

## READING WITHOUT LIMITS LESSON PLAN

For Grades 3–10 to build CCSS Standard 5 (to analyze the structure of a text)

Aim Total Time: 65 minutes	To visualize all details that you can see in a scene each time there is a time or place shift
Criteria	Visualizing Helps Comprehension When You: 1. Identify in any time there is a time or place shift 2. Visualize all the details in the scene . . . walk around! 3. Make sure to look around, use the information to paraphrase 4. Do not just focus on descriptive details
Hook 2 minutes	If you could have any super power, what super power would you have?
Introduction 5 minutes	<p>We've been working on gaining a better understanding of what's happening in the passages we read.</p> <p>Today, we are going to do a strategy that I love to do. In order to do this strategy, we need to have a super power. This super power is the ability to see what's happening in other rooms. Can you imagine if right now you could see Paris? Or a Knicks game?</p> <p>In Harry Potter, he is able to see what others have seen with a pensieve. (Show picture or clip).</p> <p>When we read a passage today, we are going to zoom from our world (the classroom) back down, down, down into the passage. We're going to see INTO the passage. When we get into the passage we are going to look around in order to get as much meaning as we can to paraphrase. That's what is so great about reading. You can see into so many different realities.</p> <p>Your Life Question: If you aren't observant in life, you miss out on a lot of amazing little details. Take a moment and consider . . . when have you paid attention to the little details in your life and it's led you to discover something new? How does that apply to us as readers?</p>

	<p>Your Life Question: What if you didn't pay attention to the details. What is something bad that could happen to you in life?</p> <p>Today's lesson is connecting to the bigger idea of getting as much understanding as possible out of a passage.</p>
<p>Mini Lesson Think-Aloud 15 minutes</p>	<p>Watch as I model with the <i>National Geographic for Kids</i> magazine.</p> <ul style="list-style-type: none"> <li>• Start reading a short nonfiction passage aloud. When there is a time shift, hold up a card that shows a clock. Say, "I notice that the time shifted because in the text it says . . ." When there is a place shift, hold up a card that shows a beach and a mountain. Model by saying, "I noticed there was a place shift because in the text it said . . ." Show how those details help you paraphrase the passage.</li> <li>• Stop again. When you notice a time or place shift, ask students to identify what word showed that it was a time or place shift. Ask them to go back to the text.</li> <li>• Model how those details help you paraphrase the passage.</li> <li>• Non-Example: Model doing a bad job by only looking at details and then not paraphrasing.</li> <li>• Quick Dipstick: Thumbs up, to the side, or down if you think you can do this with a partner</li> <li>• Summarizer: Take a moment to draw a picture on a sticky note summarizing what we learned today.</li> </ul> <p>OPTIONAL: Model an i-Think journal entry (explained in Chapter Three) that includes identifying a time or place shift, noticed details, and how it aided comprehension.</p>
<p>Guided Practice 5–7 minutes</p>	<ul style="list-style-type: none"> <li>• Dipstick: I am going to continue reading. Each time there is a time shift students hold up the card that shows a clock. Each time there is a place shift, hold up the card that shows a beach and a mountain.</li> <li>• Turn and Talk: Once you hold up your cards, I will pause. With your partners, turn and talk explaining everything that you see. Be sure to use the text.</li> </ul>

## Teaching Students to Understand What They Read

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	<ul style="list-style-type: none"><li>• What meaning did you gain from that part of the article? Let's paraphrase.</li><li>• What's the difference between visualizing and visualizing in order to paraphrase?</li></ul>
Independent Practice 30 minutes	Independent Practice: Students continue this activity with their choice or shared books or the <i>National Geographic</i> magazine. Each time there is a time or place shift they hold up the card so the teacher can see that they are applying the strategy. In addition, students can incorporate an i-Think note where they list details that they see.
Halftime 2 minutes	I am looking to see that after you raise a card that you are lingering on the moment. Why?
Closing 2 minutes	We've all heard that good readers make mental movies in their heads. But instead of a mental movie, I want it to be more like Harry Potter's pensieve. What's the difference? Why do good readers want a pensieve than a movie?
Share 2 minutes	Cold Call: How can you use today's strategy in future readings?