







# A Beauty of a Plan *by Angela Shelf Medearis*

Illustrated by Eric Velasquez

## Level 8, Book 1, Lesson 1b

<p><b>Revisiting</b> (5 minutes)</p>	<p><b>Group Conference</b> Briefly discuss with students discuss the books they have been reading independently. <b>Prompt:</b> <i>Let's look at the books you are reading. How are the topics alike or different from one another?</i></p>
<p><b>Reviewing</b> (5 minutes)</p>   <p>SG p. 5      Posters 2,3</p>	<p><b>Review Reciprocal Teaching Strategies</b> Display Posters 2 and 3 and review each strategy with students. For each strategy, ask a volunteer to tell quickly how it is useful.</p> <p><b>Teacher Models Summarize Help</b> students use the Event Map (SG p. 5) to summarize what has happened so far in the story.</p>
<p><b>Rehearsing</b> (5-10 minutes)</p>	<p><b>Students Predict</b> Have students predict what will happen in this section, based on the pages they have already read. List their predictions for later use. Explain that they will verify, or check, their predictions after reading.</p>
<p><b>Note:</b> <i>After previewing the book, hand out a copy to each student.</i></p>	<p><b>Teacher Model/Predict</b></p> <p>If needed, use the following model to help students: <i>When I PREDICT, I use the pictures or what I have read to help me figure out what I will learn or what will happen next in the book. After reading pages 2-3, I predict that in this part Sheila and Michael will show their work to Mr. Flores.</i></p>
<p><b>Key Vocabulary</b> <i>finished, plans</i></p>	<p><b>Guided Preview/Vocabulary pp. 4-5</b></p> <p>Use the following preview points, emphasizing boldfaced vocabulary as words that will help students as they read. Continue to point to words as you speak. Do not list or teach the words in isolation.</p>
<p><b>Note:</b> <i>After previewing the book, hand out a copy to each student.</i></p>	<ul style="list-style-type: none"> <li>- <b>page 4:</b> <i>Mr. Flores checked the project that Sheila and Michael <b>finished</b>.</i></li> <li>- <b>page 5:</b> <i>Sheila has to decide what their next project will be and make the <b>plans</b>. What do you think they might do?</i></li> </ul>
<p><b>Reading and Reciprocal Teaching</b> (10-15 minutes)</p>   <p>SG p. 6      Posters 2,3</p>	<p><b>Purpose Setting/Predict</b> Remind students of the predictions they made about what would happen in this section of <i>A Beauty of a Plan</i>. Students will check their predictions after they read.</p> <p><b>Silent Reading or Group Read-Aloud</b> Students read pages 4-5 silently or read aloud as a group. Remind them that after they read, you and they will model using strategies and take turns being the teacher. Encourage students 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.</p>

	<p><b>Reciprocal Teaching</b> (after teaching)</p> <p><b>Check Predictions</b> Call on students to reread the predictions you listed during Rehearsing and discuss which predictions were verified.</p> <p><b>Teacher and Students Model Using Strategies</b> Call students' attention to strategies listed on Posters 2 and 3. Remind students of the way they used and modeled strategies during the introductory and lesson and the first lesson of <i>A Beauty of a Plan</i>, using the Strategy Prompts. 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.</p>
	<p><b>Teacher Models</b> (each to be followed by student modeling)</p>
<p><b>Note:</b> SUMMARIZE should be modeled first, then other strategies should be modeled in any order.</p>	<p><b>SUMMARIZE</b> When I summarize, I tell in my own words the important things I have read. Mr. Flores asked Sheila and Michael to make their plans for their next project. It is Sheila's turn to plan a project.</p> <p>Have some students model SUMMARIZE.</p>
<p><b>Note:</b> Use the suggested Teacher Models as needed.</p>	<p><b>CLARIFY</b> When I don't understand an idea, I reread, read ahead, or look at the picture to figure it out. Then I reread the sentence to see if it makes sense. On page 3 I wondered what it meant that they put "finishing touches" on their cabinet. In the picture on page 3 Sheila and Michael the cabinet is all painted and they have their hands on the cabinet. The paint must be dry. But Sheila has a paint brush in her hand. Then I reread the last sentence on page 3, "Wow!" Michael said. "This is our best work yet." Now I understand. Sheila just finished the last few spots that needed painting.</p> <p>Have some students model CLARIFY.</p>
	<p><b>QUESTION</b> When I QUESTION, I ask something that can be answered as I read or after I finish reading. What did Michael design for the project he and Sheila just completed?</p> <p>Have some students model QUESTION.</p>
	<p><b>PREDICT</b> 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 carefully plan the new project.</p> <p>Have some students model PREDICT.</p>
<p><b>Responding/ Reflecting</b> (5 minutes)</p>	<p><b>Story Map</b> Display Story Map Poster 4 and remind students that a Story Map can help students remember the important elements of the story – characters, setting, and important events in order.</p> <p>Model adding information to the <b>Problem</b> box on the Story Map Poster. Ask students to update their Story Maps (SG. p 5). Then, as a group, update the Story Map on Poster 4.</p>
<p>  Poster 4 SG pp. 5, 7</p>	<p><b>Respond</b> Discuss Reflection #1 on SG p. 7 with students, and then have them write and share their own responses: What would you pick as a project for shop class?</p>

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

## Story Map

Title
Setting
Characters
Problem
Major Events
Outcome

**Homework** Assign Homework 1 (SG p. 7). Ask students to think about and write a brief response to a new question before your next meeting: Write a short list telling what makes something a good project for a shop class. Students should write their responses on a separate sheet of paper.