

# Additional Slides

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# Depth of Oral Language

1. Multiple meanings
2. Usage
3. Precision
4. Function

# Lesson Plan

- PURPOSE
- NAMING
- DESCRIBING OBJECTS/PICTURES
- RESTATE PURPOSE
- READ PASSAGE
- RETELLING
- STUDENTS RETELL THE PASSAGE
- QUESTIONS

# Naming

1. Choose a topic.
2. Students rapidly name things related to the chosen topic.
3. Students rapidly name things related to the topic by categories.
4. Students rank words.
5. Students generate multiple meanings.
6. Name things related to the topic and students generate the category.

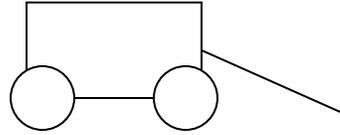
# Describing

- Chose two or three objects or pictures of objects that are related to the topic.
- Students describe.
  - Name the object.
  - Name categories the object belongs in.
  - Name the functions of the object.
  - Name its color, size, shape. Compare it to another object. Use a simile or a metaphor.

# Retelling

1. Read a passage related to the topic.
2. As you read, draw simple pictures that mark the actions, events, or key points.
3. After reading, retell the passage as you point to the pictures in sequence.  
Incorporate important vocabulary into the retelling.
4. Students retell the passage after you have modeled.

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# Questioning

1. How long have cars been around?
2. What did people do before they had cars?
3. Why were there few cars when they were first invented?
4. Describe the assembly line.
5. How would your life be different without cars?

# Effective strategies

Comprehension monitoring

Cooperative learning or peer tutoring

Use of graphic organizers or semantic organizers

Story structure

Question answering with feedback

Question generation

Summarization

Multiple strategies

# The Lesson Plan

1. Hook
2. Purpose
3. Activate Background Knowledge
4. Vocabulary Webs
5. Read Passage
6. Oral Summary
7. Written Summary
8. Answering and Generating Questions
9. Extending Beyond

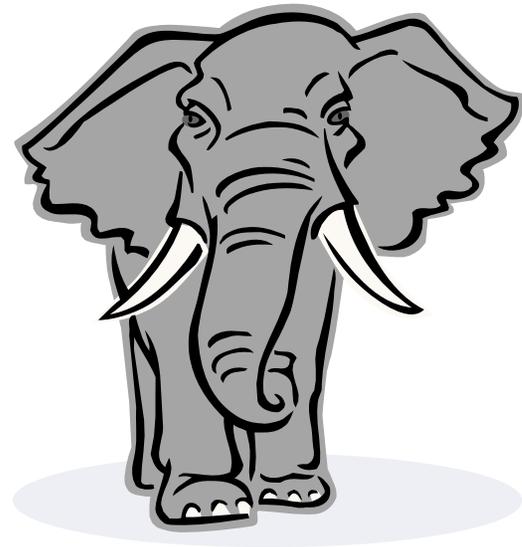
# Expository Text

Subject

Main Idea

Supporting Ideas

Details



# The Hook

Captures students' attention

Show a picture, state interesting facts, ask a question, or tell a riddle or joke

that will promote discussion related to what students are going to read

# The Purpose

Helps students become purposeful  
or goal-oriented as they read

Students may read  
to be entertained or  
to gain information

# Activating Background Knowledge

Helps students become active and reflective as they read

As they read, students  
*connect, correct, or collect*

Connect

Correct

Collect

# Vocabulary Webs

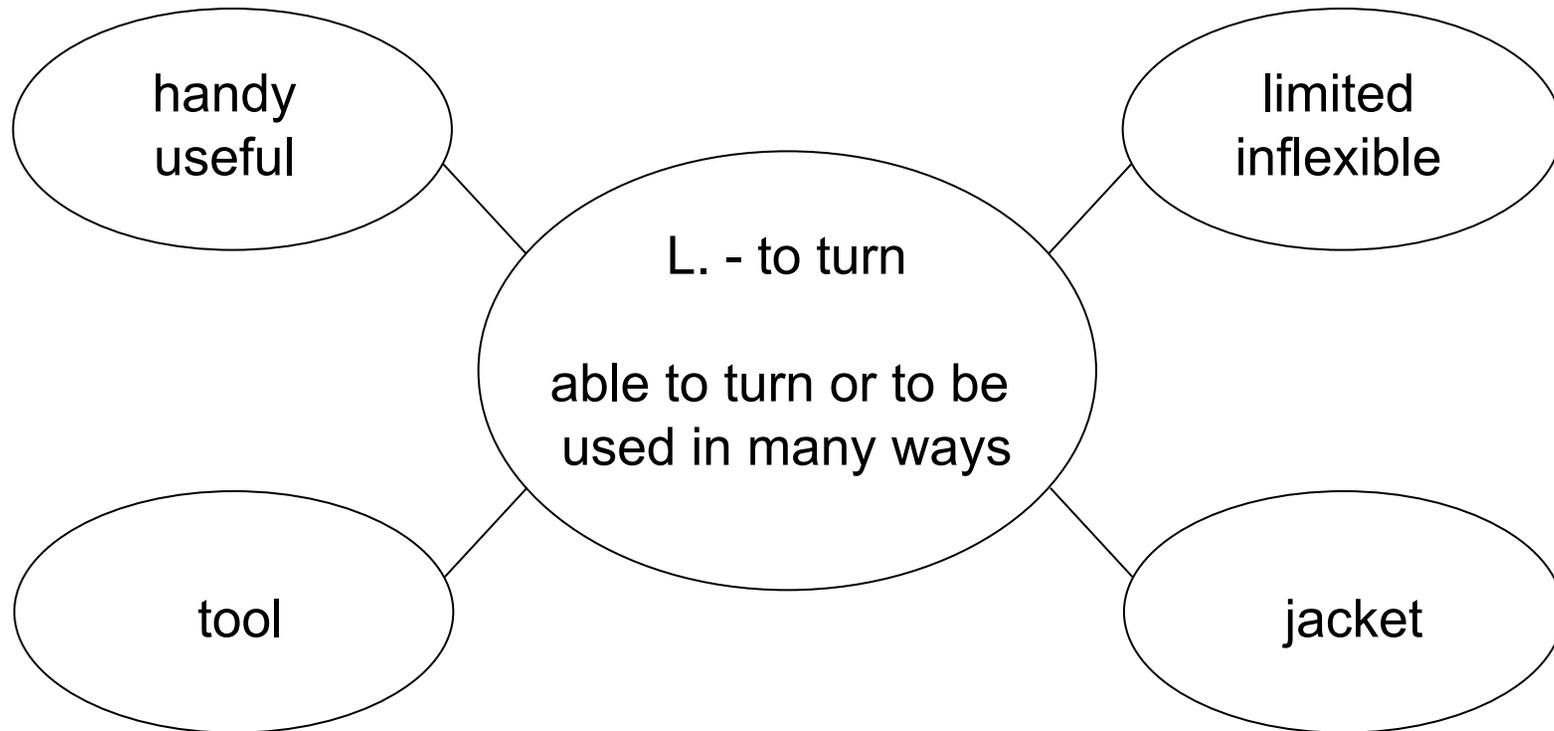
Help students learn new words and  
develop deep understandings  
of words

versatile

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adjective

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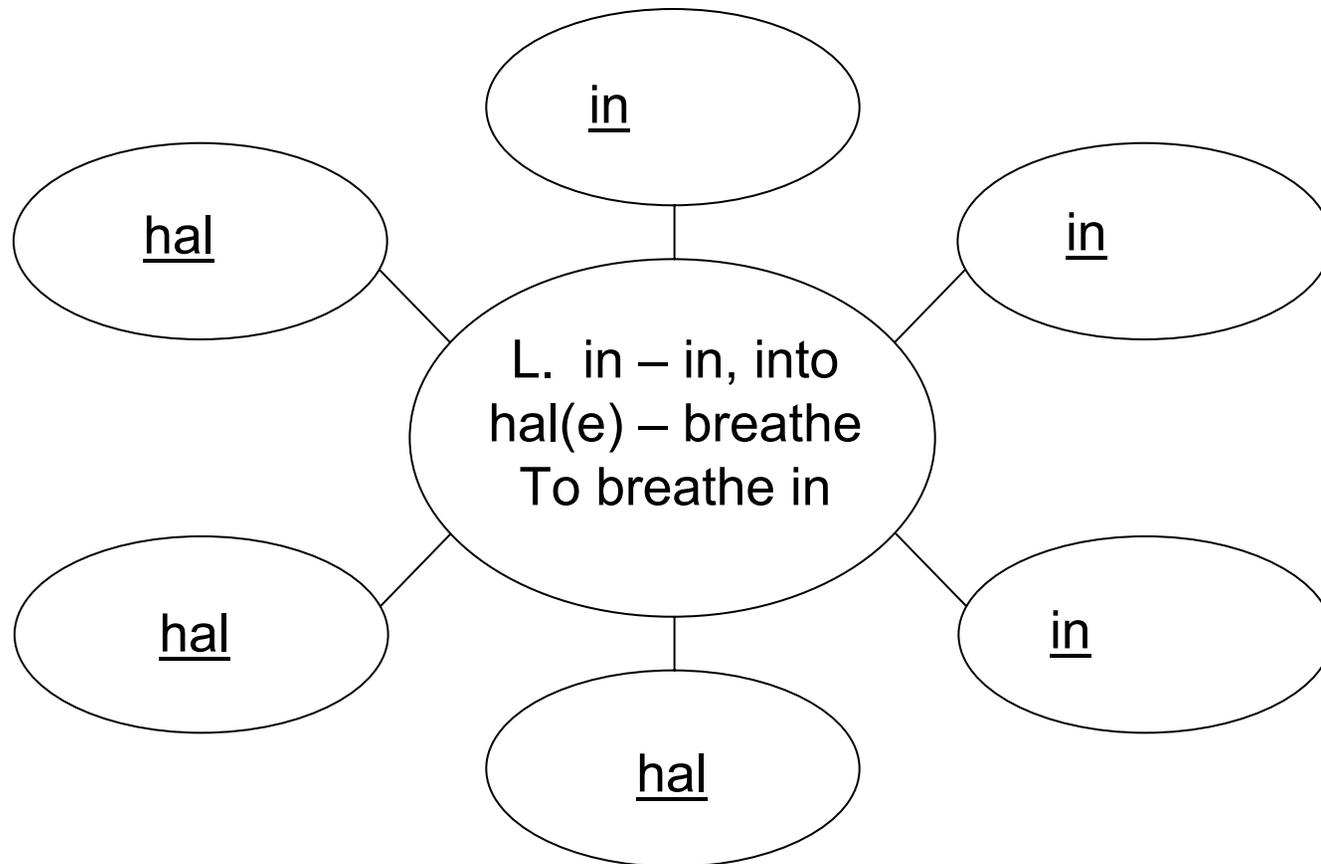
A spoon is a versatile utensil.

inhale

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verb

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Inhale the fresh air.

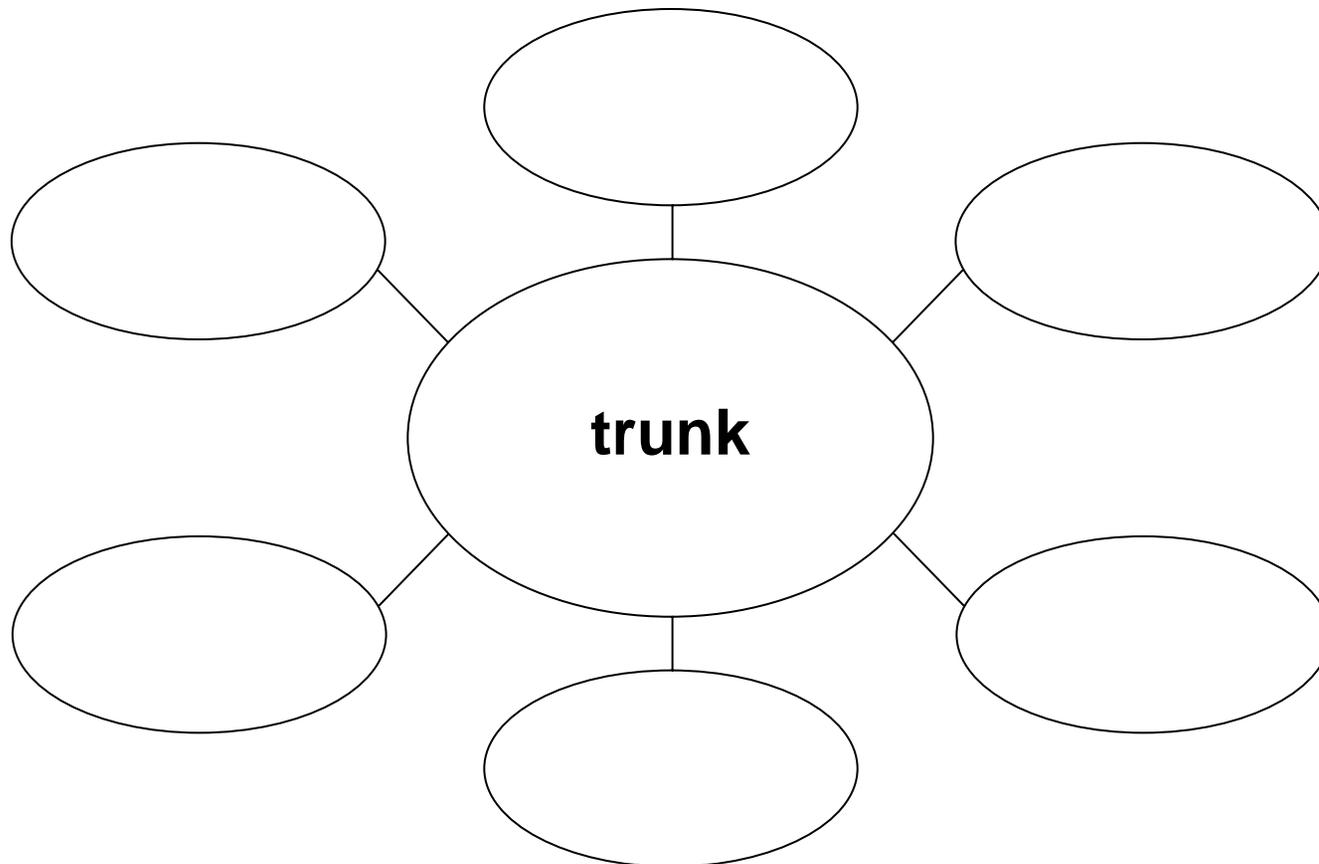
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trunk

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noun

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READ

# Elephants

Elephants are the largest of all land animals and can weigh more than 12,000 pounds! The average height at the shoulder is ten feet. At birth, an elephant calf is three feet tall and weighs about 200 pounds.

The two kinds of elephants are African elephants and Asian elephants. African elephants are generally heavier and taller than Asian elephants. African elephants have much larger ears, which are shaped somewhat like the continent of Africa and weigh about 110 pounds each.

Elephants feed mainly on roots, leaves, fruit, grasses, and sometimes, tree bark. An adult elephant eats as much as three hundred pounds of food a day, but it only digests half of the food it eats. Elephants sometimes walk hundreds of miles in search of water and food.

The elephant's trunk is very versatile. The elephant inhales and exhales through two nostrils at the end of its trunk. It can swim long distances using the trunk as a snorkel. There are fingerlike parts at the tip of the trunk, enabling the elephant to grasp objects as small as a single blade of grass. An elephant calf sucks its trunk just as a human baby sucks its thumb.

# Summarization

Requires students to think about what they have read and to identify the most important information in what they have read

# Facts About Elephants <sup>1</sup>

## Size <sup>2</sup>

12,000 pounds  
10 feet tall  
baby - 200 lbs. <sup>3</sup>

## Kinds <sup>4</sup>

African (larger, ear shaped like Africa)  
Asian <sup>5</sup>

## Diet <sup>6</sup>

Grass, roots, leaves, fruit  
300 lbs. <sup>7</sup>

## Uses of Trunk <sup>8</sup>

Breathe, snorkel, grasp objects  
Baby sucks trunk <sup>9</sup>

# Précis Writing

Involves summarizing a passage  
in  $\frac{1}{3}$  to  $\frac{1}{4}$  the number words  
in the passage

To reduce the number of words,  
students must make decisions  
about what is important  
and what is not

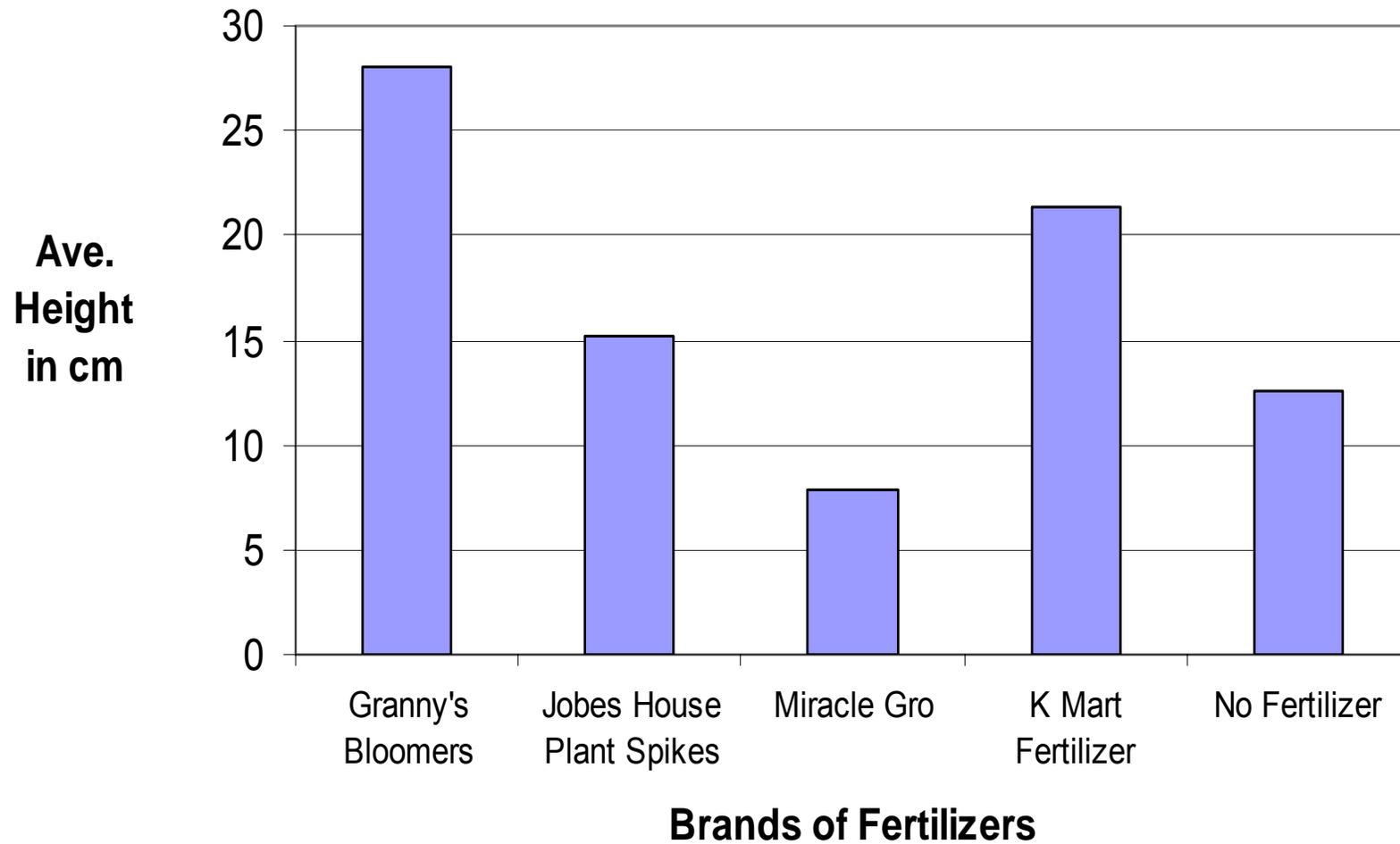
# Answering Questioning

Confirms students understand  
the passage  
and supports their learning  
through reading

# Graphs

Hook

## The Effect of Fertilizers on Bean Plant Growth



# Narrative Text

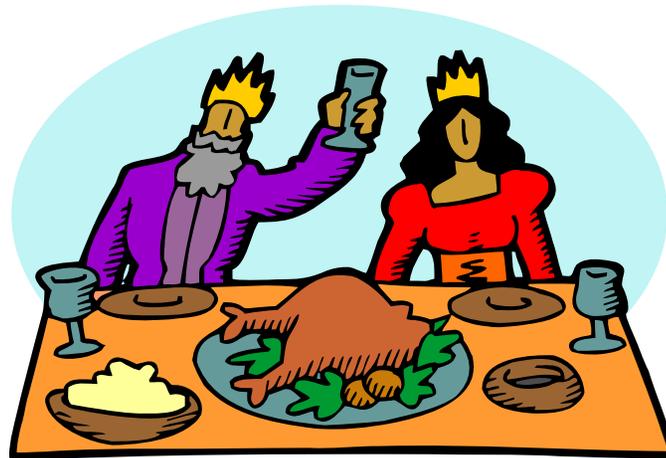
Who?

What?

When?

Where?

Why?



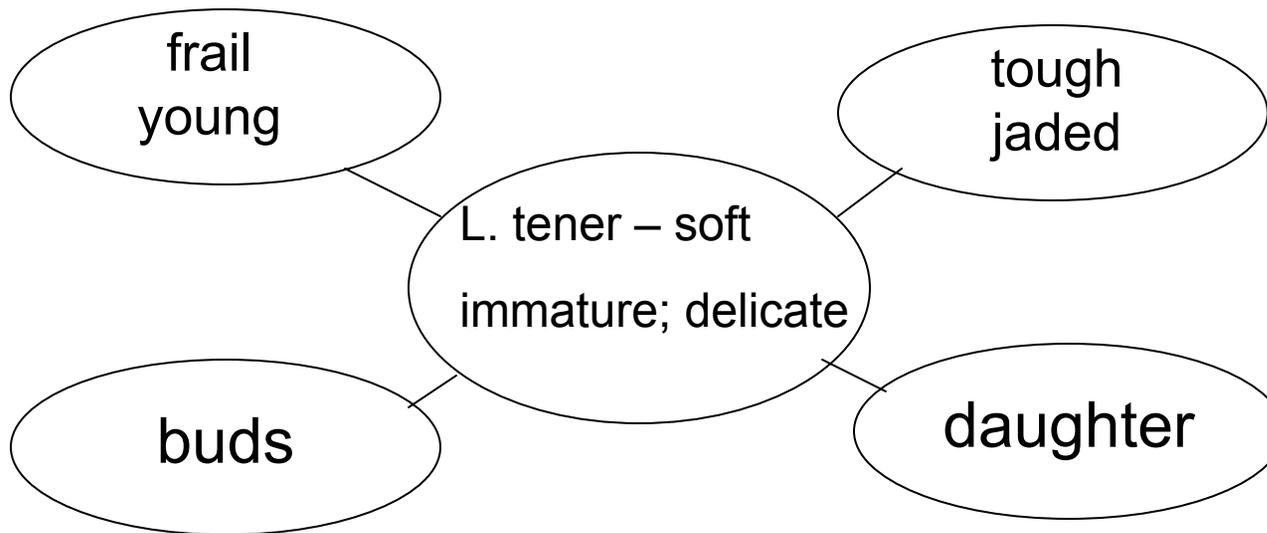


tender

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adjective

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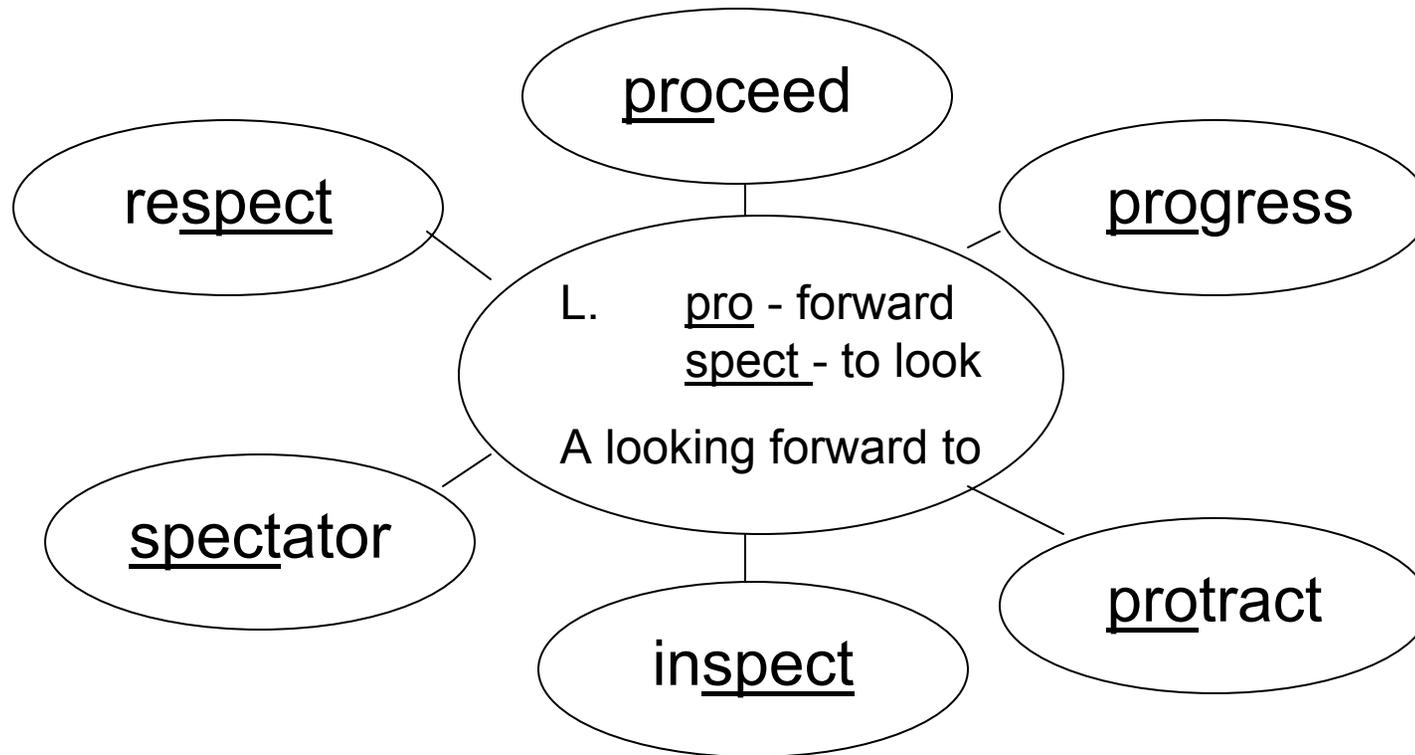
The tender buds did not survive the unseasonable frost.

prospect

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noun

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The prospect of studying all night for the exam made Jan tired.

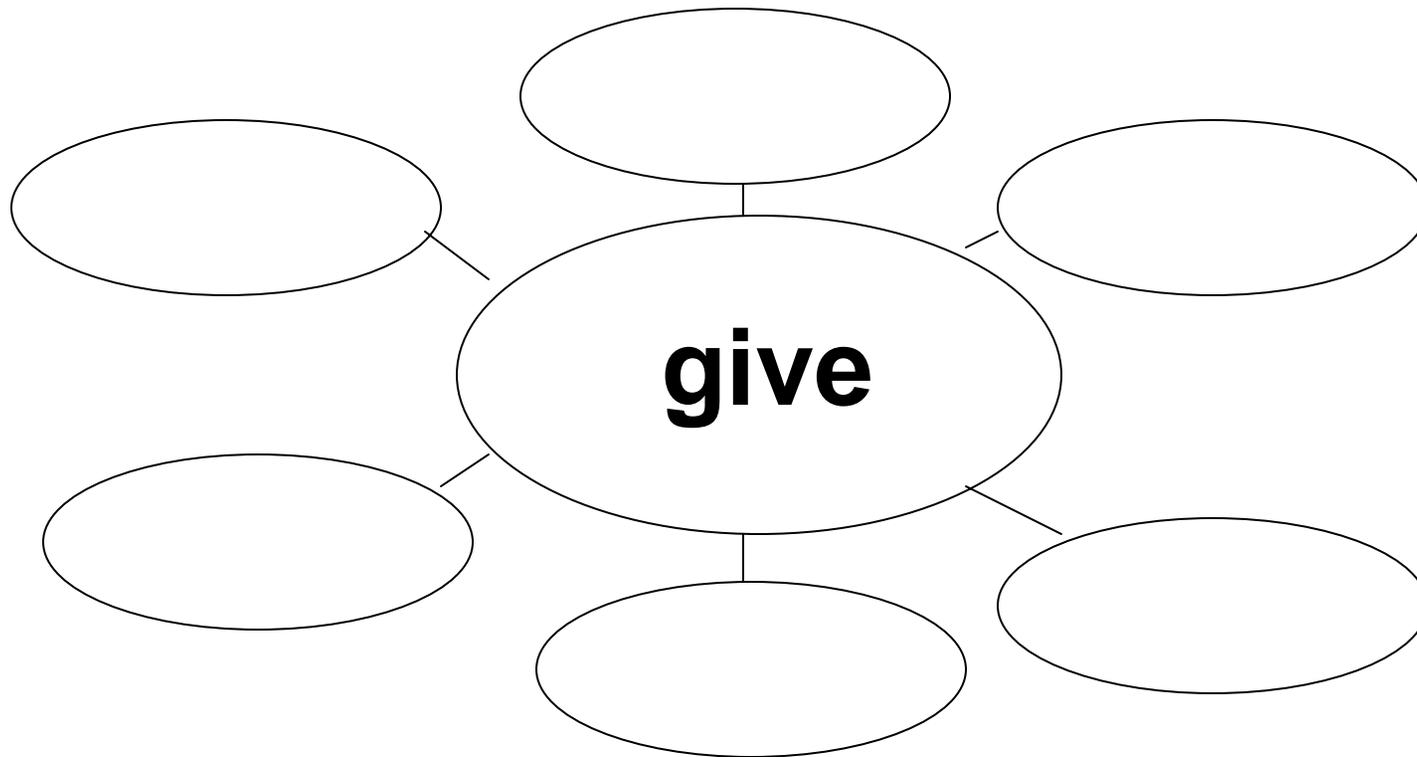
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give

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verb

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# give

- To hand over – give a gift
- To offer – give advice
- To cause to have – give hair a shine
- To grant or allow – give permission
- To produce – give milk
- To make – give a shrug
- To utter – give a reply
- To yield – give you that point
- To part with for a cause – give one's life
- To perform – give a concert

Who?

What?

When?

Where?

Why?

# Story Summary

This story is about Who?.

It takes place When? and Where?.

What? happens because Why?.

# Extending Beyond

**Dialogue**

**Figurative Language**

**Imagery**

**Repetition**

**Symbols**

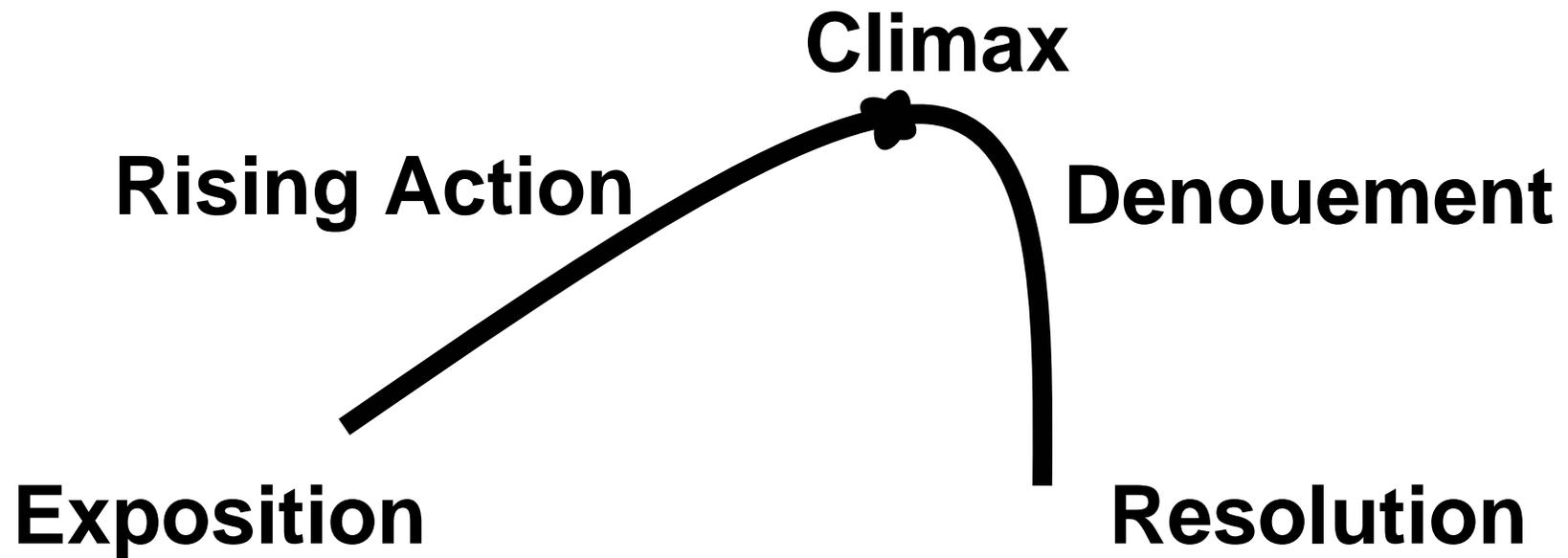
**Theme**

# Compare and Contrast

Compare

Contrast

# Plot





A dog can run fast.

**A** – acts

**D** – decides

**C** – changes

**R** – realizes the conflict

**F** – fate intervenes

## *The Lion and the Mouse*

The tall savanna grass fluttered in the slight breeze as a great lion slept. While he slept, something ran across his paw. The lion awoke to see a small mouse nibbling on a seed of grass.

The lion scooped up the mouse in his paw and opened his fierce-looking mouth. Before the lion could eat it, the mouse cried, "Please, let me go. I will be glad to return the favor someday."

The lion roared with laughter at this thought. But because he was still sleepy and not very hungry, the lion let the mouse go.

Later that afternoon, the lion awoke and felt hungry. He went to look for food. Soon, he was caught in a net. He tried to get free, but the lion could not break the ropes. The lion roared. The mouse heard him and ran to see what was the matter.

Seeing the great lion caught helplessly in the net, the small mouse said, "I am glad that I can now return the favor." Then the mouse gnawed the ropes and the lion was soon free.

"I may be meek, but even I can be of help to the mighty," said the mouse. The lion and the mouse were forever friends.

Scott and Ned were sitting on the steps looking at Scott's turtle. Ned wants a turtle like Scott.

Exposition

Ned takes his money and rides his bike to the store. He finds out he doesn't have enough money for the turtle.

Rising Action

He buys a kite instead, and takes it back home to show Scott. Ned tries not to be Scott.

Rising Action

Scott realizes his friend is sad and lie, Scott, has a lot of pets. So, Scott decides to trade.

Climax

Ned takes the turtle and Scott takes the kite. The two friends hug.

Denouement

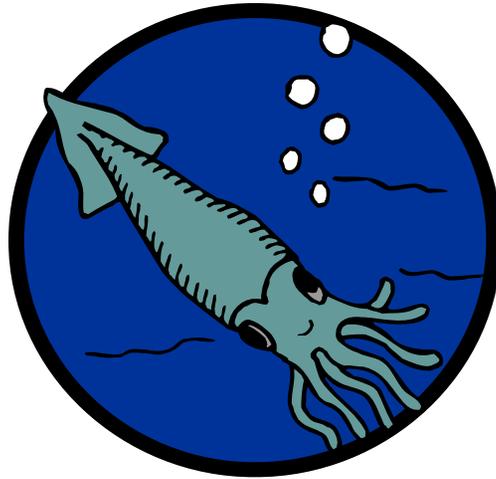
Scott is happy to see his friends

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## ***The Squid***

A swift, strong squid swam fast. A wooden ship bobbed past the squid. The squid shot thick, black ink at the ship. It grabbed the ship's stern with its long *tentacles*. The mast of the ship tilted and shifted. The ship tossed and rocked to and fro. The members on the ship fretted. Would the ship sink? Would the ship be lost? Would the squid win the contest? Just as it seemed hopeless, the swift squid stopped its squirting and let go of the ship. The ship plodded on.

- Hook
- Purpose
- Activation of Background Knowledge

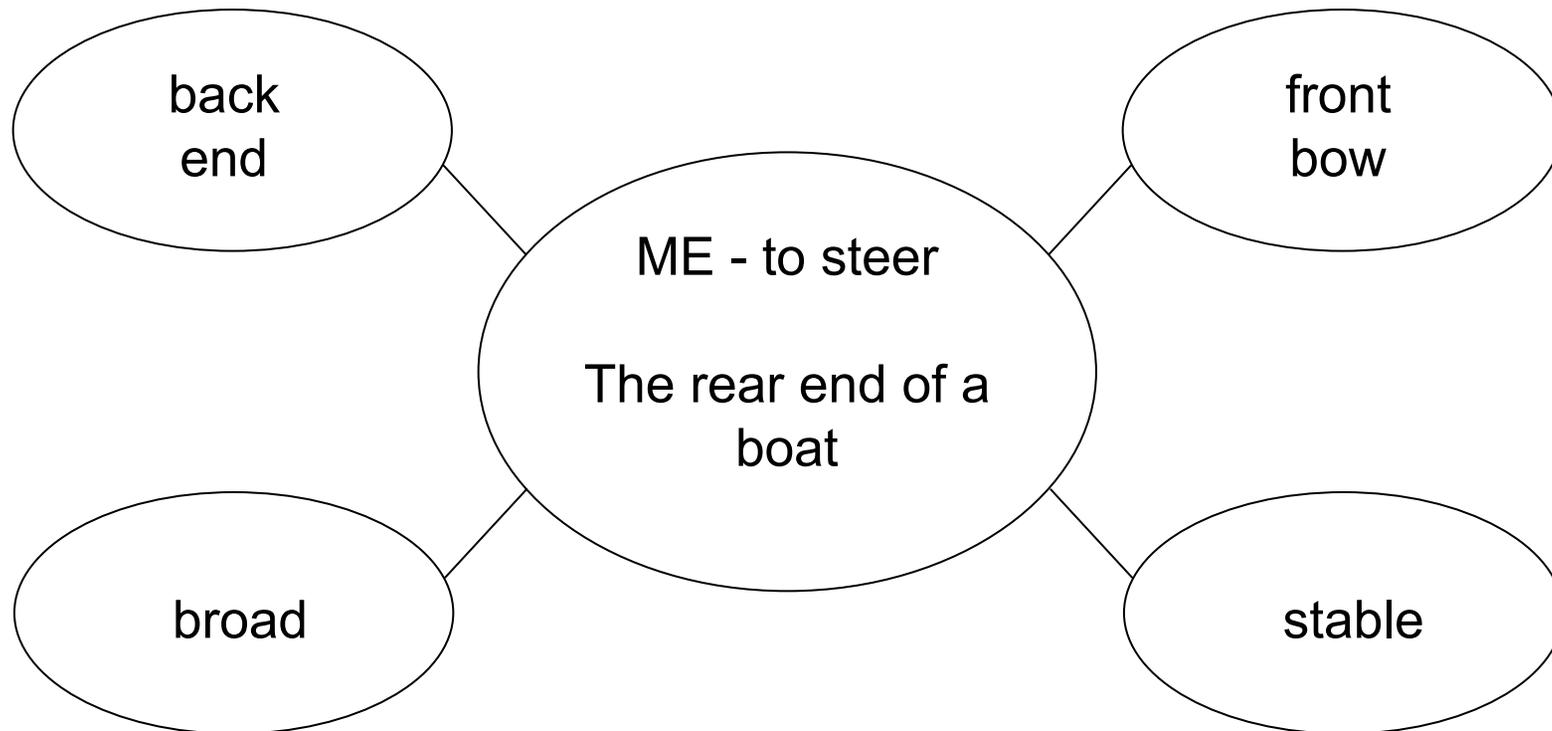


stern

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noun

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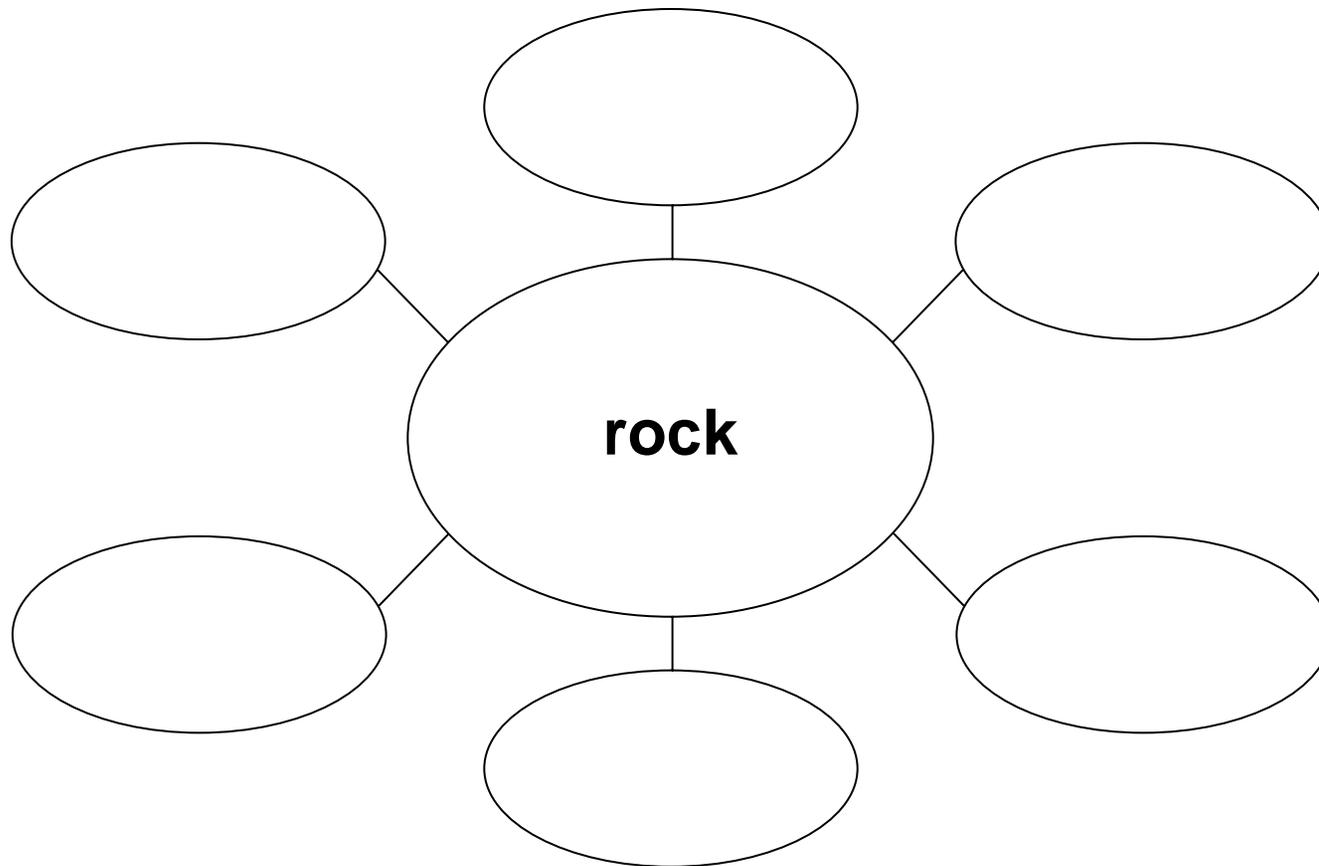
The waves lapped the stern of the ship .

rock

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noun, verb

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Who?

What?

When?

Where?

Why?

# Story Summary

This story is about Who?.

It takes place When? and Where?.

What? happens because Why?.

# Continuum of Questioning

## Simple

Who?  
What?  
When?  
Where?

## Complex

Why?  
How?  
What if?  
What will happen?  
What does this remind you of?  
Do you agree?

# Scaffolded Independent Level

# Card 1

What does the title tell me about  
this text?

# Card 2

What do I already know about  
the topic?

# Card 3

What do the pictures (graphs, maps)  
and captions tell me?

# Card 4

What are the new vocabulary words?

# Card 5

What do the questions ask?

# Card 6

What are the subtitles?

# Card 7

Does the text make sense?

# Card 8

What is the organization of the paragraphs?

Listing

Order

Compare/Contrast

Cause/Effect

# Card 9

What have I learned so far?

# Card 10

Reread the first sentence of each paragraph.

# Card 11

What questions do I still have?

# Card 12

What new vocabulary words did  
I learn?

# Card 13

What is (are) the main idea(s)?

# Card 14

What are the supporting ideas?

# Card 15

What are the details?

# Card 1

What does the title tell me about the story?

# Card 2

What do the pictures tell me?

# Card 3

What do I already know?

Card 4

Who?

# Card 5

When?

Card 6

Where?

# Card 7

What (what's happening)?

# Card 8

Why?

# Card 9

What pictures do I make in my  
mind?

# Card 10

What do I predict will happen next?

Card 11

Characters

Card 12

Setting

# Card 13

**Problem/Goal**

Card 14

Action/Outcome

Card 15

Theme

# Poetry

# Poetry

Rhythm and meter

Rhyming and repeating words

Figurative language

Tone and mood

# Summary – Oral and Written

The idea of the poem is \_\_\_\_\_.

The author uses \_\_\_\_\_ to express ideas.

The poem makes me feel \_\_\_\_\_.

# Neuhaus Education Center

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