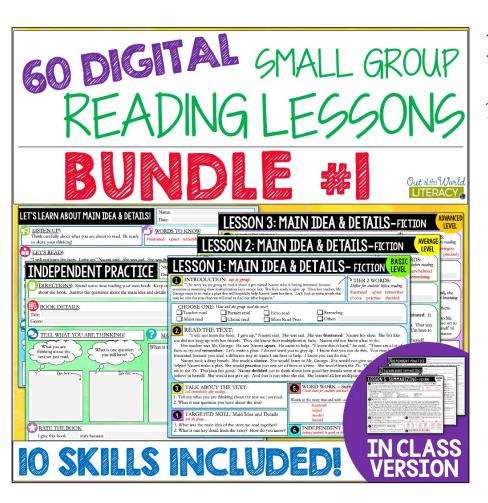
Check out all 10 sets of Online Small Group Reading Lessons for a total of 60 lessons!

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



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 IF 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:

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Use the resource in a private teacher online space only accessible to current students and caretakers at home.	Post this resource on a public online page that other teachers have access to, including a school or district server.
Use this resource with your students for distance learning (on a secured platform) or in person with your entire class.	Share this resource with other teachers, including an entire grade level, school, or district without purchasing the proper number of licenses.
 To share this resource with colleagues you must: Go to 'My TpT' on the top right of your screen Click on 'My Purchases' Click the 'Buy Additional Licenses' button Purchase a discounted license for each colleague you plan to share this resource with 	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.	 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.	 readers when choosing how you will read the text. If the text appears too challenging, it is still OKAY to use the 	
3: Talk About the Text	3-4 minutes	The teacher asks open-ended questions to the group immediately after reading. Do not skip this step! It's important to ask these questions immediately after reading so that you can see what exactly each reader is thinking about the text immediately after reading.	 Use student responses to drive your future instruction and answer reflective teaching questions like, "what are the readers noticing and what are they missing?" 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.	 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.	 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.	 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 livid marched grasp unkind 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 mockery contempt intent justify dumbstruck	Questioning Before, During, and After Reading	A deeper dive into vocabulary
4	Basic	NF	countless overwhelmed annoying respond factors 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 inversely lethargic propellant irrational 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 snatched fret withdrew directions newfound	Compare/Contrast	Vowel Diphthong Pattern –ew
2	Average	Fiction	contain disclaimer advanced remainder	Compare/Contrast	Vowel Digraph Pattern –ai
3	Advanced	Fiction	literally elucidate elated impulsively reflective gnarly	Compare/Contrast	A Deeper Dive Into Vocabulary
4	Basic	NF	headache suffer painful cause ruin sympathy	Compare/Contrast	Vowel Digraph Pattern –ay
5	Average	NF	degree guarantee seek fatigue	Compare/Contrast	Vowel Digraph Pattern –ee
6	Advanced	NF	fleeting endure unbearable inherited mere 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 punishment emotion whined foolish hoped	Dialogue	Consonant Digraph Pattern –sh
2	Average	Fiction	groaned wreck wrinkled value	Dialogue	Consonant Digraph Pattern –wr
3	Advanced	Fiction	tedious murmured swiftly promptly significance merit	Dialogue	A Deeper Dive Into Vocabulary
4	Basic	Fiction	perfect whiff mounds worthwhile bother borrow	Dialogue	Consonant Digraph Pattern –wh
5	Average	Fiction	pondering acknowledge knowledge figured	Dialogue	Consonant Digraph Pattern –kn
6	Advanced	Fiction	adjacent amass unsightly contemplating notion 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	weary fearful faded cheating misleading solution	Drawing Conclusions	Vowel Digraph Pattern –ea
2	Average	Fiction	convenient vanished focusing reluctantly	Drawing Conclusions	Vowel Digraph Pattern –ie
3	Advanced	Fiction	inseparable waned consequences smirked irresolute accompanied	Drawing Conclusions	A Deeper Dive Into Vocabulary
4	Basic	NF	talent overload passion encourage praised nervous	Drawing Conclusions	Vowel Digraph Pattern –oa
5	Average	NF	genuine equity pursuit impact	Drawing Conclusions	Vowel Digraph Pattern –ui
6	Advanced	NF	accolades swift restricted stamina recounts 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 snatched remember searched burst 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 inept divulged grapple nonexistent fuming	Fact and Opinion	A Deeper Dive Into Vocabulary
4	Basic	NF	peek grumble invisible suspend rumble 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 impede scrutinize attained transfixed 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 unsure costly effort skeptical 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 phenomenal astronomical ambivalent tentative conviction	Figurative Language: Idiom	A Deeper Dive Into Idioms
4	Basic	NF	peek grumble invisible suspend rumble 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 adhered incognito invade invading 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 munch loopy approached achievement 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 habitually untamed tailspin taunt unobtrusively	Mood and Tone	A Deeper Dive Into Vocabulary
4	Basic	NF	imagine excited fight success thrilling 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 conducted nonexistent postulate mere 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 expensive voyage annoying joyful 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 phenomenal astronomical ambivalent tentative conviction	Point of View- Third Person	A Deeper Dive Into Vocabulary
4	Basic	NF	peek grumble invisible suspend rumble 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 miniscule finicky comparable eclectic 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 schedule reschedule odd relax cheating	Settings	Consonant Trigraph Pattern –sch
2	Average	Fiction	stress straightforward strictest pacing	Settings	Consonant Trigraph Pattern –str
3	Advanced	Fiction	skittish hastily looming sternest alleviate peculiar	Settings	A Deeper Dive Into Vocabulary
4	Basic	NF	thrill adorable popular threatening tropical lush	Settings	Consonant Trigraph Pattern –thr
5	Average	NF	disprove prefer mispronounce exotic	Settings	Consonant Trigraph Pattern –spr
6	Advanced	NF	innumerable heavenly motives captivating ideal 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

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.	 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.	 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.	 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.	 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.	 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.	 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.	 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

BASIC 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. Author's 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	e text?		
Teacher read	Partner read	Echo read	Rereading	
Silent read	Choral read	Clent Re Pre	Dther:	

READ THE T

"I do not want to "Kate yelled "Vill no My teet are to brus them ever any. The dentist was the last place she wanted to be. You not make moo!" Kee went a place of the pair. She do a lump in her throat.

"I know you are **afraid** of the lentistic and design "But the derest is good. The will he keep your teeth clean and smooth. Now let's go. You have lister and desy." ad's voice was **trict**.

Kate was **riled** up! She coss there cans. "I will rego! she said tast. I hate the taste of the gump in my mouth. I do not have one bad tooth. I use too a paste 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:

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

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 hand fast	went felt best help	list hint wink	just lump gulp

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. Author's 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?		$\overline{}$
Teacher read	Partner read	Echo read	Rereading	
Silent read	Choral read	etent Re Pre	Other:	

2. READ THE T

"I don't wanna go. Kate yelled. I fuse! In teem a fine wash that every day the dentist is a waste of time. You can't make me go!" Kate yelled book on the ouch. So sa own so he that she wer planned to get up.

" her dad d. "But "I know going to the dentis." prite not a waste of time. Visiting vour ng in th vor the dentist keeps your teet lean t in oth. ne car. Yo nav a choice." Dad's voice was firm. d sı ow g up and

Kate began to **seethe**. The warm and "I will not go I hate the taste of the gump they use. I don't have one bad tooth. I have toothpasts every day and the seed of the gump they use. I don't have one bad tooth. I

use toothpaste every day and 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.

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.
- 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. Author's 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 th	e text?		
Teacher read	Partner read	Echo read	Rereading	
Silent read	Choral read	elent Re Pre	Other:	

2. READ THE T

"I don't wanna go Kate yelled a e fine. ntly. reruse! ly t brush th really and the dentist is a waste of time. You can't force me to the plun h v body n the co n a force t told her d she was not budging. id, e because visiting the dentist "I know you have a strong a sion entist her dad ut it's not vaste of low. keeps your teeth healthy a cavil ree. d get in e ca because yo have a choice," he said with an edge. up

Kate began to smolde with ger. I will a go. 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.

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.

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 SOLUTI	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
she wanted to be. You can not make me go!" Kate went and plot "I know you are afraid of the dentist," Her dad so "Bu smooth. Now let's go. You have a listent obey ." A Kate was riled up! She wassed her and so I will be too she have one bad tooth. I use too steeve do not not. I am	e de 1st 2 ood She will het keep your teeth clean and e was strict aid. That is taste of a gump in my mouth. I do not ood She put he hand in the air. She shook her head. The go. I may get you another
TELL WHAT YOU ARE THINKING!	UNDERSTANDING PROBLEM AND SOLUTION:
What are your first thoughts after reading? Type here: Type here: Type here:	What is the main problem in the story? Type here:

ESSON 1	Name:
INDEPENDENT PRACTICE	Date:
DIRECTIONS!: Spend some time reading your own boo about the book. Describe the problem and solution in the te	
BOOK DETAILS:	TIME READING:
Title: Genre:	I read for minutes today.
TELL WHAT YOU A. THE NG!	UNU LRS NDING ROBLEM AND SOLUTION:
What are your first thoughts after reading? Type here: Type here: Type here:	Pro em: Desired roble Way 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 SOLUTI	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
can't make me go!" Kate heaved her body on the couch. She sat "I know going to the dentist is your leafavorite and in the dentist keeps your tee clean and smooth Now it and Kate began to seethe the was mad! I ll not it I hate use toothpaste every day and it. I am	woo I," ho dad id. "But his not a waste of time. Visiting et it the co. You don't have a choice." Dad's voice was firm. eta the gup they us I don't have one bad tooth. I ast. He had to r
TELL WHAT YOU ARE THINKING!	UNDERSTANDING PROBLEM AND SOLUTION:
What are your first thoughts after reading? Describe one more thing you are thinking or wondering. Type here: Type here:	What is the main problem in the story? Type here:

ESSON 2	Name:
INDEPENDENT PRACTICE	Date:
DIRECTIONS!: Spend some time reading your own boo about the book. Describe the problem and solution in the te	
BOOK DETAILS: Title: Genre:	TIME READING: Lead for minutes today.
TELL WHAT YOUAL THE NG!	JN LRS NDING ROBLEM AND SOLUTION:
What are your first thoughts after reading? Type here: Type here: Type here:	Pro em: Description of the problem: Vay 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	

LESSON 3	Name:	
LET'S LEARN ABOUT PROBLEM AND SOLUTION! 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	
"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 old her data are was not budging. "I know you have a strong version to be dentistated of a nice of the because visiting the dentist keeps your teeth healthy are cave free. It to get up to denote the couch with a not waste of the because visiting the dentist keeps your teeth healthy are cave free. It to get up to denote the couch seep you don't have a choice," he said with an edge. Kate began to smolder with anger. "I want to go loathe the transfer the gold provided the provided at a fake toothy smile. I use toothpaste religiously ever, by and to be longed to be clearly younge, i promise I'll buy you whatever candy you want, providing a your is orite 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: Type here: Type here:	What is the main problem in the story? Type here: How is the problem solved? Type here: Type here: Type here: Type here: Type here:	

INDEPENDENT PRACTICE	Name: Date:
THULL LINULINI I KACIICL	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: Lead for minutes today.
TELL WHAT YOU A THIR NG!	UNU LRS NDING ROBLEM AND SOLUTION:
What are your first thoughts after reading? Type here: Type here: Type here:	Pro em: Desides the roble Vay 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	