**Sample Lesson Plan Containing ABCD Sequence and a Monitoring Example**

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| **Text**  ***Medicine Past and Present*** | **Reason** Themed |
| **Content objective (First Read)**  SW know that before 200 years ago, people did not understand how the body worked or that illness was caused by disease.  SW explain the events that led to people discovering that germs existed.  SW identify ways that scientists learned to prevent people from getting sick from germs. | |
| **Detail objective (Second Read)**  Students will talk about hard parts of sentences in parts, talking about one phrase at a time. | |

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| **ABCD Text Introduction** | | | | |
| **Activate Prior Knowledge** | **Turn and talk: What makes people sick?** *Allow students to talk for about 1 minute.* **Let’s whip around: Say one idea you had. It’s ok if they repeat.** *Whip around.*  **So, most of you know that germs are what make you sick. Today, we’re going to learn how people figured out that germs make you sick, because they didn’t until about 200 years ago!** | | | |
| **Build Background Knowledge** | *Explain that germs make people sick. Use sneeze picture (see attached) to illustrate about this.* **When someone sneezes, there are germs in their mouth. What’s in their mouth?** *Students respond.* **Right. The germs blast out of their mouth and into the air. If another person is nearby, the germs can get in that person’s mouth and make them sick. So, germs are tiny animals that move from person to person to make them sick. Let’s pause: Turn and talk. Tell your neighbor what germs are and how they make people sick.** *Allow students to do this for about 20 seconds.* | | | |
| **Concentrate on Vocab 1:**  **Fast words (2-8)** | **Word** | **Def** | **Word** | **Def** |
| Black Plague | **A time when germs killed one out of every three people in Europe** | infected | **having germs in your body** |
| **Concentrate on Vocab 2:**  **Deep words (2-3)** | **Word** | **Def** | **Ex/Non-Ex** | **Question** |
| Epidemic | **When a disease makes many people sick** | **If half the kids in our school get sick, that an epidemic.**  **Note:** I used this example because I thought it would help the students. I understand that it may not be technically correct, but I felt it was not that inaccurate and clarified a confusing word.  **The Black Plague was a terrible epidemic because so many people died.**  **If just two kids in our class get sick, that’s not an epidemic. It’s not enough people.** | **During the Black Plague, one in every** *… three…*  **people died. Is that an epidemic? Thumbs up/Down. Turn and talk… what made that an epidemic?**  **If a lot of people get hurt in an earthquake, is that an epidemic? Thumbs up/Down.** *Check student responses.* **That is not an epidemic. Tell your neighbor why not.** |
| **Describe purpose** | **So, as we talked about, people long ago got very scared of being sick because they didn’t understand what made people sick. We’ll learn about the events that helped people understand what causes disease. Listen carefully to learn the events that led to people understanding diseases. When we are finished, you will be able to name these events!** | | | |

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| **First Read: Unlock the Text with Reading Strategies** | | |
| **#** | **Strategy** | **Precise, Concise Language** |
| end of p. 212 | Summarize | MODEL  **I want to stop here because there’s a lot of information. Paragraph shrinking helps us put all that information together. Let me show you how I would shrink it. You all tell me the paragraph shrinking questions, and I will say my answers. Ready? Go ahead.** *Students read first prompt from chart (I point).* **Anton van Leeuwenhoek. Next?** *Students read second prompt as I point.* **Hmmm. This is my chance to say all of my ideas, so I’ll say all the important things.** *State important details from paragraph.* **Ok, last question!** *Students read third prompt; I point.***OK, count as I say the main idea! Anton van Leeuwenhoek used a microscope to see tiny microbes. Turn and talk: Tell your partner the main idea!** *Give students 10 seconds to do this.* |
| mid p. 2014 | Summarize | MODEL  **We just learned another way that scientists discovered the causes of disease, so I should summarize here. There’s a lot of information, but I will still try to shrink it. This time, I’ll ask the questions, and I want you to think of the answers. Then, I’ll give you the answer and you can check yourself. OK… Name the most important who or what. Thumbs up when you know.** *Wait about 5 seconds.* **The most important who or what is Edward Jenner. If you got that, give me a 5. If you weren’t sure, give me a 3.** *Scan.* **OK … Tell the most important thing about the who or what. Partner 1, you’ll tell Partner 2. Partner 1s, do you say just 10 words or can you say a lot more?** *Choral response.* **Yes, a lot more… think through your ideas by looking back and saying your ideas. Partner 1, go ahead. Partner 2, give help if Partner 1 needs it.** *Monitor.* **OK, here’s my most important thing. Edward Jenner figured out that the human body always figured out a way to get rid of disease. He figured out that if people got cowpox, then they would not get smallpox, a very deadly disease. So, he figured out that people developed antibodies, cells that learned to prevent certain germs from infecting a person and prevented people from getting a disease. You notice I used a lot of words… that’s ok! Now, last question, say the main idea in 10 words or less. Partner 2s, you do that. Partner 1s, count their words.** *Monitor.* **OK, here’s mine: Edward Jenner discovered that the body produces antibodies to stop germs. Partner 1s, give me a 5 if your partner’s summary was like that. Give me a 3 if you’re not sure.** *Scan.* **OK, let’s keep reading. We’ll keep thinking about when we need to summarize.** |

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| **Second Read: Reread a Text Selection with Emphasis on Details** | |
| **#** | **Purpose for Rereading**  🞏 Clarify something difficult 🞏 Deepen understanding of fine point within text  🞏 Learn about language 🞏 Discuss “skill” (e.g., cause/effect): Name skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Objective in student-friendly language:  **Today, we’re going to reread *Medicine: Past and Present*. We’re going to learn to use our monitoring strategy better. We’ll practice talking about the hard sentences in parts. What will we learn?** *Choral student response.*  Explain:  **Let’s review the steps in the SMaRTSS strategy.** *Show poster. Have different students read each step (no commentary).* **Today, let’s focus on how to talk about the hard part. The important thing to remember is that you read just a little part of the sentence and say it with easy words. Let me show you first.**  Model:  **Let’s look on p. 210. When I was reading, I stopped and marked a hard part, the first sentence.** *Point at poster as I say stopped and marked.* **It was hard because it was really long and had many parts. So, now I need to** *point* **read and** *point* **talk about it. Remember, I read just a little part of the sentence and say it with easy words. Watch me.**  *Place book on document camera.* **“It was a new idea.” That’s a little part. Now, let me say it with easy words. I guess it’s just saying there’s a new idea. But, the author didn’t say what the new idea was. I’ll read another little part. “when a few people suggested” Now, easy words… whatever the new idea was, not a lot of people said it. Just a few.**  **Now, another little part. “in Greece about 2,500 years ago” Easy words… OK, so now I know where a few people said this new idea, it was in Greece. And I know when, it was 2,500 years ago. It was a new idea *then*.**  **Next: “that the human body is predictable” Oh! I see what the new idea from Greece is! The human body is** *pause for students to say “predictable”* **Great. It is predictable. What do they mean? When something is predictable, you can figure out how it works. Oh, ok! So, the Greeks made up the idea that you could figure out how the body works.**  **Another little part: “diseases have natural causes” easy words: You can figure out how nature, like things in the world, make us sick. And the last little part: “and reasonable explanations” So, this means you could figure it out and explain what makes people sick. This was the new idea the Greeks figured out.**  Model with student help:  **Let’s do that sentence again, but together this time. There are two steps to talking about the sentence…. we read…** *pause for students* **and say** **it…** *pause for students.* **OK, great. This time, you will read a little part, and I will say it with easy words. You read, and everyone stop when you have said a little part we can talk about.** *Repeat model with students reading.*  Another model with student help:  **OK, the next sentence is short but I still marked it as a hard part. And, I can even little parts in here. I’ll read it aloud. I want you to read along with me. Think what might be a little part! “Hippocrates is the best known of these people.” Now, put your finger at the end of the first part.** *Monitor. Strategically observe students who might have difficulty. Then, choose a student to read their first part.* **Great!**  **So, let me say “Hippocrates is the best known” with easy words. You think of some easy words.** *Pause for 15 sec.* **Partner 1, tell Partner 2 your words.** *Note: Students are paired, and each student in the pair is given a number. Pause for students to do this; no more than 15 sec.* **Here are my easy words: Hippocrates is a person a lot of people know about.**  **Now, let’s read the second little part. Everyone:** *pause for students to read aloud.* **“Of these people.” This is tricky. Of what people?** *Think about that for a second. What people?* **Give me a thumbs up when you think you know “what people.”** *pause for about 10 sec.* **Here are my easy words: They are the same people from the last sentence, so Hippocrates is one of the Greek people who thought you could understand how we get sick. So he lived 2,500 years ago!**  *If another model seems needed, repeat this procedure with the next sentence.*  Student-teacher practice:  **OK, now we’re getting it! Now, I want you to help me with reading little parts and saying them with easy words. Here’s my next tricky sentence. “But when he lived and for a long time afterwards, his idea was no more than a guess.” So, what do we do first?** *pause* **OK. You decide the first little part, silently. Who would like to say theirs?** *Wait 3 sec. Choose a student.* **OK. Who else read the same little part?** *If no consensus, ask another student. If consensus, provide positive feedback and continue.* **What’s our next step?** *pause* **Good. You say some easy words silently to yourself.** *pause for students to do this.* **Partner 2, share your easy words with Partner 1.** *pause.* **Could a Partner 1 share Partner 2’s idea?** *Select a student. Provide positive and corrective feedback as needed.*  *Repeat student-teacher practice procedure with the next sentence, beginning “And often…”.*  *If a third sentence seems necessary, do “Sometimes the things they did had good results, even though the ideas about why these things worked were wrong.”*  Student-student practice:  **Now, I’d like partners to work together. Here’s the procedure: Partner 1, you will give the instructions for the first sentence. First you’ll tell your partner to** *pause* **yes, read a little part. Second, you’ll tell your partner to** *pause* **yes, say it with easy words. Partner 2, when you get the instructions, follow them. If you’re not sure what the answer is, you’ll say “I need help.” What will you say?** *pause* **Yes, “I need help.” Partner 1, what do you think you’ll do?** *pause* **Yes, give help. Tell them your answer and explain how you got it. After you do one sentence, you’ll switch jobs and do the** *pause* **next sentence. Then, who will give the instructions?** *pause* **Yes, and who will give the answers?** *pause* **Partner 2, what will you say if you are not sure of the answer?** *pause* **And Partner 1, what will you do?** *pause.* **I will walk around and give help, but if I’m not available, you keep going. Start reading the sentences at the top of p. 212. Ready? Begin.** | |

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| **Text** | **Reason for choice** |
| **Content objectives (First Read)** | |
| **Other objective(s) (Second Read)** | |

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| **ABCD Text Introduction** | | | | | | |
| **Activate Prior Knowledge** |  | | | | | |
| **Build Background Knowledge** |  | | | | | |
| **Concentrate on Vocab 1:**  **Fast words (2-8)** | **Word** | | **Def** | | | **Image?** |
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| **Concentrate on Vocab 2:**  **Deep words (2-3)** | **Word** | **Def** | | **Ex/Non Ex** | **Questions** | |
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| **Describe purpose** |  | | | | | |

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| **First Read: Unlock the Text with Reading Strategies** | | |
| **Loc.** | **Strategy** | **Clear, Concise, Consistent Language** |
|  | Summarize  Clarify  Ask/answer questions  Text struct. | 🞏 Model? 🞏 Prompt? |
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