

# Lesson Plan for Small-Group Text Talks

## The Mystery of the U.F.O.

by David A. Adler

Reading Level: Grade 3

### Overview

This lesson plan is designed to help teachers organize independent reading groups and student-led text-based discussions. It focuses on building vocabulary and comprehension skills of students in grade 3.

### Materials

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

- Text Talks teacher flip book
- Text Talks Student Workbook for each student
- Bookmark for each student
- Checklist: Successful Collaborative Discussion rubric for each student

Download these materials at

[www.elitetexas.org/resources-el/text-talks-a-strategic-book-club-routine](http://www.elitetexas.org/resources-el/text-talks-a-strategic-book-club-routine)

### How to Use the Materials

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

Provide each student with a copy of the text, a bookmark, and a Text Talks Student Workbook. Students will use the bookmark during both reading and discussion. It includes prompts for group discussions and sentence stems to support group interactions.

Students will use the Text Talks Student Workbook throughout the Text Talks Cycle. In preparation for Text Talks, students will record the target vocabulary and relevant anchor charts in their workbook, which they can refer to when they practice specific comprehension processes. During Text Talks, students will use the workbook to respond to the reading, write summaries, and record new words learned during reading. Students will also refer to reflections in their workbook during group discussions.

## Preparation

### Introduction

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

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

### Whole-Class Mini-Lesson

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

Example focus areas include the following:

- Using word-learning strategies to make meaning out of new words encountered in the text
- Using metacognitive skills to develop and deepen comprehension by rereading, using background knowledge, asking questions, and annotating when understanding breaks down

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

## Before Reading

### Preview and Activate Background Knowledge

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

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

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

### Introduce the Target Vocabulary Words

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

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

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

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

Example words and instruction for this text are shown below.

**posed** (p. 3): To be in a specific position for a photograph that you decide beforehand

*Show a visual of a posed versus "candid" photograph and explain the difference.*

*Provide a turn and talk prompt: If you take a picture of your mom cooking dinner without her noticing, is it posed? Explain to your partner.*

**announcement** (p. 4): A written or spoken statement that tells people about something

*Show a visual and provide a general example or one from the story (e.g., In this book, a character finds an announcement in the newspaper for a photography contest.).*

*Provide a turn and talk prompt: What would you do if you saw an announcement for a dance contest at school? Would you want to enter?*

**trunk** (p. 8): The large, main part of a tree that is planted in the ground

*Show a visual and provide an example.*

*Provide a turn and talk prompt: Could you hang a swing from the trunk of a tree? Why or why not?*

**film** (p. 18): The material that goes into a camera that is used to take photographs

*Show a visual or bring an example that the students can hold. Explain how film is used and developed.*

**creature** (p. 29): An animal of any kind, real or imaginary

*Provide a general example or an example from the book (e.g., In this book, the characters find some creatures in the woods.).*

*Provide a turn and talk prompt: What creatures live in your backyard (or outside your home)?*

### Set a Purpose for Implicit Vocabulary Learning During Reading

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

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

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

## During Reading

### Provide a Prompt

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

- Chapters 1–2: Why is Eric taking pictures?
- Chapters 3–4: What do Cam and Eric find when they go into the forest?
- Chapters 5–6: Who are Bobby, Cindy, and Steven, and what are they doing in the forest?
- Chapters 7–8: What surprise does Eric get in the end? How does he feel about it?

### Students Read Independently

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

### Students Respond to the Reading

Have students fill out the Reading page of their workbook:

- Summarize the reading.
- Choose an additional prompt from their bookmark and complete a readers' response.
- Record any questions they have about the reading.

Next, have students complete the New Vocabulary page.

## After Reading

### Students Engage in Collaborative Discussion

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

## Continue the Cycle

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

## **Extend Language and Comprehension**

### **Periodic Self-Assessment**

Model how to use the Checklist: Successful Collaborative Discussion rubric and then have students use it to rate the quality of their participation and evaluate progress toward their goals.

### **Final Reflection**

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

### **Vocabulary Extension**

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

#### **Example: Probable Passages**

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

### **Comprehension Extension**

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