# A Beauty of a Plan by Angela Shelf Medearis

Illustrated by Eric Velasquez

### Level 8, Book 1, Lesson 1a

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<th>Revisiting  (5 minutes)</th>
<th><strong>Group Conference</strong> Briefly discuss with students the books they have been reading independently. <strong>Prompts:</strong> Who or what is your book about? Tell about your favorite part so far.</th>
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**Note:** For this first book, the Revisiting activity each day will be a Group Conference, a discussion of independently read books outside of this program. (See pages T17 and T34 for guidelines on group conferences and independent reading.)

For subsequent books, in alternating lessons, have students select and reread previously read SOAR TO SUCCESS books. Beginning with Book 3, while most students reread silently to develop fluency, the teacher works with one student, coaching or taking a retelling or Oral Reading Check. (See pages T43-T49 for information on these options.)

Starting with Book 5, in alternate lessons in which students reread books they have selected, they should develop a model of a strategy that they will share in Reviewing. Assign each student a strategy. As students approach independence (Book 12), each student selects a strategy to model. Suggestions in the Lesson Plans for specific books reflect this sequence.

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<th>Reviewing  (5 minutes)</th>
<th><strong>Review Reciprocal Teaching Strategies</strong> Display Posters 2 and 3 and review each strategy with students. Remind students that they took turns using the strategies during the introductory lesson. Call on volunteers to tell how they used each strategy. Tell students they will take turns using these strategies again to help them read A Beauty of a Plan.</th>
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<th>Rehearsing  (5-10 minutes)</th>
<th><strong>Introduce the Book</strong> Show the book cover and read its title, author and illustrator. Use the following model to predict what the book is about, based on the title and cover art.</th>
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**Note:** After introducing and previewing the book, hand out a copy to each student.

**Teacher Model**
- **Predict** When I PREDICT, I use what I have read or clues from the pictures to help me figure out what I will learn or what will happen in the book. The book title and the cover help me predict that the girl in the story is creative and likes to draw.

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<th>Students Predict</th>
<th>Have students predict what will happen in the book based on the title and the cover. List their predictions for later use. Explain that they will verify, or check, their predictions after reading.</th>
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**Key Vocabulary projects**

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<th><strong>Guided Preview/Vocabulary pages 2-3</strong></th>
<th>Use the preview points. Tell students you are using words that will help them read the story by themselves. Tell them not to be concerned if they have difficulty with the pronunciation of proper names in this book, but to keep reading. Emphasize the key vocabulary word (boldfaced) and point to it as you speak. Do not teach the word in isolation.</th>
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### Reading and Reciprocal Teaching

#### Purpose-Setting/Predict
Remind students of the predictions they made about what would happen in *A Beauty of a Plan*. Students will check predictions after they read.

#### Silent Reading or Group Read-Aloud
Students read pages 2-3 silently or, for this first book, read aloud as a group. Remind them that after they read, you and they will model using strategies and take turns being the teacher. Model for the students how to use Strategy Notes (SG p. 6) to jot down strategies they use when reading this section and to use those notes when they model strategies. They can jot down a QUESTION, a word or a point they need to CLARIFY or were able to CLARIFY, what they PREDICT, and notes to help them SUMMARIZE.

#### Note:
Make a card of each of the Strategy Prompts (SG pp. 89-91), using a different color card for each strategy. Keep them handy so that students can use them regularly to model for one another.

#### Reciprocal Teaching (after reading)

##### Check Predictions
Call on students to reread the predictions you listed during Rehearsing. Were their predictions verified so far in the book?

##### Teacher and Students Model Using Strategies
Call students' attention to strategies listed on Posters 2 and 3. Remind students of the way they used and shared strategies during the introductory lesson.

After you model each strategy, call on students to take turns modeling it. Remind students to use their Strategy Notes (SG p. 6) to help them model.

#### Teacher Models
(each to be followed by student modeling)

##### Note:
SUMMARIZE should be modeled first, then other strategies should be modeled in any order.

##### SUMMARIZE
When I SUMMARIZE, I tell in my own words the important things I have read - the characters, the setting, and the important events that have happened. The characters are Sheila, Michael and Mr. Flores. The setting is Meadow Middle School. Michael and Sheila have finished building a project in shop class. They did a very good job.

Have some students model SUMMARIZE.

##### Note:
Call on students to model after each teacher model. Make models increasingly strong as you progress through the book.

##### CLARIFY/PHONICS
When I come to a word I can’t say, I look for chunks I know. To figure out this word (point to the word *cabinet* on page 3), I divide it into the chunks *c-a-b*, *i*, and *n-e-t*. I can sound out the first chunk, *cab*. The second chunk is a single vowel, *i*. I’m not sure how to pronounce it. The last chunk is *net*. I try the long and short sounds for *i* until I get the word *cabil/net*. I reread the sentence, and it makes sense.

Have some students model CLARIFY/PHONICS.
**QUESTION** When I **QUESTION**, I ask something that can be answered as I read or after I finish reading. Why were Sheila and Michael working late after school?

Have some students model **QUESTION**.

**PREDICT** When I **PREDICT**, I use the pictures or what I have read to tell what will happen next or what I will learn. I predict that Sheila will work on another project and try to make it even better.

Have some students model **PREDICT**.

**Responding/Reflecting**

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<td><strong>Poster 4</strong></td>
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**Story Map** Display Story Map Poster 4 and explain that a Story Map can help students remember the important elements of the story – characters, setting, and important events in order. Have students tell what they know so far about the setting, the characters, and the events in *A Beauty of a Plan*.

Model adding information to the **Setting** and **Characters** boxes on the Story Map Poster. Remind students to save their Story Maps (SG p. 5) for the next lesson.

**Respond** Discuss the following Reflection Question with students, and then have them write on a separate sheet of paper and share their own responses: **What project have you worked on with someone else that turned out really well?**

**Strategies Discussion** Students briefly discuss how using the strategies helped them read the first section of *A Beauty of a Plan*. **Prompt**: How did **PREDICT** help you as you read?

**Homework Assign** Homework. Ask students to think about and write a brief response to a new question before your next meeting: **Write a short paragraph describing how to work effectively with a classmate**. Students should write their responses on a separate sheet of paper.