

Lesson Plan for Small-Group Text Talks

El único e incomparable Iván

by Katherine Applegate

Overview

This lesson plan is designed to help teachers organize independent reading groups and student-led text-based discussions. It focuses on building vocabulary and comprehension skills of students in upper-elementary grades.

Materials

In addition to this lesson plan and a copy of the reading text for each student, teachers will need the following materials:

- Text Talks teacher flip book
- Text Talks Student Workbook for each student
- Preview Package for this text
- Checklist: Successful Collaborative Discussion rubric for each student

How to Use the Materials

The lesson plan aligns with the before-, during-, and after-reading steps of the Text Talks Cycle outlined in the Text Talks teacher flip book. Refer to this book for guidance throughout the Text Talks Cycle.

Provide each student with a copy of the text and a Text Talks Student Workbook. Students will use the Text Talks Student Workbook throughout the Text Talks Cycle. In preparation for Text Talks, students will record the target vocabulary and relevant anchor charts in their workbook, which they can refer to when they practice specific comprehension processes. During Text Talks, students will use the workbook to respond to the reading, write summaries, and record new words learned during reading. The workbook also includes prompts for student discussions and sentence stems to support successful interactions. Students will refer to reflections in their workbook during group discussions.

Preparation

Introduction

Form reading groups of four to five students based on reading and language proficiency levels.

Introduce the book (see Preparation page of the Text Talks flip book for ideas).

Whole-Class Mini-Lesson

Provide a whole-class mini-lesson on one skill or strategy students can apply to comprehend the text and/or participate in group discussions. Focus on a word-learning strategy, a comprehension process, the characteristics of a good book discussion, or the characteristics of a strong reader's response.

Example focus areas include the following:

- Using evidence to support ideas during discussion
- Connecting to self, world, text, or media by creating mental images to deepen understanding or by making connections to personal experiences, ideas in other texts, and society
- Explaining the interactions between the characters and the changes they undergo
- Teaching a comprehension process, such as noticing and analyzing text features like conflict and resolution
- Using word-learning strategies to make meaning out of new words encountered in the text

Have students record anchor charts from the mini-lesson in their workbook on pages 2–3. Students will refer to their anchor charts throughout the Text Talk Cycle.

Before Reading (See Preview Package)

Preview and Activate Background Knowledge

Show and read the front and back covers of the text.

Activate students' knowledge by making connections between what they know and what they need to know to understand the text.

Ask students to predict what the text is about and briefly discuss related concepts.

Introduce the Target Vocabulary Words

Choose four to six words that are essential to understanding the events and/or characters of the narrative. When possible, choose words that build background knowledge for events or topics explored in the story.

Explicitly teach the words using student-friendly definitions and nonlinguistic representations.

Give students a chance to discuss and practice the new words.

Have students record the target vocabulary words and meanings on page 2 of the workbook.

Example words and instruction for this text are shown on the following page.

dominios (pág. 21): Territorio donde vive un animal o una persona

El maestro muestra una imagen y/o da un ejemplo del libro (ej., En este libro, el personaje principal tiene unos dominios extraños, muy diferentes a los dominios naturales de un gorila espalda plateada.).

Voltea y habla: ¿Cómo son tus dominios?

anuncio (pág. 22): Es una imagen grande junto a las carreteras que sirven para hacer publicidad de un lugar

El maestro muestra una imagen.

Voltea y habla: ¿Crees que los anuncios sean una buena forma de hacer publicidad de un lugar? ¿Por qué?

clan (pág. 24): Un grupo de varias familias que viven juntas

El maestro muestra una imagen.

Voltea y habla: ¿Crees que un clan de personas pueda tener 30 integrantes? ¿Por qué?

domador (pág. 44): Una persona que entrena animales para que hagan trucos

El maestro da un ejemplo de su propia experiencia o del libro (ej., Stella tenía un domador que le enseñaba trucos en el circo donde vivía.).

Voltea y habla: ¿Te gustaría ser un domador: ¿Por qué?

garfio (pág. 43): Un palo largo con un gancho grande en la punta que usa un domador para hacer que un animal obedezca

El maestro muestra una imagen.

Voltea y habla: ¿Crees que a los animales les gusten los garfios? ¿Por qué?

fango (pág. 139): Es el resultado de mezclar agua y tierra, también se le llama lodo

Voltea y habla: ¿Te gusta jugar con fango? ¿Por qué?

Set a Purpose for Implicit Vocabulary Learning During Reading

Direct students to record the new words encountered in the book that they are curious about on the New Vocabulary page of their workbook.

If not provided already, create a mini-lesson on a word-learning strategy and have students record an anchor chart on page 3 of their student workbook. Remind them to use their word-learning strategies while reading. Focus on one or more of the following self-monitoring/fix-up strategies:

- Sound it out
- Is there a cognate?
- Look for affixes you already know
- Use context clues
- Replace with another word (what would make sense?)
- Use a dictionary

During Reading

Provide a Prompt

Provide a prompt for students to consider as they read their section of the text. This sets a purpose for reading, extends comprehension, and promotes higher-order thinking. Possible prompts include the following:

- Páginas 1–34: ¿Cuáles son las diferentes características de los dominios de Iván?
- Páginas 35–62: ¿Cómo es diferente Julia de los otros visitantes del Centro comercial Gran Circo?
- Páginas 63–121: ¿Cómo se siente Iván respecto a la promesa que le hizo a Stella?
- Páginas 122–180: ¿Qué detalles aprendemos sobre el pasado de Mack y Iván?
- Páginas 181–221: ¿Por qué “al fin” Iván se enoja?
- Páginas 222–253: ¿Qué causa un gran cambio en el centro comercial Gran Circo?
- Páginas 254–314: ¿Qué te sorprende del final de la novela?

Students Read Independently

Have students read a section of the text and check off target vocabulary words they encounter during reading. Students should use their workbook vocabulary organizers to record new words and use word-learning strategies.

Students Respond to the Reading

Have students do the following to fill out the Reading page of their workbook:

- Summarize the reading
- Answer the purpose question and complete a readers' response
- Record any questions they have about the reading

Next, have students complete the New Vocabulary page.

After Reading

Students Engage in Collaborative Discussion

Have students participate in authentic discussion about the sections of text they read, for the purpose of deepening comprehension. Remind them to use their workbook responses and student discussion tools (back cover of workbook) to support their ideas during discussion.

Continue the Cycle

Students repeat the during-reading and after-reading activities until they have completed the entire text. Then, move on to the next section.

Extend Language and Comprehension

Periodic Self-Assessment

Model how to use the Checklist: Successful Collaborative Discussion rubric and then have students use it

to rate the quality of their participation and evaluate progress toward their goals.

Final Reflection

Model how to fill out the After Reading page of the student workbook and then have students fill it out on their own, reflecting on key events or connections from the book and deciding whether they would recommend it to someone else.

Vocabulary Extension

Have students engage in deeper practice of the target vocabulary and new vocabulary concepts they recorded during their independent reading.

Example: Probable Passages

- Have students write a probable passage, using and underlining all of the vocabulary words in the list in their workbook. (This activity can be done independently or as a group.)
- Have groups share their passages.

Comprehension Extension

Have students engage in activities to deepen their comprehension of characters, events, themes, or language features of their text. Support students in making connections between the text and their lived experiences (see the Extensions page of the Text Talks teacher flip book for ideas).