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4GCFKPI2+0QP6KVQP%QORTGJGPUKQP2TQITCO
Grade 3
© 2019 The Fuchs Research Group
Peabody College, Vanderbilt University

%QPVGPV&GXGNQRGFD[
Douglas Fuchs
Meagan E. Walsh
Samuel A. Patton
Lynn S. Fuchs

5RGEKCNVJCPMU
...to the project coordinators who led our research investigation efforts: Pamela Lehman, Jieun Lee, and Molly Gonzalez.

...to the research assistants who piloted and provided feedback on these materials: Sarah Raider, Michelle Nagy, Harrison Baker, and Hope Wiggs.

...to the Metro Nashville Public School third grade teachers and their students who participated in our studies.

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# Table of Contents: Book 1

## Teacher Guide

(Unit included in this sample) vii

### Unit 1: Your Amazing Brain

- **Introduction to Tutoring**
- **Check the Features**
- **Vocabulary Check-up**
- **Hello, World Day 1; Check my Mind**
- **Main Idea Step 1**
- **Hello, World Day 2; Main Idea Step 2**
- **Your Amazing Brain Day 1**
- **Your Amazing Brain Day 2**
- **Your Amazing Brain Day 3; Answering Inside Questions**
- **Take Care of Your Brain Day 1**
- **Take Care of Your Brain Day 2**
- **Take Care of Your Brain Day 3**

### Unit 2: Super kids

- **Super Girl: Jessica Watson Day 1, Sequential Text Structure**
- **Super Girl: Jessica Watson Day 2; Make a Connection**
- **Super Girl: Jessica Watson Day 3**
- **Bat Boy: Ben Underwood Day 1**
- **Bat Boy: Ben Underwood Day 2, Answering Outside Questions**
- **Learning to See in the Dark Day 1**
- **Learning to See in the Dark Day 2**
- **Meet the Real Spider Girl Day 1**
- **Meet the Real Spider Girl Day 2**
- **Malavath on Top of the World Day 1**
- **Malavath on Top of the World Day 2**
- **DJ Focus: Kelvin Doe Day 1**
- **DJ Focus: Kelvin Doe Day 2**
- **DJ Focus Inspires Others Day 1**
- **DJ Focus Inspires Others Day 2**

*Lesson includes new instruction* iv
## Table of Contents: Book 2

**Unit 3: Exploring Space**

- **Lesson 28:** Our Neighborhood Day 1 ................................................................. 437
- **Lesson 29:** Our Neighborhood Day 2 ................................................................. 450
- **Lesson 30:** Race to the Moon Day 1 ................................................................. 459
- **Lesson 31:** Race to the Moon Day 2 ................................................................. 474
- **Lesson 32:** Earth Verses Venus Day 1, Compare Text Structure .................. 481
- **Lesson 33:** Earth Verses Venus Day 2 ................................................................. 489
- **Lesson 34:** Earth Verses Venus Day 3 ................................................................. 508
- **Lesson 35:** How does the Sun Compare to Other Stars Day 1 ....................... 517
- **Lesson 36:** How does the Sun Compare to Other Stars Day 2 ....................... 527
- **Lesson 37:** Life in Space Day 1 .............................................................................. 539
- **Lesson 38:** Life in Space Day 2 .............................................................................. 549
- **Lesson 39:** Trailblazers: Mae Jemison and Guy Bluford .................................. 563
- **Lesson 40:** Ham the Astrochimp .......................................................................... 579
- **Lesson 41:** The International Space Station ...................................................... 595

**Extra Practice: Chimpanzees**

- **Lesson 42:** Chimpanzees ..................................................................................... 613
- **Lesson 43:** Chimpanzee Behavior ........................................................................ 623
- **Lesson 44:** Jane Goodall and the Chimpanzees .................................................. 633
- **Lesson 45:** Jane Goodall: What Have we Learned? ........................................... 643
- **Lesson 46:** Chimpanzees and Spider Monkeys pt. 1 .......................................... 653
- **Lesson 47:** Chimpanzees and Spider Monkeys pt. 2 .......................................... 663
- **Lesson 48:** Chimpanzees in Trouble .................................................................... 673
- **Lesson 49:** Save the Chimpanzees ..................................................................... 683

**Additional Materials**

- **Teacher Lesson Materials** .................................................................................. A
- **Student Worksheets** ............................................................................................ V
- **Your Amazing Brain Workbook** .......................................................................... W
- **Superkids Workbook** ......................................................................................... X
- **Exploring Space Workbook** ................................................................................ Y
- **Chimpanzees Student Workbook** ....................................................................... Z
Program Overview

Reading comprehension (RC) is essential for success in school and in life. Unfortunately, many students fail to develop adequate reading skills during early childhood, and this failure leads to reading to learn. It is important that students develop adequate RC during this transitional year. In subsequent years, academic demands increase, a greater emphasis is placed on independent learning, and limited instructional time is allocated for training foundational reading skills.

Interventions that focus on nonfiction, or information, text are especially needed. Students with and at risk for learning disabilities often demonstrate increased difficulty with these texts because of their unfamiliar structures, vocabulary, and content. RC interventions are needed to accelerate the learning of students with and reading skills.

Target Population

• 3rd graders
• Students in need of RC intervention
• Students with adequate word

Evidence

This program arose from iterative research conducted at the Center for Accelerating Academic Achievement. The center was funded by the National Center on Special Education Research in the Institute of Educational Sciences. Initially, the goal of the reading project was to develop a single RC intensive intervention platform for use with students in grades 3-5. However, after 3 years, it became clear that students in grade 3 required different texts and instructional procedures.

In 2016, we conducted a small pilot study in order to develop a specifically for students at this grade level. 3rd grade program In 2017 with a randomized control trial. The results provided preliminary evidence that our approach might be effective for improving the RC of struggling 3rd grade students. We summarize that study on the following page.
**Sample Description**

<table>
<thead>
<tr>
<th>PARTICIPANT DEMOGRAPHICS</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>ELL</td>
</tr>
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</tr>
<tr>
<td>No IEP</td>
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<tr>
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<td>Economically Disadvantaged</td>
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<tr>
<td>Not Disadvantaged</td>
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**Results**

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<th>Control (n=39)</th>
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<td></td>
<td>M</td>
<td>SD</td>
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</tr>
<tr>
<td>iq</td>
<td>91.46</td>
<td>11.24</td>
</tr>
</tbody>
</table>

Note. TOWRE-2 SWE PR is Test of Word Reading Efficiency-2 (Torgesen, Wagner, & Rashotte, 2012) Sight Word Efficiency subtest percentile. Comprehension Screener is the combined raw score on the 4 expository passages from the Gates MacGinite Reading Test-4, Form T (MacGinite, MacGinite, Maria, & Dreyer, 2001) and a researcher created mid transfer measure. Gates PR is the Gates-MacGinite Reading Test-4, Form S percentile rank (MacGinite, MacGinite, Maria, & Dreyer, 2001). IQ scores were calculated based on performance on the Weschler Abbreviated Scale of Intelligence (Weschler, 2011).
Research Summary

1. Develop an effective RC intervention, comprehensive in scope, yet feasible for implementation in authentic educational settings.

2. Improve our selection procedures in order to validate the program with students at risk for significant comprehension deficits.

3. Improve our outcome measures to better understand the efficacy of our intervention.

Methods

Participants
We recruited 56 3rd grade teachers from 16 schools in a large urban public school district. We asked teachers to nominate students who they felt might benefit from RC intervention. 209 nominated students returned parental consent and were screened to determine eligibility. For our study, we selected students who met the following criteria:

- Adequate word reading (Standard Score on the Test of Word Reading Efficiency-2, Sight Word Efficiency subtest > 25th percentile).
- Risk for comprehension deficit (Raw score on a researcher created comprehension screener < 14 and Normal Curve Equivalent Score on the Gates MacGinitie Reading Test, Form S < 50th percentile).
- Ability to benefit from RC tutoring (Average IQ, Schedule availability, Language proficiency).

85 students met our criteria and were randomly assigned to treatment or control. 78 students completed the study.

Instructional Procedures
Students in the treatment condition were assigned to pairs and tutored by 5 trained graduate research assistants, 2 doctoral students, and a full time project coordinator. Each pair received 42 intervention sessions. Each session was between 45 and 50 minutes in duration. Students were tutored outside of their general education classroom. Tutors used scripted lessons in order to deliver the intervention in a standard way.

Each student received 3 full color workbooks that included nonfiction texts used as the base of instruction. Students completed daily worksheets as they practiced their comprehension strategies with scaffolded tutor support.

Measures
We used a variety of measures in the hope of capturing the full range of the interventions effects across a continuum of instructional transfer.

Results
Analysis of cross classified hierarchical linear models revealed large, significant effects on acquisition measures indicating that students learned content and strategies taught in the intervention. More moderate, but still significant effects were found on a composite of the 2 proximal measures. This suggests that treatment students were better able to apply strategies to answer questions about unfamiliar nonfiction texts. There was no difference between treatment and control students on the standardized far transfer measure.

Closer analysis of the near transfer results reveals that inference training seems to be the most effective element of the treatment.

Implications for Practice
1. Evidence suggests that our program is likely to improve the nonfiction comprehension of struggling 3rd grade readers.

2. Based on the large effect observed on the knowledge measure, an approach such as ours might also be an effective way to help struggling students learn and remember important academic content.

3. This intervention might be especially appropriate for students who struggle with inference making.

4. Students require more practice to improve transfer to broader contexts. We have included an extra unit for this reason.

<table>
<thead>
<tr>
<th>No transfer</th>
<th>Proximal Transfer</th>
<th>Far Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Knowledge and Vocabulary*</td>
<td>- Near Transfer Reading Comprehension*</td>
<td>- Gates MacGinitie Reading Test, Form T, expository passages only</td>
</tr>
</tbody>
</table>
| - Main Idea Creation* | - Gates MacGinitie Reading Test, Form S, full | - Gates MacGinitie Reading Test, Form S, full *

* researcher-created measures
Lesson 9: Inside Questions

Overview:

1. Introduction
2. Main Idea Questions
3. Introduction to Inside Questions
4. Practice Inside Questions
5. Did you use any resources like a computer, a friend, or the teacher to help you comprehend what you read?
6. How can you tell what the most important who/what is for a paragraph?
7. After we make a prediction about the Theme of a text, what should we do?
8. What are the nonfiction strategies you've learned so far?
9. Review strategy bookmark.

Materials:

- PPTs
- Inside Question Card (laminated)
- Mission 8.0 worksheet (sb)
- Inside Question Card (laminated)
- Brain Workbooks (1 for each student)
- Mystery Game Board, Card Set 1-3, Game Pieces, and Die.

Side bar shows a thumbnail of each supplemental material next to the spot where it is called for in the script.

Lesson number and primary focus
Overview of lesson components
List of materials you will need to conduct the lesson
The Ö symbol indicates a link to a media resource. At the beginning of most lessons, this symbol will tell you which media library you will need and how to access it.

Teacher Material
Student Material
The Basics: How to Implement this Program

5VGR+FGPVKH[UVWFGPVUY]Q TGSWKTKGKPVGPUXKGPVGTXGK KP4%

Identify students who:
(1) struggle in the area of reading comprehension
(2) can read 3rd grade text with support

The program is designed to be delivered in pairs. When possible, we suggest that you deliver the intervention with 2 students who have similar word reading abilities AND

VU4wV A

5VGR+FGPVKH[YJGCFP YJTG[QWYKNNKORNNGOPVVJG KPVGTXPKPQ

Each lesson in the program will take approximately 45 minutes to complete. Suggested lesson timing is provided in the lower left corner of each page of the script.

In our research we met with students 3 days per week at the same time each day.

You may have to adjust the lesson duration or frequency to accommodate your schools schedule.

5VGR'UVCDNKJJKPUPVTWVEKQPUCN RTQEGFWTGUHQTQOQQVKPIT RQUKVXGDGJXKQT

In our research, tutors reviewed the routines and rules at the beginning and end of each session.

Tutors used a point system and were encouraged to generously award points during each lesson. Students traded their points for prizes. Tutors also used a variety of stickers to encourage teamwork and critical thinking. These materials are included in the supplemental materials.

You may choose to use our materials or implement your own behavior management system. Either way, take a proactive approach and establish your procedures in advance. Inappropriate behavior will usually resolve itself.

5VGR(COKNCKTK\G[QWTUGNH YKVJGRTQITCO

Prior to implementing this program...
• Identify the components of the script (p.x).
• Review the table of contents for this manual (p. v).
• Learn about the texts students will read (p.xii).
• Review the comprehension strategies (p. xiv)

5VGR2TGRCTGUWFGPV GFPGVGEJGTUWRNGOPVCN OCVGTKCN1

Each student will need:
(1) A copy of all student worksheets (preferably 3-hole punched and placed in a binder).
(2) A copy of each workbook.
(3) Strategy bookmarks.
(4) A point sheet (optional).

You will need:
(1) A ring with each of the strategy cards.
(2) Laminated Text structure organizers (total of 3)
(3) A Laminated Pre-reading worksheet
(4) Game materials.
(5) Access to Media Libraries

All materials are included with the program. Detailed Instructions for preparing them is provided on p.xvi.

5VGR4GCFGCEJNGUQPKP CFXCPEG

Lessons are fully scripted. However, you should NOT read the lessons word-for-word. You should feel free to use your own words.

Students will not respond in a standardized way. You will need to be familiar with possible student responses and feedback procedures so that you can be maximally responsive to students and minimize unnecessary pauses.

5VGR&GNKXGTJGNGUQPU

Deliver the lessons as designed. Use the script and the prepared pages in this script that are meant to be displayed to students during instruction. These pages include graphics or text that illustrate the script.
Unit and Nonfiction Text Description

All texts were developed by the research team. Texts are 2-6 paragraphs in length, and designed to meet the following criteria:

• ...written at an appropriate readability level for 3rd grade students.
• ...include content that is engaging, informative, and appropriate for 3rd grade students.
• ...resemble authentic texts in order to facilitate transfer.
• ...represent common nonfiction text structures: descriptive, comparative, and sequential.
• ...include common nonfiction text features such as pictures and captions, diagrams, maps, and charts.
• ...offer ample opportunities for students to practice core strategies.
• ...facilitate schema development
• ...provide exposure to key academic content vocabulary.

The texts are organized into 4 thematic units:

1. **The Amazing Brain**
   - This unit introduces students to nonfiction text, descriptive text structure, pictures/captions, and diagrams as they learn about the brain. During this unit, students will be explicitly taught most of the strategies. For this reason, texts are simpler to read and comprehend. Most paragraphs include a topic sentence. Students learn to attend to different components of nonfiction text to improve their literal comprehension.

2. **Superkids**
   - In this unit, students read the biographies of 4 real-life superkids. All of the texts in this unit have a sequential structure. This unit was designed to introduce inference making and to facilitate rich connections between text and students' pre-existing schema.

3. **Exploring Space**
   - The level of the texts in this unit are slightly higher than the first 2. Students will continue to practice their strategies as they move toward full independence. Students will learn about a new text structure: comparative while continuing to practice their strategies with descriptive and sequential texts.

4. **Chimpanzees**
   - This unit was written for, but not implemented during, our validation studies due to time constraints. It is provided here to allow for additional independent practice with all strategies and structures.
<table>
<thead>
<tr>
<th>#</th>
<th>Text</th>
<th>Text Structure</th>
<th>Lexile Level</th>
<th>Instructional Sessions</th>
<th>Paragraphs/Main Ideas/Connections</th>
<th>Inference Questions</th>
<th>Text Features</th>
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<td>D</td>
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<td>Take Care of Your Brain</td>
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<td>Super Girl: Jessica Watson</td>
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<tr>
<td>5</td>
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<td>S</td>
<td>510</td>
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<td>Learning to See in the Dark</td>
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<td>4</td>
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<td>S</td>
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<td>8</td>
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<td>1</td>
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<td>2</td>
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</tbody>
</table>

**Note:**

- **Text Structure:** D=Descriptive; S=Sequential; C=Comparative
- **Lexile Level:** obtained using the Lexile Professional Analyzer (Lexile.com), uses mean sentence length to determine text complexity.
- **Instructional Sessions:** Students spend more time with earlier texts. As they develop facility with strategies the pace increases. By the end of the program students should be able to independently demonstrate all before, during, and after reading strategies for 1 text during a single instructional session.
- **Paragraphs/Main Ideas/Connections:** For each paragraph read, students will identify or synthesize a Main Idea. For the first 5 texts, the teacher will facilitate connection making implicitly. Beginning with the 6th text, students will make “word-to-word,” “sentence-to-sentence,” and “sentence-to-self” connections for each paragraph using the Making a Connection strategy.
Explicit Strategy Instruction

Research has shown explicit instruction to be the most effective way of intervening with students with and at risk for learning disabilities (Ciullo, Sabrina Lo, Wanzek, & Reed, 2016.) Explicit Instruction incorporates the following: 1) directions in clear, direct language, 2) modeling of efficient solution strategies, 3) support for potential gaps in student background knowledge and prerequisite skills, 4) gradual fading of support for correct execution of strategies, 5) ample opportunities for student practice, and 6) systematic, cumulative review. (Fuchs, Fuchs, & Malone, 2017)

Incorporating these principles, this program is designed to teach students 6 efficient comprehension strategies for use before, during, and after reading nonfiction texts. Strategies are meant to help students attend to the text and continually update schema in order to build a coherent representation of the text. Description of, materials used, steps, and the sequence of instruction for each strategy is provided below:

Materials Used: Check the Features guide, Vocabulary Check-up card

Strategy Steps:
1. Write the title.
2. Identify the text features.
3. Think about why the author has included each feature (Students should read the caption, interpret the diagram, use the key to examine the map, etc. in order to complete this step.)
4. Check prior knowledge, the context, and the glossary to clarify key vocabulary words.
5. Use the text features to identify the text’s structure.
6. Make a prediction about the text’s Theme.

Sequence of Instruction:

1. Write the title.
2. Identify the text features.
3. Think about why the author has included each feature (Students should read the caption, interpret the diagram, use the key to examine the map, etc. in order to complete this step.)
4. Check prior knowledge, the context, and the glossary to clarify key vocabulary words.
5. Use the text features to identify the text’s structure.
6. Make a prediction about the text’s Theme.

Materials Used: Check my Mind card, Media Libraries

The more students read, the more background knowledge they possess. The more background knowledge that a student possess, the better they are able to comprehend what they read. Good readers activate their background knowledge prior to reading, 

Materials Used: Check my Mind card, Media Libraries
**Explicit Strategy Instruction**

**Strategy Steps:**
1. Students ask one another what they already know about the predicted Theme.
2. Students evaluate their background knowledge and decide if they should access additional media resources.
3. Students select media resources from a curated collection.
4. Students discuss the media resource.

**Sequence of Instruction:**
Students are taught this strategy in Lesson 4. Students continue to practice the strategy throughout the program. By the end of the program, students should be able to complete this strategy independently in less than 3 minutes. Media libraries have been provided for each unit and can be accessed at vkc.mc.vanderbilt.edu/frg.

**Make a Main Idea**

**Materials Used:** Main Idea Card, Main Idea Tree, Pronoun Card, Main Idea Card (for comparative texts), Text Structure Graphic Organizers

**Strategy Steps:**
1. Name the most important who or what.
2. Tell the most important thing about ____________.
3. Say the Main Idea

**Sequence of Instruction:**
This strategy is taught in two parts during the first unit. In lesson 5, students are taught to identify the most important who or what, first at the sentence level and then later at the paragraph level. In lesson 6, students learn to identify the most important thing that they learn about the who or what. In this lesson students are taught to look at the first sentence and then use a tree to understand the relationship between the main idea found in the topic sentence and the other details in the paragraph.

In the second unit, students are introduced to texts where the main idea is not always found in the first sentence. They use the Main Idea tree in order to identify the main idea on their own. The teacher should scale back support during this unit.

In the third unit, students use a slight alteration of the strategy to identify the Main Idea of comparative paragraphs. Students move toward full independence. Instructors own. By the end of the program, students should be able to identify the main ideas.

When students identify the Main Idea of a paragraph. They write the main idea on a graphic organizer that corresponds to the structure of the text. Paragraph level main-ideas are reviewed after each paragraph to help students develop a coherent representation of the text.
Explicit Strategy Instruction

Make a Connection

Proficient readers continually make connections as they read. They make connections between pronouns in a sentence and the words they represent. They use connectives and causal links to make connections between sentences. And they make connections between what they are reading and their external mental schema. Poor readers either don’t do this, or they make erroneous and irrelevant connections.

Materials Used: Make a Connection Card, Pronoun Card

Strategy Steps:
1. Make a word-to-word connection: Identify pronouns and connect them to their antecedent.
2. Make a sentence-to-sentence connection: Identify connecting words.
3. Make a sentence-to-self connection: Identify items in a sentence that connect to existing background knowledge.

Sequence of Instruction:
Questions. Feedback is provided to ensure that students are making the connections necessary for comprehension.

The strategy is not explicitly taught until the second unit. Extensive feedback is provided for each type of connection. The teacher should continue to provide feedback relationships. If students can consistently demonstrate this part of the strategy, it can be assumed that they are doing it automatically. To save time, you may wish to focus on sentence-to-sentence and sentence-to-self connections with these students and skip word-to-word connections in subsequent lessons.

To help teachers provide feedback, sentence-to-sentence and sentence-to-self connections are provided for each paragraph. Students may make their own connections, connections that we cannot anticipate. This is wonderful, provided the connections are appropriate and facilitate comprehension. Use the feedback and sample connections only if students require them.

Materials Used: Text structure graphic organizers

The goal of reading, especially reading nonfiction, is to understand and identify the author’s message. In this program, we refer to the author’s message as the Theme. ALL comprehension strategies serve the purpose of helping to uncover the Theme. Students prevent them from correctly completing this strategy. Text structure is an important clue to uncovering the Theme of a text.

Materials Used: Text structure graphic organizers
Explicit Strategy Instruction

Strategy Steps:
1. Review text Main Ideas using the graphic organizer.
2. Name the most important who or what for the whole text.
3. Tell the most important thing about the who or what (use the structure guiding questions to help you figure this out).

Sequence of Instruction:
In the Brain unit, students learn to identify the Theme for descriptive texts using the Main Idea strategy and the descriptive graphic organizer.

In the Superkids unit, students are taught to identify the Theme of sequential texts. To do this they must think about the problem or challenge, what the subject of the text did to solve it, and the lesson the reader can learn from the story. All of the texts in this unit explicate the same lesson: “Kids can do anything.”

In the final unit students learn to identify the theme of comparative texts by asking what is being compared and how those things are alike and different.

By the end of the Space Unit, students should be able to identify and answer questions about the Theme independently regardless of text structure.

Materials Used: Look for Inside Answers Card; Look for Answers: Inside and Outside Card

Strategy Steps:
1. Read the question.
2. Look for Evidence inside the text.
3. If needed, look for additional evidence outside the text.
4. Answer the Question.

Sequence of Instruction:
Students are taught to read the question and look for evidence inside the text during the first unit. Students learn to look for key words in the text and read around to find their answer. Students learn that when evidence in the text is sufficient for answering a question that question has an INSIDE answer.

In the second unit, students are taught to go outside of the text and use their background knowledge when the evidence inside the text is insufficient. Students are taught to integrate textual evidence and their background knowledge when answering the question. Students also learn to differentiate between inside and outside questions.

In the third unit, students should practice answering questions independently with limited support. Some students, however, will continue to require support for answering inferential questions throughout the program.
### Preparing Materials

**Pre-prepared materials are available for purchase on the Fuchs Research Group website.**

<table>
<thead>
<tr>
<th>Material Description</th>
<th>Material Number</th>
<th>Printing Instructions</th>
<th>Finishing Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Strategy Poster</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
</tr>
<tr>
<td>B Rules Poster</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
</tr>
<tr>
<td>C Check the Features Sheet</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
</tr>
<tr>
<td>D Strategy Poster / Rules Poster</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate, Cut</td>
</tr>
<tr>
<td>E Check the Features Sheet</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate, Cut</td>
</tr>
<tr>
<td>F Descriptive Structure Organizer</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
</tr>
<tr>
<td>G Sequential Structure Organizer</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate, Cut</td>
</tr>
<tr>
<td>H Compare Structure Organizer</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
</tr>
<tr>
<td>I Main Idea Tree</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
</tr>
<tr>
<td>J Check the Features Review</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
</tr>
<tr>
<td><strong>Game Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Mystery Game Board</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
</tr>
<tr>
<td>N Mystery Game Cards</td>
<td>1</td>
<td>Card Stock</td>
<td>Cut out Cards</td>
</tr>
<tr>
<td>O Blank Strategy Board</td>
<td>1</td>
<td>Legal</td>
<td>Laminate</td>
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<tr>
<td>P Strategy Cards</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate, Cut</td>
</tr>
<tr>
<td>Q Fiction/Nonfiction Venn</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
</tr>
<tr>
<td>R Fiction/Nonfiction Sorting Strips</td>
<td>1</td>
<td>Card Stock</td>
<td>Laminate</td>
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<tr>
<td><strong>Student Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S Top Secret Memo</td>
<td>1</td>
<td>Letter</td>
<td>Seal in Envelope</td>
</tr>
<tr>
<td>T Point Card</td>
<td>1</td>
<td>Laminate</td>
<td>Cut</td>
</tr>
<tr>
<td>U Strategy Bookmarks</td>
<td>1</td>
<td>Laminate</td>
<td>Cut</td>
</tr>
<tr>
<td>V Student Mission Binder</td>
<td>1</td>
<td>2-sided Letter</td>
<td>3-hole punch</td>
</tr>
<tr>
<td>W Super Sniffers Passage</td>
<td>1</td>
<td>Letter</td>
<td></td>
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<tr>
<td>X Your Amazing Brain Workbook</td>
<td>1</td>
<td>Letter</td>
<td></td>
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<tr>
<td>Y SuperKids Workbook</td>
<td>1</td>
<td>Letter</td>
<td></td>
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<tr>
<td>Z Exploring Space Workbook</td>
<td>1</td>
<td>Letter</td>
<td></td>
</tr>
<tr>
<td>AA Take-Home Notes</td>
<td>multiple</td>
<td>Letter</td>
<td>Cut</td>
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<tr>
<td>BB Chimpanzees Workbook</td>
<td>1</td>
<td>Letter</td>
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<tr>
<td><strong>Optional Materials</strong></td>
<td></td>
<td></td>
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<tr>
<td>CC Strategy Stickers</td>
<td>1</td>
<td>Avery Labels # 18695</td>
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<tr>
<td>DD Strategy Post-it</td>
<td>multiple</td>
<td>Order, or print post-its</td>
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<tr>
<td>EE Strategy Post-it</td>
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</tbody>
</table>
Individualization

This program was validated primarily with students who qualified for Tier 2 intervention. However, some students who might be considered for intensive intervention (percentile rank on standardized assessment <21st percentile) were included in the sample (Treatment n=13, Control n=15). The effect size on the proximal RC measure of .57 for these students suggests that this intervention has moderate strength for students requiring intensive intervention. To best serve these students, this intensive intervention platform should be implemented in the context of data-based individualization (DBI). If using this program in a DBI context, you will need to select a progress monitoring measure and make instructional adaptations when students progress falls below expectations. If warranted, you may wish to implement the following instructional adaptations to intensify the intervention. This is NOT an exhaustive list.

+PETGCUGQ&T&GETGCUG&QUCIG
  • Conduct sessions with greater frequency.
  • Increase or decrease session duration.
  • Reduce group size (implement 1:1).
  • Increase group size (for students requiring less intensive support).

+PETGCUG&PUVTWVEKQPCN&NKIPOGPV
  • Reduce the number of strategies you teach. Some students may not need support to master all strategies in the program.
  • Include word-reading fluency practice.

+PETGCUG%QORTGJGPUKXGPGUU
  • Provide more feedback and modeling for students struggling to master strategies.
  • Scale-back feedback when possible so that students have more opportunities for independent practice.
  • Use additional media resources to supplement or extend student background knowledge.

#VGPFVQ&TCPUHGT
  • Encourage students to use their strategy bookmarks or post-its when reading outside of intervention (i.e., in science, social studies, or ELA core instruction).

2TQXKFG&FKVKQPCN$GJCBXKQT5WRRTQTV
  • Develop an individualized behavior improvement plan based on a functional behavior analysis.
  • Ask students to recall Main Ideas from memory to strengthen working memory.
  • Encourage students to describe their use of strategies, check off strategies independently, and set goals for strategy use to improve self-regulation.
  • Give more points.
  • Adjust the rules or procedures as needed.
  • Use stickers (optional materials) to encourage teamwork, critical thinking, or independent strategy use as needed.
Building Background Knowledge Through Media

Background Knowledge and Reading Comprehension

In order to gain meaning from text, readers need to go beyond surface features to build a coherent mental model of the text. The key to building an adequate mental model is background or prior knowledge. The more knowledge a reader has, the more they will comprehend. Young children and poor comprehenders have limited stores of background knowledge from which to draw. The units in the Reading PI program are designed to build students conceptual and vocabulary knowledge. However, in these gaps, we have curated additional media resources to supplement the text.

Using Media to Enhance Comprehension: Ground Rules

Media should enhance the text and intervention experience for students. To this end, we

1. Media use should be active, not passive. Students should select media to fill an identified need (i.e. term they don’t understand, confusing concept in the text, etc.).
2. Media use should not compromise time in text. All the media files in our libraries are less than 3 minutes in length. If identifying additional sources on your own, we suggest capturing and clipping the files to maximize efficiency.
3. Media should facilitate rich discussion. If students view a resource, they need to talk about what they see and how it relates to the text.
4. The content should be accurate, compelling, and age appropriate. Above all, it should be essential--it should provide something that the text does not.
5. Media usage in intervention should support good practices for personal media use. Our media libraries are designed to mimic authentic online experiences. Like most adults, students should be taught to look for a resource that meets their needs, and to avoid “click-holes” when utilizing media. They should be taught to think about the quality of the source and to be critical of what they hear and see.

How to access and Use Media Libraries

Before the session:

1. Visit https://frg.vkcsites.org/. Find the media library that corresponds to the text or unit.
2. Download the PowerPoint file to your device.
3. Preview the media library to get a sense of the included files and to test that all links, audio, etc. are working properly.

During the session:

1. Watch for the symbol in the lesson script. This indicates a place where media might be used.
2. Allow students to select a video. The video should play automatically.
3. After the video click the arrow button to advance to the discussion slide. Use the rating questions on the screen, and the feedback in the script to facilitate a discussion
## Lesson 18: Learning to see...

### Overview:
1. Introduction and Review
2. Before Reading Strategies
3. During Reading Strategies
4. Lesson Closure

### Materials:
- Strategy Bookmark (laminated)
- SuperKids Workbooks (1 for each student)
- Mission 18.0 worksheet (sb)
- Check the Features Sheet (laminated)
- Strategy Cards: Vocabulary Check-up, Check my Mind, Pronoun, Main Idea, Make a Connection (laminated)
- Sequence Structure Organizer (laminated)

---

Review Routines:
- As appropriate, compliment students on a routine/procedure that they followed especially well.

Review Rules:
- 5VWGFPV #9 CVCTGVJGVJTGTTNGUYGJCXGHQTGXTG[UGUUU\[\[BE\]Respectful; Work Hard; Be a Good Team Member]

Provide feedback on behavior as appropriate.

Review strategy bookmark:

18.1 Introduction

This lesson suggests that you access the Ben Underwood Media Library PowerPoint on the A3 website. For best results download to your computer prior to the session. The library includes additional resources to support vocabulary development and supplement student background knowledge.

- Since we last met, did you read any nonfiction? What did you read?
- Strategies are tools we can use to help us understand and remember what we read. What are the nonfiction strategies you've learned so far?
- Did you have a chance to use any of these strategies? Which ones did you use?
- How did they help you comprehend what you read?

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### 18.2 Practice Before Reading

**Today we are going to practice our strategies for before reading.**

Open student binders to Mission 18.0, p. 32. Place the laminated Check the Features sheet on the table.

9. **CVoUWGTUUVUVTCVG** [Check the Features] HUJKUVGZVHKLQQPTQPHKQPK! Q VN! #NNVJGUVZUYYQ0NNDGTGCFKPICTGPQPENKVPQWPQUGVQYTKM VQIGVJGTUCVVGCGQVEFPC[PUWURKEQWUqVZGHVCGVWGVMU9]KNGQ[QWY QTMMO NNN VCMGPQQVQJPVJUUGVQCPFQWECPCMPGQVQUPVJGYQTUMUGGVKQ[WQ TD PKGF

### Step-by-Step Guide

<table>
<thead>
<tr>
<th>Step</th>
<th>Student should...</th>
<th>Teacher should...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Title:</strong></td>
<td>a. Write “Learning to See in the Dark” next to “Title.”</td>
<td>a. Write “Learning to See in the Dark,” next to “Title.”</td>
</tr>
<tr>
<td>2. <strong>Do you see anything suspicious?</strong></td>
<td>&gt;diagram, bold print, and italicized print.</td>
<td>a. Optionally, write <strong>V</strong> for <strong>V</strong> and <strong>E</strong> for <strong>E</strong></td>
</tr>
</tbody>
</table>
| 3. **Why did the authors put these features here?** | a. Read caption for each photo b. Spend time examining and discussing the diagram c. Identify that bold print is used for vocabulary words and write terms in the vocabulary table | Use the follow-up questions below to guide discussion.

- **(Dolphin and Bat)** *(CXG)[QWGXGJGCTFVJG UQWPFVJCV&QNJKPUCPF$CJUOCMG!9]CVCTG VJG[NKMQAccept response]***

- **(Echolocation diagram)** *(CVKUVJ)[Accept response]

- **Echolocation diagram** *(9]CVKUVJ)[Accept response]" |
| **V** | **V** | **E** |
| **V** | **E** |

- **V** | **E** |

**Write term in table:** echorolocation.
Let's continue to practice the Check the Features strategy by giving ourselves a vocabulary check-up.

Place the Vocabulary Check-up card on the table. Continue to guide student use of the Check the Features strategy.

<table>
<thead>
<tr>
<th>Step</th>
<th>Student should...</th>
<th>Teacher should...</th>
</tr>
</thead>
</table>
| 4. Do you understand the important vocabulary words? | For each word:  
   a. Check their brain: make an x or ✓ in each box. There is a possibility students will know some or all of the words in this lesson.  
   b. Check the text: make a ✓ in the magnifying box, if students find clues to help them understand the term.  
   c. Check the glossary: complete the definition (answers below) | Record vocabulary notes on the laminated Check the Features sheet.  
   If students indicate that they know a word ask them to complete the definition.  
   If they can correctly complete the definition, skip to follow-up questions.  
   If they can't complete the definition correctly, ask them to put an x in the brain box and check the sentence for clues.  
   When students complete the definition correctly ask the follow-up question below:  
   ✓ (echolocation): echo, what, where |

1. Check your brain. What do you know?
2. Check the text. What do you see?
3. Check the glossary. What does it say?

Vocabulary Check-up

Check My Mind

What do you already know about__________?

If you don't know much, use other resources to help you prepare!
Sequence structure

What do they do?  
Who or what is this story about?

What is the problem?

What lesson can we learn from this story?
18.2 Practice Before Reading

This text might remind you of a fictional text, why is that?

One reason it may remind you of fiction is because it has the same structure as a fiction text. Remember, a structure is like an outline. Today's text has what we call a "sequence" structure. That means there will be a beginning, middle, and end. Just like in fiction. The first paragraphs will tell us what happened in the beginning of the story—about a problem that the main character must deal with. Then the middle paragraphs tell us about what the main character does to solve their problem. Then the last paragraphs tell us how the story ends. Because this text is organized like a story—I'm going to circle "sequence" on our pre-reading worksheet.

Encourage students to do the same.

But remember. This story is non-fiction. This means it isn't made-up. A true story about a real person is called a biography. A biography is a type of nonfiction that uses a sequence structure. It has a beginning, middle, and end. Right? Look at the title. What real person do you think we'll be reading about? [Ben Underwood.]

Last week we read the beginning of the story. What problem did Ben face?

[He had cancer, he lost his eyes, he was blind]

Based on these text features, what "super" thing do you think Ben might have done?

Accept responses. Why do you think that?

Remind me again, why is it important to use the "Check the Features" strategy?

[So we can make predictions about the Theme.]

Good, when we read, the best reading detectives are always thinking about the Theme—what the author is trying to teach them.

Do you remember our Theme prediction from the first part of Ben's story?

If students don't remember, ask them to look back at Mission 16.0 and copy this Theme prediction in the box on the bottom of their Check the Features worksheet.

Excellent. Now that we've predicted the Theme, we'll read to see if our prediction is right. Reading to see if our prediction is right will focus us on the important parts of the text. We just completed our first strategy: Check the Features.

Ask students to check off Check the Features on their bookmark.
18.2 Practice Before REading

1. Check your brain. What do you know?

2. Check the text. What do you see?

3. Check the glossary. What does it say?

Vocabulary Check-up

Check my Mind

What do you already know about__________?

If you don't know much, use other resources to help you prepare!

There is one more pre-reading strategy. What is it?

We know from the text features that Ben was blind. Let's check to see what we know about blindness.

Ask both students, Do you know anything about being blind?

When both students have answered ask, Do you have a lot of background knowledge or little background knowledge about that?

What was the vocabulary word? [Echolocation]

Do you think it would be helpful to find a video to help us understand echolocation?

How could Ben have used echolocation? [Accept response]

Maybe there is a video that can help us learn about Ben before we read our text for today?

We can use a computer to help us answer some of our questions before we read.

Open the Ben Underwood Media Library file which can be accessed here: vkc/frg/A3reading.org. With the PowerPoint in presentation mode, do the following:

- Allow students to select a video by clicking on the question/image.
- After the video, click the arrow to be redirected to a discussion slide.
- Ensure both students have a chance to answer the discussion questions. Have students take turns asking and answering the questions on this slide.
- Use the table below to guide discussion.
- If time, return to the “Ben Underwood” home screen and allow students to click on one of the other videos.

Survey Question | Student Response | Follow-up Question
--- | --- | ---
This video helped me understand the text... | Qwěņ | *QYFKFKVJGNR[QWWPFGTUCPFV]JGVGZV! 9]CVFKF[QWNGCTPHTQOVJCVXKGQCPF]QYFKFKVJGNR [QWWPFGTUCPFV]JGVGZV!

| i)>iěè | 9]CVKUUVKNNEQPHUWUKIPHQ[TQW! 9]CVGNUGYQWNF[QWNKMGVQMPQ! |

This video made me more interested in the text... | Qwěņ | 9]CVFKF[QWNKMGQOUVDQWVVJGXKFGQ! 9]CVGNUGYQWNF[QWNKMGVQUGG! |


Which strategy did we just practice? [Check my Mind] Go ahead and check that off on your bookmark.
**18.3 Practice During REading**

Now it's time to read "Learning to See in the Dark." You just used your before reading strategies to prepare to read. Which strategies should you use during reading to help you comprehend, or understand what the author is trying to say?

[Make a Main Idea and Make a Connection] Set the Main Idea, Pronoun, and Make a Connection cards on the table. $GHQTGY GUVCTVTGCFKPIVCMGCUGEQPF VQPWODGTVJ GRTCITCRJ$ Students should number the paragraphs. *QYOCP[ RCTCITCRJUFQY]J CXG! [3]

5VWFGPV #+oFNKMG[QWVQDGV]GUV4GCFGT5VWFGPV $;QWoNNDGVJG%QCEJ #UvjG%QCEJ [QWO0NPPPQVQ]GNR[QWTRCTVPGTFV]JGOQUVKORQTVCPVY]JQT YJC#U[QWTRCTVPGTGCFU[QWPFGFQV]KJNKJ]VYQTFUVVCVTGHGTQVJG0QUV KORQTVCPVY]JQTTYCV)QVVKV!)QFF Hand (Student B) a highlighter. 5VWFGPV #TGCFVJG CUVRCTCITCRJHQTWU *"v`wV`">\"`\""

Ensure the Coach is highlighting, during reading.

Ben woke up from the surgery and said, "Mom I can't see." It was true. Ben's eyes were gone. He was completely blind. How would Ben have a normal life now? But, Ben's mom didn't give up. She wanted her son to do everything that someone with regular sight could do. Ben's mom said, "Ben, yes you can see!" She helped Ben learn how to "see" using his hands, ears, and nose.

When reading is complete, the Coach should prompt the Reader to [Name the most important who or what.] *Correct answer for Main Idea step 1: [Ben/Ben's mom] Check to see if the Reader's answer aligns with the phrases highlighted by the Coach. If either student is incorrect, walk through the sentences on the tree (following page)--and point out that each sentence talks about Ben or his mom.
How would $GP$ lead a normal life now?

But $GP$ didn’t give up. $GJG$ wanted $JGTUQP$ to do everything that someone with regular sight could do.

It was true. $GP$’s eyes were gone. He was completely blind.

$GP$ woke up from surgery and said, “/QO, I can’t see.”

$GP$ said, “$GP$, yes [QW can see!”

$5JG$ helped $GP$ learn to “see” using $JKU$ hands, ears, and nose.

Ben’s mom helped him learn to “see” using his hands, ears, and nose.

Main Idea: Ben’s mom
18.3 Practice During Reading

The Coach should prompt the Reader to [Tell the most important thing about Ben/Ben's mom] Correct answer for Main Idea step 2: [...learned to see using hands] Ask the Coach if they agree with the Reader's answer. If either student is incorrect, use the tree to talk about how each sentence is related to the Main Idea.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>How it relates to the Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>6JUGUUGPVGEUVCVMCDQWVYJCVKVYCUNKMGMJPSGPYMQRHGTQOUWTIIJGQWNFPOUGGCVNN</td>
</tr>
<tr>
<td>5-8</td>
<td>6JUGUUGPVGEUVCVMCDQWVYQYPDJOOQJGNRGFJQONGCPTVQUGGKPQVJGTYCJU</td>
</tr>
</tbody>
</table>

The Coach should prompt the Reader to [Make a Main Idea] Correct Main Idea: Ben's mom helped him learn to "see" using his hands, ears, and nose.

$GHQIGUVCTVGTFCFKPIYGWUGFVJG%JGEMVJG(GCVWTGUUVTCVGI[VQQCMGCRTGFKEVKQPDCQWVYJG6JGOQHVRJGVGVORYCVRVJGYJQNGVGVYCUCDQWV9GFGKQGQVJCVKUVGVZVYUIKPIVQVGNWUCUVQI[UQKVYQWNF]CXGCUQGSWGPVKUVTWEV|

Ask students to turn their Mission 18 worksheet over. We already read part 1 of Ben's story. The Main Ideas from that part of the story are already on your organizer.

Ask students to read the first 3 Main Ideas. [1. Ben Underwood did amazing things even though he was blind. 2. Ben started losing his sight when he was young. 3. Ben's eyes were removed to save his life.] The Main Idea of the paragraph we just read is: Ben's mom helped him learn to "see" using his hands, ears, and nose.

These Main Ideas will help you figure out the Theme of the whole text. Write the Main Idea on the laminated sequence structure organizer. Go ahead and write the Main Idea on your graphic organizer so you can remember it later.

Allow students time to write the Main Idea. While students write the Main Idea, place the Make a Connection card on the table.

The Coach should prompt the Reader to make a “word-to-word” connection. Correct pronoun and antecedent. Use the pronoun card and provide support as necessary.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Antecedent</th>
</tr>
</thead>
<tbody>
<tr>
<td>He, his, her, son, I*, you*</td>
<td>Ben</td>
</tr>
<tr>
<td>she</td>
<td>Ben's mom</td>
</tr>
</tbody>
</table>
When the sound bounced back to $GP$'s ears, $JG$ was able to use $\text{ding}$ around JKO in the room.

Almost right away, $GP$ began to make a clicking noise.

$GP$ was using echolocation.

Dolphins and bats use this to see in the dark.

$GP$ realized $JG$ could use it, too.

Main Idea: Ben began using echolocation.
The Coach should prompt the Reader to make a “sentence-to-sentence” connection. Make sure that the Reader correctly identifies the connecting word “But.” The word “but” is connecting the first part of the paragraph to the second part. It says “But Ben’s mom didn’t give up.” We might have expected Ben’s mom to give up, right? Why would we expect that?

But Ben’s mom didn’t give up. What did she do instead?

She helped him learn to see in other ways.

The Coach should prompt the Reader to make a “sentence-to-self” connection. If they do not, ask students to underline the sentence “How would Ben have a normal life now?” The author is asking you a question. How would you feel if you were Ben in this situation? How could Ben have a normal life?

Student Response

Tutor Feedback

Correct response: Student describes how they would feel if they were blind.

Very Good! The author wants you to realize that Ben did amazing things too, just like Jessica.

Non-response.

What are some things you couldn’t do if you were blind? How would you feel? How would your family and friends feel?

Instruct students to switch roles and read paragraph 2. Provide support with word reading as necessary. Ensure the Coach highlights references to the most important who or what.

When reading is complete, the Coach should prompt the Reader to [Name the most important who or what.] Correct answer for Main Idea step 1: [Ben] Check to see if the Reader's answer aligns with the phrases highlighted by the Coach. If either student is incorrect, walk through the sentences on the tree--and point out that most sentences talk about Ben.

The Coach should prompt the Reader to [Tell the most important thing about Ben.] Ensure that the Coach replaces the blank in step 2 with [Ben]. Correct answer for Main Idea step 2: [...began using echolocation] Ask the Coach if they agree with the Reader's answer. If either student is incorrect, use the tree to talk about how each sentence is related to the Main Idea.
When the sound bounced back to $GP$’s ears, JG was able to use echolocation to figure out what was around JK0 in the room.

$GP$ was using echolocation.

The clicking noise JG made bounced off of different things in the room.

Dolphins and bats use this to see in the dark.

Almost right away, $GP$ began to make a clicking noise.

$GP$ realized JG could use it, too.
18.3 Practice During Reading

The Coach should prompt the Reader to [Make a Main Idea]. Correct Main Idea: Ben began using echolocation.

Write this Main Idea on the sequence organizer. Review previously created Main Ideas. These Main Ideas are going to help us figure out the Theme of the whole text. Go ahead and write this Main Idea on your graphic organizer so we can remember it later.

While students write the Main Idea, place the Make a Connection card on the table. Let’s practice our Make a Connection strategy.

The Coach should prompt the Reader to make a “word-to-word” connection. correct antecedent. Use the pronoun card and provide support as necessary.

The Coach should prompt the Reader to make a “sentence-to-sentence” connection. “too.” Dolphins and bats]

The Coach should prompt the Reader to make a “sentence-to-self” connection. they do not, ask students to underline the sentence “Dolphins and bats use this to see in the dark.”

Students should reference the diagram—sound bouncing off of items is interpreted in the visual part of the brain.

References something they saw in one of the videos to explain.

Gives a partial answer or does not respond.

Tutor Feedback

Students should reference the diagram—sound bouncing off of items is interpreted in the visual part of the brain. Yes! I love how you looked back at the diagram! Yes! I loved how you used what we saw in the video to help you understand how echolocation could replace Ben’s sight.

References something they saw in one of the videos to explain. What did the diagram show us? What did you see in the video, how did echolocation work?

38:00
Ben learned to do many amazing things others thought would be impossible for him.

There was nothing $GP couldn’t do. He could walk and run to places on his own. Being blind didn’t stop JKO.

He learned to ride a bike. He learned to roller blade. He learned to play basketball.

Using echolocation, $GP learned to do many things that others thought would be impossible for JKO.

In some ways, $GP had a special gift.

He once said that the problem with sighted people is that, “you all look at each other and judge what you look like.” $GP didn’t do that. He saw people as they truly were!

$GP was a real-life superhero!

learned to do many amazing things others thought would be impossible for him.
Instruct students to switch roles and read paragraph 3. Provide support with word reading as necessary. Ensure the Coach highlights references to the most important who or what.

Using echolocation, Ben learned to do many things that others thought would be impossible for him. He learned to ride a bike. He learned to roller blade. He learned to play basketball. There was nothing Ben couldn’t do. He could walk and run to places on his own. Being blind didn’t stop Ben. In some ways, Ben had a special gift. He once said that the problem with sighted people is that, “you all look at each other and judge what you look like.” Ben didn’t do that. He saw people as they truly were! Ben was a real-life superhero!

When reading is complete, the Coach should prompt the Reader to [Name the most important who or what.] Correct answer for Main Idea step 1: [Ben’s eyes] Check to see if the Reader’s answer aligns with the phrases highlighted by the Coach. If either student is incorrect, walk through the sentences on the tree--and point out that each sentence talks about Ben.

The Coach should prompt the Reader to [Tell the most important thing about Ben’s eyes.] Ensure that the Coach replaces the blank in step 2 with [Ben’s eyes]. Correct answer for Main Idea step 2: [...] started losing his sight] Ask the Coach if they agree with the Reader’s answer. If either student is incorrect, use the tree to talk about how each sentence is related to the Main Idea.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>How it relates to the Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6J KUUG GOUN KMKV OKI JDGV GJ/CKP+FGC</td>
</tr>
<tr>
<td>2–7</td>
<td>#NNQHVJGUGUPVPEGUVCMCDQWVVG COCK/KPVKPIU$GPN GCTPGFVQFQ</td>
</tr>
<tr>
<td>8–11</td>
<td>6J GUGUPVPEGUVCMCDQWVVG QPGVJIKPIVCV$GPEQWNFPoVFQLWFIGRГОРМГДУGFQPYJCVVJG[NNQMGFNKMG</td>
</tr>
<tr>
<td>12</td>
<td>$GPYCUCUWRGTJGTQDGECWUGQHYJCVJGEQWNFQCFYPYJCVJGFKFPoVFQ</td>
</tr>
</tbody>
</table>

The Coach should prompt the Reader to [Make a Main Idea]. Correct Main Idea: Ben learned to do many amazing things others thought would be impossible for him.

Write this Main Idea on the sequence organizer. Review previously created Main Ideas. 6J GUG/CKP+FGCUCTGQ IKPIV JGQRU WDQWGQV VGJ6J GOGQHVJGY JQNG VGZV JQJGFCFYPYTKVGVJUK/CKP+FGCQP[QWTITCR]KEQTY GECPTGOGDGTKVCVAG Allow students time to write the Main Idea.
While students write the Main Idea, place the Make a Connection card on the table.

The Coach should prompt the Reader to make a “word-to-word” connection. Correct the antecedent. Use the pronoun card and provide support as necessary. Ensure that students identify the pronoun with the asterisk below.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Antecedent</th>
</tr>
</thead>
<tbody>
<tr>
<td>He, his</td>
<td>Ben</td>
</tr>
<tr>
<td>there</td>
<td>(not being used as a pronoun in this paragraph)</td>
</tr>
</tbody>
</table>

The Coach should prompt the Reader to make a “sentence-to-sentence” connection. What didn’t Ben do?

Judge people based on what they look like.

The Coach should prompt the Reader to make a “sentence-to-self” connection. If they do not, ask students to underline something in the paragraph that Ben could do that is impressive.

If they do not, ask students to underline something in the paragraph that Ben could do that is impressive. What does the paragraph say?

If they continue to struggle, Why would it be impressive that Ben could ____.

We just finished reading our text for today. Which strategies did we just practice?

Let’s check those strategies off on our bookmarks. Students should check the strategies off.

Place the sequence organizer on the table. Students read the Main Ideas from their graphic organizer. If they still can’t answer the question, supply your own answer.
18.4 Lesson Closure

1. Was the story about Ben?
   [Yes]

2. What challenge did Ben face?
   [He was blind.]

3. How did Ben solve his problem?
   [He learned to echolocate.]

4. How did the story end?
   [Using echolocation, Ben learned to do amazing things!]

5. So after reading both of these texts, what lesson do we think we could learn from Ben’s life? Is that different from your prediction before?
   [Accept response] If necessary, help students to identify the lesson, “Kids can do anything, even if they have a disability!”

“Ben Underwood shows us (lesson) because he (what happened in the story).”

---

A Main Idea is a single sentence that tells what the paragraph is about. A Theme is a single sentence that tells what the text is about. As reading detectives, you should always be thinking about what the most important part of the paragraph or the text is while you’re reading.

To help you do this you also need to use our “Making a Connection” strategy. What type of connections do we need to make?

[“word-to-word,” “sentence-to-sentence,” and “sentence-to-self”]

You have done an excellent job practicing the before and during reading strategies today! Great work!

If more than 5 minutes remain, play the Mystery Game.

If less than 5 minutes remain, assist students in erasing their strategy bookmark.

---

Additional materials: Card Sets 1-5; Game pieces; Die

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45:00
Lesson 19: Learning to see...

Overview:
1. Lesson Introduction
2. Practice Answering Other Questions
3. Lesson Closure

*Provide students with a “Brain Break” if you notice fatigue, frustration, or disengagement. Optional activities are provided on p. 306.

Materials:
- Strategy Bookmark (laminated)
- Superkids Workbooks (1 for each student)
- Inside/Outside Question Card (laminated)
- Mission 18.0 worksheet (sb)
- Mission 19.0 worksheet (sb)
- Game Materials

This lesson suggests that you access the Ben Underwood Media Library PowerPoint on the A3 website. For best results download to your computer prior to the session. The library includes additional resources to support vocabulary development and supplement student background knowledge.

19.1 Lesson Introduction

Review Routines.

Review Rules:

5VWFPGV #9]CVCTGV\JGV\JGTGTVNGUYG\JTXGHQTXGT[UGUUK[VE!

Respectful; Work Hard; Be a Good Team Member.

Provide feedback on behavior as appropriate.

Review strategy bookmark.

Students could have used the following strategies outside of intervention: Check the Features, Check my Mind, and Make a Main Idea. Encourage them to talk about what they are reading outside of class, and how the strategies they’ve learned in intervention might help them better comprehend what they read

- 5KPEGYGNUOOGVFKF[QWTGCFC[QPQPVKQP!9]CVFKF[QWTGCF!
- 5VTCVGIKGVCTGVQQUYGECPWUGVQ\JGNR\UGPF\UITVUCVFPCFPTGOGOD\TY\JVYGTGCF9]CVCTGV\GPQPVPVKQPUVCVGIKGU[QW0XGNGCTPFGUQHCT!
- &KF[QWJ\JXGCEJCEPGVQWUGCP[QHV]UGUVTCVGIKGU!9]KE]\PGUFKFK[QWUWG!
- *QYFKFVJG[\JGNR[QWEOQORTJGPFYJCV[QWTGCF!
Ben Underwood learned to do amazing things even though he was blind.

Ben started losing his sight, when he was young.

Ben’s eyes were removed to save his life.

Ben’s mom helped him learn to “see” using his ears, hands, and nose.

Ben started using echolocation.

Using echolocation, Ben learned to do amazing things!

Ben teaches us that kids can do anything even if they have a disability, because he learned to see using echolocation, even though he was blind.
19.2 Introduction to Outside Questions

Last time, we read the second part of Ben Underwood's story, “Learning to See in the Dark.” We used our Before Reading Strategies to prepare to read. Students should check off the before reading strategies. Then, we used our During Reading Strategies: Make a Main Idea and Make a Connection to help us think like detectives and comprehend the story. Check those strategies off too!

Which strategies do you think we’ll practice today?

Ask students to open their workbooks to p. 9 and turn to Mission 18.0 worksheet in their binders.

Sometimes I forget things. Does that ever happen to you?

In order to do our best on answering questions, let’s review what we read yesterday. We’ll do this so the text can be fresh in our minds. We won’t stop to make Main Ideas and Connections this time--we are just reviewing.

Let’s read through quickly, but carefully. The more carefully we read, the easier it will be to find inside answers later! Ok. Student A, read the first paragraph for us.

As student A reads, correct miscues, but do not stop the reading. When they have finished reading, ask student B to read the next paragraph. You may choose to read the third paragraph yourself, or read this paragraph as a group. When finished say, Great reading! We didn’t stop to create Main Ideas, but let’s review the Main Ideas we made last time.

Using the sequence passage organizer, ask students to read only the Main Ideas from “Learning to see in the Dark.” When they are done, point to the organizer. What kind of questions could this help us answer? [Main idea and Theme]. Yesterday we wrote all of the main ideas on here, remember? So if we see a main idea question, we could look at this. Let’s number the boxes to make it a little easier.

Allow students to number the boxes on their worksheets. At the bottom of the graphic organizer we wrote the theme. Read the Theme to me again.

Great! Now you are ready to answer questions. Remember there are 4 types of questions. Main Idea, Theme, Inside, and Outside. How will I know something is a Main Idea question?

How will I know something is a theme question?

What is the difference between an inside and an outside question?

Inside questions can be answered with evidence from the text, outside questions will need background knowledge too.

Look for Answers: Inside + Outside

1. Read the Question
2. Look for Evidence INSIDE the Text
3. If Needed, Look OUTSIDE the Text:
   - Use your background knowledge or another resource
4. Answer the Question

How does it End?
What do they do?
Who or what is this story about?
Ben Underwood
Theme
Ben Underwood learned to do Amazing Things Even THOUGH He is Blind.
Ben Eyes were Removed to Save his life.
Ben Started Losing His sight When He was Young.
What lesson can we learn from this story?
Mission 18.0, 33
SB p.33
1. What was paragraph 1 mostly about?
   - a. Ben’s eyes were removed to save his life.
   - b. Ben’s mom helped him learn to “see” using his hands, nose, and ears.
   - c. Ben woke up from surgery and said, “Mom, I can’t see.”
   - d. Ben learned to use echolocation like dolphins and bats.

2. According to paragraph 1, who helped Ben learn to “see” without his eyes?
   - b. Dolphins.
   - c. Ben’s teacher.
   - d. Ben’s mom.

3. Why do you think Ben’s mom wanted him to do everything someone with regular sight could do?
   - a. She wanted him to have a good life.
   - b. She didn’t want him to become discouraged.
   - c. She believed in her son.
   - d. All of the above.

4. Imagine you had to have your eyes removed. How would you feel? What would you do?
   - CORRECT ANSWER SHOULD INCLUDE A FEELING AND AN ACTION THEY WOULD TAKE.
   - EX. 1: I would feel determined and I would try to learn how to echolocate like Ben.
   - EX. 2: I would feel scared and I would want to hide.

5. According to paragraph 2, what type of noise did Ben make to echolocate?
   - a. Whistling
   - b. Clicking
   - c. Tapping
   - d. Beeping

6. What is the main idea of paragraph 2?
   - a. Ben was completely blind.
   - b. Ben made a clicking noise like dolphins and bats.
   - c. Ben began using echolocation.
   - d. Ben was a real-life superhero.
19.2 Introduction to Outside Questions

Before we work as Coach and Reader, I'm going to give you both a chance to answer these questions on your own. Go ahead and try the first one. Remember to read the question. Circle T, M, I, or O for the question type. Then, look for evidence in the text. If you find evidence write the paragraph where you found it in the P box. If you can't find evidence, use your background knowledge and answer the question. Do you have any questions?

Answer any questions students have. Follow these procedures for each question:

1. Allow students to attempt the problem on their own.
2. When both students are done, ask them to compare answers.
3. Use the table below and the answer key to Provide feedback as indicated.

<table>
<thead>
<tr>
<th>?</th>
<th>Wrong Question Type</th>
<th>Incorrect Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9GTGFQGVJGVGZV[C VJCVSGP0U0QCOYPVFG]JKOV QFOGQXGT[VJPIUQQOGPG YKVJTG1NCTUJVEQWNFQ! Students should point to the 7th sentence in the 2nd paragraph. &amp;QUGVGVNN[QW 9*:U]GYCPFGFVJCV! [No] so this is an outside question. 9CVDEMTQWFP MPOQNFINGFQ[QWJXG]! [K]YQKE]KNEFQVQGCTCPVQQU GXGPKHVJYGTQDKPF!</td>
<td>4WO7GTKIVCVJVCUPUYGT OCMGUUGPUGSFWFC[QH[VQWJQVJGTCPUYGETJKEGU GUGPUGVQQ!</td>
</tr>
</tbody>
</table>
1. What was paragraph 1 mostly about?
   a. Ben's eyes were removed to save his life.
   b. Ben's mom helped him learn to "see" using his hands, nose, and ears.
   c. Ben woke up from surgery and said, "Mom, I can't see."
   d. Ben learned to use echolocation like dolphins and bats.

2. According to paragraph 1, who helped Ben learn to "see" without his eyes?
   a. Ben's doctor.
   b. Dolphins.
   c. Ben's teacher.
   d. Ben's mom.

3. Why do you think Ben's mom wanted him to do everything someone with regular sight could do?
   a. She wanted him to have a good life.
   b. She didn't want him to become discouraged.
   c. She believed in her son.
   d. All of the above.

4. Imagine you had to have your eyes removed. How would you feel? What would you do?

5. According to paragraph 2, what type of noise did Ben make to echolocate?
   a. Whistling
   b. Clicking
   c. Tapping
   d. Beeping

6. What is the main idea of paragraph 2?
   a. Ben was completely blind.
   b. Ben made a clicking noise like dolphins and bats.
   c. Ben began using echolocation.
   d. Ben was a real-life superhero.

7. How do you think Ben felt when he realized he could echolocate?
   a. Happy, because he could see again.
   b. Embarrassed, because he thought people would make fun of him.
   c. Sad, because he missed seeing things in color.
   d. Angry, because he wanted to be able to see in the normal way.

8. According to the text, what type of animals echolocate?
   a. Only dolphins.
   b. Only bats.
   c. Dolphins and bats.
   d. All animals.

9. According to paragraph 3, what are some surprising things Ben learned to do using echolocation?
   CORRECT ANSWER SHOULD INCLUDE MORE THAN 1 OF THE FOLLOWING:
   RIDE A BIKE, ROLLERBLADE, PLAY BASKETBALL, WALK AND RUN PLACES BY HIMSELF

10. What lesson can we learn from Ben's life?
    a. Kids can do anything, even if they have a disability.
    b. Kids can do anything, even if they are poor.
    c. You shouldn't make fun of people who have a disability.
    d. Everyone is special, no matter what.
Continue to follow these procedures for each question:
1. Allow students to attempt the problem on their own.
2. When both students are done, ask them to compare answers.
3. Use the table below and the answer key to provide feedback as indicated.

<table>
<thead>
<tr>
<th>?</th>
<th>Wrong Question Type</th>
<th>&gt;Wrong Question Type&lt;</th>
<th>Incorrect Answer</th>
</tr>
</thead>
</table>
10. Of all the things Ben learned to do, which is most surprising to you?

Correct answer should identify/write 1 thing and verbally state why that is impressive or surprising to them.

11. Choose the statement that tells what paragraph 3 was mostly about.

- a. Using echolocation, Ben learned to do many things others thought were impossible.
- b. Using echolocation, Ben learned to communicate with dolphins and other animals.
- c. Ben is a superhero because he saw people as they truly were.
- d. Ben’s mom helped him to “see” using his hands, ears, and nose.

12. What lesson can we learn from Ben’s life?

- a. Kids can do anything, even if they have a disability.
- b. Kids can do anything, even if they are poor.
- c. You shouldn’t make fun of people who have a disability.
- d. Everyone is special, no matter what.
Continue to follow these procedures for each question:
1. Allow students to attempt the problem on their own.
2. When both students are done, ask them to compare answers.
3. Use the table below and the answer key to Provide feedback as indicated.

<table>
<thead>
<tr>
<th>?</th>
<th>Wrong Question Type</th>
<th>&gt;(\text{Wrong or Access Background Knowledge})</th>
<th>Incorrect Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>QWLVUWHPFUGXTCN VJKPIUJCVXGMPNCTPGVFQV FQ+05+8VJGVGVZ&amp;K F VJGCWVJQTVGNN[QWYJKE] QPGUJQWNGVDGVJGOUV UWTNTRKUKPIVQ:17[No] So YJCVV[RGQHSWGVUKQPKU VJKU][Outside]</td>
<td>9JCVVJPIUFGKVJGUVZV VGNN[QWUPSPEQWNFFQ! [Ride a bike, rollerblade, play basketball, walk and run]&amp;KF[QWUGS$GPFQKPIC P[VJKPIUJGNUGUWTNTRKUKPV JGKFGQ]{Playing video }]\rightarrow{WV}V\rightarrow{WV}</td>
<td>YJCVV[RGQHSWGVUKQPKU VJKU][Outside] couldn't do: [ie See what a person looks like]#G[QWUWTG VJCpUUQGKVPI]$GPEQWNFFQ KGIVGGA wouldn't necessarily be more (\text{outside}) eating, spending time with family]$GKPIDNKPFYQWNFPoV OCMGKVJCTFVQFQVJQUG VJKPIU9CpUUQGKVPIIVVCV YQWNFDGJCTFKH[QWYG TGDNKF!</td>
</tr>
<tr>
<td>12</td>
<td>QWUGGVJGYQTUFO PNUUUQPlq4GOGODGTVJG JKKFPNGUUQPPQHCVGVZKU VJGAAA{Theme}5Q5KENG p6qHQT6JGOG</td>
<td>9C5P[QWNNQMDCEMCV{QWT KUKQPUSHP5GVSQ} F JUCPYYGT!</td>
<td>6]CVOKIJVDUVGTWGDVKVUSP GVJNGUUQPYGNCTHTTPQOVJUK U VQT6T[CI5KP</td>
</tr>
</tbody>
</table>
**19.5 Lesson Closure**

Great team work, you two! You just practiced **Answering Other Questions**. Go ahead and cross that strategy off on your bookmark.

Chose one of the options below if students appear bored, frustrated, or fatigued during the lesson, or if they finish early.

**Option 1: Play Mystery game**

1. Prioritize card sets 4-5
2. Feel free to adjust the rules to the interests of your students

**Option 2: Play Strategy Matching Game**

1. Place strategy cards and strategy description cards
2. One student turns over a strategy card and a description card
3. If the cards turned over are a match, the student gets to go again.
4. If the cards are not a match, the other student takes a turn.
5. Continue play until all strategies and descriptions are matched.

**Option 3: Fiction/Nonfiction Sort**

1. Place fiction/nonfiction sorting strips and Venn diagram on the table.
2. Time students to see how quickly they can sort the characteristics of fiction/nonfiction.

**Option 4: Explore the Media Library**

1. Open the Ben Underwood Media Library.
2. Allow students to select a video.
3. After the video, navigate to the discussion slide by clicking the arrow.

Allow 5 minutes for media/game play.

Do you think these strategies could help you in class? How could they help?


**30:00**
Lesson 42: Chimpanzees

Overview:
1. Introduction and Review
2. Before Reading Strategies
3. During Reading Strategies
4. Answer the Theme Question
5. Answer the Other Questions
6. Lesson Closure

Materials:
- Strategy Bookmark
- Chimpanzee Workbooks (1 for each student)
- Mission 42.0 worksheet (sb)
- Check the Features Sheet
- Strategy Cards: Vocabulary Check-up, Check my Mind, Pronoun, Main Idea, In/Out
- Descriptive Structure Organizer, Main Idea Tree
- Take-Home Notes

This lesson suggests that you access the Chimpanzee Media PowerPoint on the A3 website. For best results download to your computer prior to the session. The library includes additional resources to support vocabulary development and supplement student background knowledge.

42.1 Introduction

Review Routines and Rules

Provide feedback on behavior as appropriate.

Ask students pull out and write each strategy on their bookmarks. Use the questions below to engage students in a discussion of outside strategy use.

- 5KPEGYGNCUVOGVFKF[QWTGCFCP[PQPÆVKQP!9]CVFKF[QWTGCF]
- 5VTCVGIKGUCTGVQQNUYGECPWUGVQJGNRWUWPFGTUVCFPCFTGODGTYJCVGYTGCF9]CVCTGVJGPQPÆVKQPUVTCVGIKGU[QWOXNGCTPGFUQHCT!
- *QYFKFVGJ][GRQWQORTG]GPFYJC[QWTGCF!

Set individual goals for the session. Students should be independently using most of the strategies at this point:

.CUVVKOGYGOGVYJCVFKF[QWFQTGCNN[YNB]CVFKF[QWYCPVQYQTMPQ! [Accept responses]

6QFC[+Q0IKPIVQDGYCVE]KPIENUGUN[CU[QWRTCEVKEGQWTUVTCVGIKGU+Q0IQKPIVQRC[GZVTCCVGPVKQPYJP[QWRTCEVKEGVJCVUVTVCGI]
Hand students Chimpanzee workbooks. Allow students to preview the workbook and Table of Contents:

Students turn to page 6.

Today we are going to read "Chimpanzees." It's on page 6. Turn there now.

What's our first strategy when we read non-fiction text?

[Check the Features.]

Exactly. We use Check the Features strategy to find clues…clues that help us predict the Theme. Remember, I'm not always with you when you read. I want to see what you can without my help! Today you aren't going to write anything on your Check the Features worksheet either! Remember, the Best Detectives Always Think. Think carefully about the clues the author has given you.

TEACHER NOTE: Allow students to practice this strategy on their own. Prompt them only if they seem stuck. Place the laminated Check the Features sheet on the table. You do not need to record anything. Set the timer for 2 minutes. If students do not complete all of the steps--that's ok. Move on.

<table>
<thead>
<tr>
<th>Strategy step</th>
<th>If students do it correctly...</th>
<th>If students miss the step.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify the title.</td>
<td>#YGUQOG;QWTOGODGTGFVJGVKVG6[CVUCITGCVENWCG</td>
<td>Do nothing.</td>
</tr>
<tr>
<td>Students identifies diagram and read text included with each.</td>
<td>&amp;KF[QWMPQYVJVC]WOCPCUTCGRGU!</td>
<td>Students do not identify something, I VJKPMVJGTGKUCPQVJGTGVZHGCWTG %CP[QWBFK! Students do not read the text that accompanies the feature. 9[FKVJGCWVJQTRWVVKUHGCVWGTJGTG9]CVFQGUVCU[]</td>
</tr>
<tr>
<td>-Rivals print and completes vocabulary check-up for both words: apes and predators.</td>
<td>&amp;QWHTIQVCUVGR4GODGTJVGCWVJQTOCFGVKUYQTDFQNFHQTCTGCUCQPKXGQWTVQNUXQEEQDWNCEJEGWMQSCQCMGUWGTQW</td>
<td>If they skip a step: 9CVV[RGQHUVTWFVFQ[VQWVJKPMVKUUVQTO[OKIVJCGX! If they identify the wrong type: *OOFQ[VQWVJKPMVKUKUCQVQTFQ[CFGEKTYKQPKHUQOGV]KPIQFOQ[VQWVJKPMVKUEQORCTPVKJPIU!</td>
</tr>
<tr>
<td>'saceous has a “descriptive” structure.</td>
<td>9CVFQ[VQWVJKCPYJGONNGCTFCDQWV!</td>
<td>If they identify the wrong type: 4GODGTYYJGEMVTGCGVWTVUQYGECPQCMGCRRTGKEVKQPCDQWVJ2GOG</td>
</tr>
<tr>
<td>Student makes a Theme prediction using the compare questions.</td>
<td>[TGCVJ6]GQGRTGFKEKVQ</td>
<td>Doesn't make a theme prediction: 4GODGTYYJGEMVTGCGVWTVUQYGECPQCMGCRRTGKEVKQPCDQWVJ2GOG</td>
</tr>
</tbody>
</table>

Use only if needed.

Vocabulary Check-up

1. Check your brain. What do you know?
2. Check the text. What do you see?
3. Check the glossary. What does it say?

If you don't know much, use other resources to help you prepare!
**Before Reading**

You just completed your first strategy: Check the Features. Ask students to check it off on their strategy bookmark.

What is our second before reading strategy?

<table>
<thead>
<tr>
<th>Strategy step</th>
<th>If students do it correctly...</th>
<th>If students miss the step.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student asks the other “What do you know about...”</td>
<td>+NQXGVJCVQWDQVJCMGFDQVJGCFQV</td>
<td>+AAAACMGUWFTQWCUMAAAAAVJCVSWGUVKQPVQ</td>
</tr>
<tr>
<td>Students complete the question with “chimpanzees.”</td>
<td>Do nothing.</td>
<td>9JCVFKFYGUCVJKUVGZVYQWNFDGCDQWV1Q0QWUQWNFCUMQWTRCTVGTJCVNVGMPQYCDQWVEJKORCPGGDGJCKQ</td>
</tr>
<tr>
<td>Students decide to look at a video, because of limited background knowledge.</td>
<td>+NQQMUNKMGQWFPQVOCXGXTJOWEDECMITQWPMPQYNGFGQCDQWVEJKORCPGUG9CVECPQWFAQJYGPJCVCRGQ</td>
<td>Open the media powerpoint and help students navigate to the correct tab.</td>
</tr>
<tr>
<td>Students navigate to the discussion slide and indicate responses to the video.</td>
<td>+NQXGVJCVQWDQVJVCNMCDQWVJQYQWJGNVCDQWVJCXKFGQ</td>
<td>Click to advance the slide to the discussion slide. 4GOGODCJTKHQWYCVECXXFGQKVULKORQTVCVQVQVKPMDQWVJQYKVTGNGCHVUVQVJGVCZV6CMGVWTUVCUMKPICFCUUYGTKPIVJUGSWGUVKQPVQ</td>
</tr>
</tbody>
</table>

**Chimpanzees**

1. Check your brain. What do you know?
2. Check the text. What do you see?
3. Check the glossary. What does it say?

**Vocabulary Check-up**

**Check my Mind**

What do you already know about ________?

If you don't know much, use other resources to help you prepare!

1. Check your brain. What do you know?
2. Check the text. What do you see?
3. Check the glossary. What does it say?

**Check my Mind**

What do you already know about ________?

If you don't know much, use other resources to help you prepare!

Use only if needed.

**Make a Main Idea and Make a Connection**

Set the Main Idea and Pronoun cards on the table. Students should number the paragraphs. *QYOCPRCTCITCRJUFQYJCGXG! [3]
CHIMPANZEEs

Did you think the animal on the cover of this book was a monkey? If so, you’re wrong! That’s a chimp! Actually, Chimps are more like you than monkeys. That’s because chimps and humans are apes. Apes are a group of animals who share common traits. All species of Apes are super smart and live in social groups. Also, all apes have hands with 4 fingers and a strong thumb. Unlike monkeys, apes do not have tails. Sound familiar?

Chimpanzees live in social groups and spend lots of time in trees.

Chimps live in western and central Africa. They can be found in many habitats. Chimp habitats include dry grasslands, wet rainforests, and even mountains. No matter the habitat, chimps spend much of their time in and around trees. Climbing trees keeps chimps safe from predators. Each night, chimp family groups nest in a new tree.

Chimps’ bodies have special features. Chimps have very long arms. They use their long arms to swing through the trees and to travel on the ground. Chimps are smaller than humans, but much stronger. They need their strong arms for swinging and hanging in trees. Their feet are strong too. Their feet are like hands. Chimps can grab and hold things with their feet!

Chimp Fast Facts

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How long do they live?</td>
<td>45 years</td>
</tr>
</tbody>
</table>
| How big are they?      | Weight: 70-130 pounds  
                        | Height: 4.5-5 feet |
| What do they eat?      | Mostly eat:  
                        | • fruit  
                        | • leaves  
                        | Sometimes eat:  
                        | • eggs  
                        | • insects  
                        | • monkeys  
                        | • small animals |
| Do they have predators?| Yes: leopards, eagles, & humans |
TEACHER NOTE: For each paragraph students should work together to follow the steps of the Main idea strategy. Provide support only if they are stuck. Use the tree poster provided in the teacher materials if necessary, and no more than one time in the session. After students identify the Main Idea, write it on the descriptive organizer.

After creating the Main Idea for each paragraph, students should choose to make 1 connection. Ideally, students should make all 3 types of connection by the end of the lesson. Suggested connections are denoted by an * in the tables below.

### Paragraph 1

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Chimpanzees are apes (just like humans).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word-to-Word Connection</td>
<td>na</td>
</tr>
<tr>
<td>Sentence-to-Sentence Connection</td>
<td>“That’s” (second sentence): 6jGUGPVGPEGUC[U6jCVoUC E]KORq9jCVKUCVjCV! [The animal on the front cover]</td>
</tr>
<tr>
<td>Sentence-to-Self Connection*</td>
<td>7PGTNKPGVjGNCUVUGPVGPEG6jGCWVjQTCUMUKHVjG E]CTCEVGTUKVKEUUQWPFHOCNKCT9jCVCTGVjGEjCTCEVGTKUVjVCRCURjMGMEjKORUCPFjWOCPUUjCGBt, social, hands with thumbs]. &amp;QGUVjCVUQWPFHOCNKCT!&amp;QjQWG VjQUGVTCKVU!</td>
</tr>
</tbody>
</table>

### Paragraph 2

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Chimps live in many habitats in (western and central) Africa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word-to-Word Connection*</td>
<td>They’re=chimps</td>
</tr>
<tr>
<td>Sentence-to-Sentence Connection</td>
<td>na</td>
</tr>
<tr>
<td>Sentence-to-Self Connection</td>
<td>9]YQWNFENKODKPIVTGGUMGGREjKORUUCHGHTQUO RTGCQVTQ19j!FQjQWVjKPMVjG[OCMGCPUGVKPCPGY VTGXXGTjPKjVHelp students use their background knowledge and the table to answer.</td>
</tr>
</tbody>
</table>

### Paragraph 3

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Chimps’ bodies have special features.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word-to-Word Connection</td>
<td>/GV</td>
</tr>
<tr>
<td>Sentence-to-Sentence Connection*</td>
<td>“too” (sentence 6). 6jGUGPVGPEGUC[UjCVEjKORUHGGVCCTG UVTQPlyVQQyjCVQVjGTDQFjRCTVUFQEjKORUjCXGVjCVCTGGGTGEKBNjUVTjThey arms]</td>
</tr>
<tr>
<td>Sentence-to-Self Connection</td>
<td>7UGVjGFKCITCOCAPFVjGVCNG6jQWOEjUOCNNTCTG E]KORUVjCPCFWNVOGP!+UCEjKORDKIIIGTQTOUCNNTGTVjCP [QW!</td>
</tr>
</tbody>
</table>

12:00
42.4 Identify Theme

Now that you finished reading, what do you need to do? [Answer the Theme question].

That's right! Check off Make a Main Idea and Make a Connection on your bookmark.

Direct student attention to descriptive passage organizer. Let's review the Main Ideas you found.

1. Chimps are apes (like humans).
2. Chimps live in many habitats in Africa.
3. Chimps' bodies have special features.

Point to the organizer. Using our notes and the Main Ideas we found, let's see if you can answer the Theme question.

What is the most important who or what for the whole text? [Chimps].

What was the most important thing we learn about the I.S.S.? [...are apes that live in Africa and have special features.]

Think about your answers to those questions. See if you can make a Theme in your head. Give me a thumbs up when you have it.

When both students have given you a thumbs up, What do you think the Theme is? [Chimps are apes that live in Africa and have special features.]

Which strategy was that? [Answer the Theme Question]

Yes! Go ahead and check it off. That means there is only one strategy left.
Now you are ready to Answer the Other questions. Remember there are 4 types of questions. Main Idea, Theme, inside, and outside.

I'm going to give you both a chance to answer these questions on your own. I want you to try the questions on the front of this worksheet, all by yourself. Make sure to follow the steps in the strategy. Write M, T, I or O in the blank next to the question. If you find an inside question you need to underline the answer in the text. And you need to write where you found it on the worksheet. You should write the paragraph number next to the question type.

Does that make sense?

Answer any questions they may have. This isn’t a race!

Remember the Best Detectives Always think! Think hard about your answers. Go ahead.

1. Allow students to attempt the questions on their own.
2. Watch students to make sure they are writing the question type and looking for evidence before selecting an answer.
3. Check student work when complete.
4. Give students a second chance on items they miss.

TROUBLESHOOT:
If students work at different rates, ask students to work together to answer the questions instead of working independently.
If students show NO evidence of strategy use, stop the independent practice and work through the answers together. After students complete the exercise—review only those questions 1 or both students get wrong together.
1. Chimpanzees are apes. Which is NOT a characteristic that all apes share?
   a. All apes are smart.
   b. All apes live in social groups.
   c. All apes have hands with thumbs.
   d. All apes have tails.

2. Why do chimp families nest in new trees each night?
   a. They forget where their nest is.
   b. They don’t, chimps live in places without trees.
   c. They do this to be safe from predators.
   d. They do this because they hate the ground.

3. Finish this sentence. Chimp feet are like_____________.
   a. Hands.
   b. Shovels.
   c. Paddles.
   d. Hooves.

4. True or false. Most chimps live longer than humans.
   a. True.
   b. False.

5. What was one thing that surprised you about chimpanzees from this passage?

6. What is the first paragraph mostly about?
   a. Chimps are monkeys.
   b. Chimps are apes.
   c. Chimps have hands.
   d. Chimps can be found in many habitats.

7. What is the main idea of the last paragraph?

8. Choose the best theme for this text.
   a. Chimps can be found in many habitats in Western and Central Africa.
   b. Chimps are just like us because they are smart and have hands.
   c. Chimps are apes with special features that can be found in many habitats.
   d. Chimps are cool monkeys with special features.

Accept any fact from the text or text feature. Ex. I was surprised that chimpanzees are stronger than humans.
<table>
<thead>
<tr>
<th>Question</th>
<th>Wrong Question Type</th>
<th>Incorrect Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chimpanzees are apes. Which is NOT a characteristic that all apes share?</td>
<td>a. All apes are smart.</td>
<td>6. CVKUQOGVGJKPICNNCRGU JCXXKPEXQQQOP9JUQKU UQOGVJUKPIVJCVCRUGFU016 JCGX!</td>
</tr>
<tr>
<td>2. Why do chimp families nest in new trees each night?</td>
<td>a. They forget where their nest is.</td>
<td>6. CVdUPQVYJCVVJGVGZVUCKF .QCMCICKP</td>
</tr>
<tr>
<td>3. Finish this sentence. Chimp feet are like_____________.</td>
<td>c. Paddles.</td>
<td>6. CVdUPQVYJCVVJGVGZVUCKF .QCMCICKP</td>
</tr>
<tr>
<td>4. True or false. Most chimps live longer than humans.</td>
<td>b. False.</td>
<td>Use the brainstorming prompts to help students see that the statement is false.</td>
</tr>
<tr>
<td>5. What was one thing that surprised you about chimpanzees from this passage?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What is the first paragraph mostly about?</td>
<td>b. Chimps are apes.</td>
<td></td>
</tr>
<tr>
<td>7. What is the main idea of the last paragraph?</td>
<td>d. That wasn't in this text.</td>
<td></td>
</tr>
<tr>
<td>8. What is the first paragraph mostly about?</td>
<td>c. Chimps have hands.</td>
<td></td>
</tr>
<tr>
<td>9. What is the main idea of the last paragraph?</td>
<td>d. That wasn't in this text.</td>
<td></td>
</tr>
<tr>
<td>10. What is the first paragraph mostly about?</td>
<td>d. That wasn't in this text.</td>
<td></td>
</tr>
</tbody>
</table>
End the session by telling students 1 thing that they did well. Write this on 1 of the take-home cards.

Ask each student to select 1 strategy they would like to work on next time. Write this on the take-home card.

If additional time remains, play a review game or explore the media library.

Help students to erase bookmarks.
Lesson 43: Chimpanzee Behavior

Overview:
1. Introduction and Review
2. Before Reading Strategies
3. During Reading Strategies
4. Answer the Theme Question
5. Answer the Other Questions
6. Lesson Closure

Materials:
- Strategy Bookmark
- Chimpanzee Workbooks (1 for each student)
- Mission 43.0 worksheet (sb)
- Check the Features Sheet
- Strategy Cards: Vocabulary Check-up, Check my Mind, Pronoun, Main Idea, Main Idea Tree
- Descriptive Structure Organizer
- Take-Home Notes

Review Routines and Rules
Provide feedback on behavior as appropriate.

Ask students pull out and write each strategy on their bookmarks. Use the questions below to engage students in a discussion of outside strategy use.

- Since we last met, did you read any nonfiction? What did you read?
- Strategies are tools we can use to help us understand and remember what we read. What are the nonfiction strategies you've learned so far?
- Did you have a chance to use any of these strategies? Which ones did you use?
- How did they help you comprehend what you read?

Set individual goals for the session. Students should be independently using most of the strategies at this point.

Today I'm going to be watching closely as you practice your strategies. I'm going to pay extra attention when you practice that strategy.

43.1 Introduction

This lesson suggests that you access the Chimpanzee Media PowerPoint on the A3 website. For best results download to your computer prior to the session. The library includes additional resources to support vocabulary development and supplement student background knowledge.
Today we are going to read "Chimpanzee Behavior." It's on page 7. Turn there now.

What's our first strategy when we read non-fiction text?

Exactly. We use Check the Features strategy to find clues…clues that help us predict the Theme. Remember, I'm not always with you when you read. I want to see what you can without my help! Today you aren't going to write anything on your Check the Features worksheet either! Remember, the Best Detectives Always Think. Think carefully about the clues the author has given you.

TEACHER NOTE: Allow students to practice this strategy on their own. Prompt them only if they seem stuck. Place the laminated Check the Features sheet on the table. You do not need to record anything. Set the timer for 2 minutes. If students do not complete all of the steps—that's ok. Move on.

<table>
<thead>
<tr>
<th>Strategy step</th>
<th>If students do it correctly...</th>
<th>If students miss the step.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify the title.</td>
<td>$\text{GUQOG;QWTGODGTGFVGVNV}6\text{CVUCITGVENVW}$</td>
<td>Do nothing.</td>
</tr>
<tr>
<td>Students identify pictures/caption and reads each of the captions.</td>
<td>$\text{CUGFQPVJGRKEVWTGUCPFEVRKQP}U6\text{CVUCTGVQGOVJPK}[\text{QWJ}KPM\text{GOKIJ}1\text{NGCTPCDQV}]E\text{KORCPGGDGJ}XKQT!$</td>
<td>Students do not read the caption that accompanies each picture. $9\text{[KFWG}C\text{VWJQT}\text{RWVVJ}KUHGC\text{VTGJ}G\text{TCG}9\text{CFQGUKVC]}!!$</td>
</tr>
<tr>
<td>Students identify a &quot;descriptive&quot; structure.</td>
<td>$\text{QWHTIQVCUVGRGODGTVG}\text{CWJQTOCFGVJUYYQTDFQ}N\text{FHTC\text{GCUQP}}\text{KXG}\text{Q\text{WTUGNCXOEC\text{DWNC}}[\text{E}\text{GMRWQOCGMUWTG}]}\text{WPGTUVCPF}$</td>
<td>Provide support as necessary.</td>
</tr>
<tr>
<td>Student makes a Theme prediction using the compare question.</td>
<td>$\text{C}6\text{JGOGRTGFKEKVQP}$</td>
<td>Doesn't make a theme prediction: $4\text{GODGTY}G7\text{GEMVJG}1\text{GCVWTGUOYGECPOCMGRTGFKEKVQP}CDQWV}6\text{GOG}$</td>
</tr>
</tbody>
</table>

03:00
9] CVKUQWTUGFQPDGHQTGTGCFKPIUVTCVGJ[Check my Mind] Set the timer for 3 minutes. Move on if students have not completed all steps before the timer goes off.

<table>
<thead>
<tr>
<th>Strategy step</th>
<th>If students do it correctly...</th>
<th>If students miss the step.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student asks the other “What do you know about…”</td>
<td>+NQXGVJCVQWDQVJCMG</td>
<td>AAAAAOCMGUWTG(QWCUMAAAAVJCV</td>
</tr>
<tr>
<td>Students complete the question with “chimpanzee behavior.”</td>
<td>Do nothing.</td>
<td>8SWGUVKQPVQQ</td>
</tr>
<tr>
<td>Students decide to look at a video, because of limited background knowledge.</td>
<td>QWCTGTGCNN(VJKPMKPIKMCGFVGGEVG</td>
<td>+VQQMUNKMG(QWFQOpvJCGXGT[</td>
</tr>
<tr>
<td>Students navigate to the discussion slide and indicate responses to the video.</td>
<td>+NQXGVJCVQWDQVJCMK</td>
<td>OWE)DCEMITQWPMPQYNFGICDQWV</td>
</tr>
<tr>
<td></td>
<td>VJCVXKFQ</td>
<td>EKORCP(JGGU9)CVECP(QWFQ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>YJGPVJCVJCRGPUI</td>
</tr>
</tbody>
</table>

9] KEJUVTCVGJ[FKFY GLWUVRTCEVJ[Check my Mind] QCJGCFCPEJGEMV[JCVQHHQPBQWTDQJMOCMT

0QYKVdUVKOGVQTGCFp%JKORCP\GGUqQWLWUVWUGF[QWTGDHGQTGTGCFKPI UVTCVGKUVQRTGCTVGQTGCFKJ[KEJUVTCVGIKGUJJQWNF[QWWUGFWTKPITGCFKPI JGMR[QWEQORTG]GPFQTPWFGTUVCPKYJCV]JGCVWJQTUKV[PIVQUMake a Main Idea and Make a Connection] Set the Main Idea and Pronoun cards on the table:

*GHQTYGVUVCTVTGCPIVMGUCGEOQPVQFWODGVJGRCTCITCGStudents should number the paragraphs. *QYOCPRCTCITCRJUFQYGJCGX!
CHIMPANZEE BEHAVIOR

Chimps are very smart! Scientists once thought that only humans were smart enough to use tools. Scientists were wrong! In 1960, a scientist named Jane Goodall saw chimpanzees making and using tools. She watched a chimp remove the leaves from a stick. Then, the chimp used the stick like a fishing rod to catch and eat bugs.

Chimps are also very social. They spend their whole lives in the same family group. Family groups are led by an adult male. Chimps spend time each day grooming, or cleaning, their fellow group members. They communicate, or share ideas, with one another too. Young chimps are raised by their moms. Like human babies, chimps are helpless until they are at least 3 years old. Mom chimps teach their babies everything they need to know to be part of the family.

Believe it or not, chimps show their feelings! When they get mad, they might yell, stomp their feet, or throw rocks. To show love, chimps hold hands, hug, tickle, and make faces at each other. They even laugh when they play!
43.3 Practice During Reading

TEACHER NOTE: For each paragraph students should work together to follow the steps of the Main idea strategy. Provide support only if they are stuck. Use the tree poster provided in the teacher materials if necessary, and no more than one time in the session. After students identify the Main Idea, write it on the descriptive organizer.

After creating the Main Idea for each paragraph, students should choose to make 1 connection. Ideally, students should make all 3 types of connection by the end of the lesson. Suggested connections are denoted by an * in the tables below.

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Main Idea</th>
<th>Scientists learned that chimpanzees are smart because they saw chimps using tools.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Word-to-Word Connection*</td>
<td>She=Jane Goodall</td>
</tr>
<tr>
<td></td>
<td>Sentence-to-Sentence Connection</td>
<td>“Then” (last sentence): 9GPYUGGVGJYQTFpVJGpqVJGCWVJQTUKVGNKNPPWUQQGVJKPIVJCVJCRRPGFVKPTFGT!q9CVFKFVJGEJKORFQVJCVOCFG,CPG)QFCNNTGCMEKJ</td>
</tr>
<tr>
<td></td>
<td>Sentence-to-Self Connection</td>
<td>9[FQGuwUKPIVQNURTXGCPCPKOCNNKMG]EJKORUKUOCTV!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2</th>
<th>Main Idea</th>
<th>Chimps are very social.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Word-to-Word Connection</td>
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<td>Sentence-to-Sentence Connection*</td>
<td>“Also” (sentence 1). 6JUUGPVGPEGKUEQPPGEVKPIYJCVYNGCPTKPRCTCITCR)QVJG]UVRCTCITCR]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 3</th>
<th>Main Idea</th>
<th>Chimps show their feelings.</th>
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</thead>
<tbody>
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<td></td>
<td>Word-to-Word Connection</td>
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<td>Sentence-to-Sentence Connection</td>
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<td>Sentence-to-Self Connection*</td>
<td>(Chimps are smaller, but much stronger) %CP[QWV]KPMQHCP[QV]GTCPKOCHNUV)CVU]QYHGKBP [Accept responses]</td>
</tr>
</tbody>
</table>

22:00
Identify Theme

Direct student attention to the descriptive passage oranizer. Let’s review the Main Ideas you found.

1. Scientists learned that chimps are smart because they use tools.
2. Chimps are very social.
3. Chimps show their feelings.

Point to the organizer. Using our notes and the Main Ideas we found, let’s see if you can answer the Theme question.

What is the most important who or what for the whole text?

[Chimps]

What was the most important thing we learn about chimps?

[...are smart and social (animals that show their feelings)]

Think about your answers to those questions. See if you can make a Theme in your head. Give me a thumbs up when you have it.

When both students have given you a thumbs up, What do you think the Theme is?

[Chimps are smart and social (animals that show their feelings)]

Which strategy was that?

[Answer the Theme Question]

Yes! Go ahead and check it off. That means there is only one strategy left.
Now you are ready to Answer the Other questions. Remember there are 4 types of questions. Main Idea, Theme, inside, and outside. I'm going to give you both a chance to answer these questions on your own. I want you to try the questions on the front of this worksheet, all by yourself. Make sure to follow the steps in the strategy. Write M, T, I or O in the blank next to the question. If you find an inside question you need to underline the answer in the text. And you need to write where you found it on the worksheet. You should write the paragraph number next to the question type. Does that make sense?

Answer any questions they may have. This isn't a race!

Remember the Best Detectives Always think! Think hard about your answers. Go ahead.

1. Allow students to attempt the questions on their own.
2. Watch students to make sure they are writing the question type and looking for evidence before selecting an answer.
3. Check student work when complete.
4. Give students a second chance on items they miss

TROUBLESHOOT:
- If students work at different rates, ask students to work together to answer the questions instead of working independently.
- If students show NO evidence of strategy use, stop the independent practice and work through the answers together. After students complete the exercise--review only those questions 1 or both students get wrong together.

1. What is the first paragraph mostly about?
   a. We know chimps are smart because they can talk.
   c. We know chimps are smart because they use tools like us.
   d. Chimpanzees are very social animals who live in family groups.

2. What is the main idea of the second paragraph?
   a. Chimps are very social.
   b. Chimps are very smart.
   c. Chimps show their feelings.
   d. Young chimps are raised by their moms.

3. Which of these is probably not a way that chimpanzees communicate.
   a. Making sounds.
   b. Making faces.
   c. Using gestures.
   d. Writing words.

4. What might happen if a chimp was taken away from its mom before it turned 3?

5. According to the passage, who is the leader of the chimp family group?
   a. An adult male.
   b. A mother chimp.
   c. There is no leader.
   d. The oldest female.

6. What could be a good Theme for this text?
   a. Chimps are apes with interesting features.
   b. Chimps are exactly like humans.
   c. Chimpanzee behaviors show they are smart and social.
   d. Chimps show their feelings like sadness and anger.
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Ex. The Baby Chimp wouldn't learn how to ________.
<table>
<thead>
<tr>
<th>Question</th>
<th>Wrong Question Type</th>
<th>≥4: &quot;Or access background knowledge&quot;</th>
<th>Incorrect Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>&amp;Q{QWUGGVJGTYQTF</td>
<td>p/CKP+FGC!q</td>
<td>6]KPMCDOWVWVJG/CKP+FGC</td>
</tr>
</tbody>
</table>
When students have completed the questions, they should check off “Answer the Other Questions” on their bookmarks.

End the session by telling students 1 thing that they did well. Write this on 1 of the take-home cards.

Ask each student to select 1 strategy they would like to work on next time. Write this on the take-home card.

If additional time remains, play a review game or explore the media library.

Help students to erase bookmarks. 7UGVJ KUDQQM OCTMY JGP QWTGCF VQTGOKPF

Remember, the Best Detectives Always think! What do they always think about? [The Theme]

You can practice these strategies wherever you are! Did you know

that? Whenever you read, you can think like a detective.

How could reading like a detective help you?

[Accept responses]

The more you understand what you read, the smarter you will become. The more background knowledge you will have. The better grades you will get. Using your strategies and reading like a detective will help you understand and comprehend what you read.
Student Material Samples
Check the Features

1. Title: ____________________________

2. Do you see anything suspicious?

<table>
<thead>
<tr>
<th>“Suspicious Figures”</th>
<th>“Suspicious Words”</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Picture/ Caption</td>
<td>- Headings</td>
</tr>
<tr>
<td>- Diagram</td>
<td>- <strong>Bold print</strong></td>
</tr>
<tr>
<td>- Maps</td>
<td>- <strong>Italicized Print</strong></td>
</tr>
<tr>
<td>- Tables</td>
<td>- <strong>Underlined Print</strong></td>
</tr>
</tbody>
</table>

3. Why did the author put these features here?

4. Do you understand the important vocabulary words?

   ![Picture/ Caption]  
   ![Diagram]  

   _________ is near you and
   _________ those things are.

5. Based on the features, what type of structure does this text have?

   ![Descriptive]  
   ![Sequence]  
   [1 2 3]

   ![Compare]  

6. Theme Prediction
How does it End?

What do they do?

Who or what is this story about?

Ben Underwood learned to do amazing things even though he is blind.

Ben started loosing his sight when he was young.

Ben eyes were removed to save his life.

*QY FQGU KV*PF!

Mission 18.0, 74
Mission 19.0

1. What was paragraph 1 mostly about?
   a. Ben’s eyes were removed to save his life.
   b. Ben’s mom helped him learn to “see” using his hands, nose, and ears.
   c. Ben woke up from surgery and said, “Mom, I can’t see.”
   d. Ben learned to use echolocation like dolphins and bats.

2. According to paragraph 1, who helped Ben learn to “see” without his eyes?
   a. Ben’s doctor.
   b. Dolphins.
   c. Ben’s teacher.
   d. Ben’s mom.

3. Why do you think Ben’s mom wanted him to do everything someone with regular sight could do?
   a. She wanted him to have a good life.
   b. She didn’t want him to become discouraged.
   c. She believed in her son.
   d. All of the above.

4. Imagine you had to have your eyes removed. How would you feel? What would you do?

5. According to paragraph 2, what type of noise did Ben make to echolocate?
   a. Whistling
   b. Clicking
   c. Tapping
   d. Beeping

6. What is the main idea of paragraph 2?
   a. Ben was completely blind.
   b. Ben made a clicking noise like dolphins and bats.
   c. Ben began using echolocation.
   d. Ben was a real-life superhero.
7. How do you think Ben felt when he realized he could echolocate?
   a. Happy, because he could see again.
   b. Embarrassed, because he thought people would make fun of him.
   c. Sad, because he missed seeing things in color.
   d. Angry, because he wanted to be able to see in the normal way.

8. According to the text, what type of animals echolocate?
   a. Only dolphins.
   b. Only bats.
   c. Dolphins and bats.
   d. All animals.

9. According to paragraph 3, what are some surprising things Ben learned to do using echolocation?

10. Of all the things Ben learned to do, which is most surprising to you?

11. Choose the statement that tells what paragraph 3 was mostly about.
   a. Using echolocation, Ben learned to do many things others thought were impossible.
   b. Using echolocation, Ben learned to communicate with dolphins and other animals.
   c. Ben is a superhero because he saw people as they truly were.
   d. Ben’s mom helped him to “see” using his hands, ears, and nose.

12. What lesson can we learn from Ben’s life?
   a. Kids can do anything, even if they have a disability.
   b. Kids can do anything, even if they are poor.
   c. You shouldn’t make fun of people who have a disability.
   d. Everyone is special, no matter what.
1. Chimpanzees are apes. Which is NOT a characteristic that all apes share?
   a. All apes are smart.
   b. All apes live in social groups.
   c. All apes have hands with thumbs.
   d. All apes have tails.

2. Why do chimp families nest in new trees each night?
   a. They forget where their nest is.
   b. They don’t, chimps live in places without trees.
   c. They do this to be safe from predators.
   d. They do this because they hate the ground.

3. Finish this sentence. Chimp feet are like_____________.
   a. Hands.
   b. Shovels.
   c. Paddles.
   d. Hooves.

4. True or false. Most chimps live longer than humans.
   a. True.
   b. False.

5. What was one thing that surprised you about chimpanzees from this passage?

6. What is the first paragraph mostly about?
   a. Chimps are monkeys.
   b. Chimps are apes.
   c. Chimps have hands.
   d. Chimps can be found in many habitats.

7. What is the main idea of the last paragraph?

Mission 42.0
Chimpanzees

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   b. Shovels.
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a. True.
   b. False.

a. Chimps are monkeys.
   b. Chimps are apes.
   c. Chimps have hands.
   d. Chimps can be found in many habitats.
8. Choose the best theme for this text.

a. Chimps can be found in many habitats in Western and Central Africa.
b. Chimps are just like us because they are smart and have hands.
c. Chimps are apes with special features that can be found in many habitats.
d. Chimps are cool monkeys with special features.
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