

Struggling Reader Lesson Plan

Concept to Teach

This lesson gives students the opportunity to use reading strategies in reading either fiction or nonfiction high interest Capstone Interactive Library titles.

Grades: 7-9+

Time: one class period

Objectives

- Increase reading comprehension of an informational or fiction high interest title in Capstone Interactive Library by developing and applying various reading strategies (i.e., predicting, making text-to-self and text-to-world connections, writing in a response journal)
- Respond to literature in various formats and genres by creating a book review.
- Students read a wide range of print and non-print texts to build an understanding of texts.

Materials

- Multimedia computer(s) to display and listen to the interactive title.
- Title website: www.MyCapstoneLibrary.com.
- *Fiction Graphic Organizer* or *Non-fiction Graphic Organizer*
- Book Review worksheet
- (Optional) Interactive white board or projector.
- Interactive book: choose one fiction interactive title and one nonfiction interactive title from the following titles:

Fiction Titles:

Attack of the Paper Bats
 The Beast Beneath the Stairs
 The Book that Dripped Blood
 The Eye in the Graveyard
 Poison Pages
 The Smashing Scroll

Non-Fiction Titles:

Blood evidence
 Cause of death
 Handwriting evidence
 Insect evidence
 Disgusting animals
 Disgusting bugs
 Disgusting foods
 Disgusting jobs

Procedure

Preparation

- 1) Make 1 copy of the *Fiction Graphic Organizer* for each student reading fiction.
- 2) Make 1 copy of the *Non-Fiction Graphic Organizer* for each student reading non-fiction.
- 3) Make 1 copy of the Book Review Worksheet – 1 per student.

Setup

- 4) Assign each student one Capstone Interactive title from either the fiction or nonfiction list of titles above.
- 5) Ensure students know how to use the Interactive books.
- 6) Show students how to find the cover of the interactive title.

Direct Instruction

- 7) Instruct the students to look at the cover and title of the interactive book.
 - a. Nonfiction: Students fill in the *nonfiction graphic organizer* (KWL chart) with what they know about the topic of their Capstone Interactive title and what they want to know. (To be finished after they read the Capstone Interactive Library title)
 - b. Fiction: Ask the students to anticipate and predict what they think the story will be about. Have them preview the title and illustration on the cover of the interactive title, then make predictions using the *Fiction Graphic Organizer*. (They will check their predictions after reading the Capstone Interactive title)
- 8) Have the students view their Interactive title, then go back and read it with the audio capability turned off.

Vocabulary

Using the terms in the glossary of the interactive book, have students create pictorial flashcards with illustrated definition of the terms.

Closure

- Students will fill in the rest of their graphic organizer.
- Bring the students together at the end of the class period. Discuss the differences between nonfiction and fiction texts. Review the components of fiction: plot, character, setting and theme; and discuss the traits of nonfiction: informs, explains and/or persuades.
- Possible discussion questions are:
 - If you wanted to find just the facts about something, would you go to fiction or nonfiction? Why?
 - Who are the main characters in the interactive title? Are they real people? If the character is real, the text is nonfiction.
 - Does the title inform, explain or persuade? (nonfiction)
 - What is the main idea of the title? Are there supporting details? (nonfiction)
 - Are there imaginary parts to the story? (fiction)

Assessment

Journal writing: Students write a personal response in their reading journals. You can allow students free response or you can use prompts. Some sample prompts might include:

- Nonfiction: What information surprised you?
 - How can you use this information in your life?
 - What techniques does the author use to make this information easy to understand?
 - Where do you think you could look for more information on this topic?
- Fiction: Which character do you identify with the most and why?
 - How would the story be different if it took place in another setting?
 - Do any of the characters remind you of someone you know?
 - Write a note from one of the characters in the story to another.

Collect students' materials to be sure they are following directions and completing their written assignments as expected. You should also respond to their journals and, as need be, model the type of response you would like them to make.



Extended Learning Activities

- Ask the students to write a review of the book using the Book Review worksheet. This could also be assigned as homework. Place in a binder so all students can read the reviews.
- Students can work in their teams or with a team partner to create (their choice) a poem, rap, song, poster, slogan, artwork, or cheer about the topic they studied or story they read. Share them with the class and displayed.
- Fiction titles: Students can write an alternative ending to the story, adding a new character or changing the setting.
- Nonfiction titles: Students can do further research on the topic they studied and write reports or create a poster to share with the class.

Name _____

Date _____

KWL Chart

**Fill in the first two columns before reading the Capstone Interactive book.
Fill in the last column after completing the book.**

Topic _____		
What I Know	What I Want to Know	What I Learned



Name _____

Date _____

Make a Prediction

Title of the Story:

**Mark with
an 'x' if you
were right.**

Make a prediction:

**Mark with
an 'x' if you
were right.**

Make a prediction:

**Mark with
an 'x' if you
were right.**

Make a prediction:



Name _____

Date _____

Book Review

Name of Book
Author of Book
What is the book about?
What is your favorite part of the book?
What is your least favorite part of the book?
In my opinion, this book is...

