

## STEP 6: NARRATIVE GUIDED READING LESSON PLAN

PRE-PLANNING	
<b>TEXT &amp; AUTHOR:</b>	Swimming Across the Pool by Jenny Giles (500-600L) *Higher Lexile than typical STEP 6. T should consider decoding data before selecting this text.
<b>PLANNER:</b>	Ershow/Shadowens
PREPARE	
<b>BIG IDEA</b>	(Perseverance/Determination vs Giving Up) If you don't overcome your struggles and try to improve your weaknesses, you may never discover the talent that lies within.
<b>CHARACTER'S MOTIVATION/ MENTAL STATE/ PERSPECTIVES</b>	<ul style="list-style-type: none"> <li>Yasmin wants to swim across the pool without stopping but she can't breathe by turning her head yet so she has to stop and put her feet down to take in air (problem).</li> <li>When Yasmin sees Sarah swim across the pool she thinks, "I really want to be like Sarah and get across the pool!" (Mental state).</li> <li>Yasmin feels proud of herself when she finally swims across the pool and breathes by turning her head. She thinks to herself, "I hope Sarah and Miss Lee and the other children saw me do it!" (Character change.)</li> </ul>
<b>IF THEY DON'T GET... THEY WON'T GET</b>	<ul style="list-style-type: none"> <li>Yasmin's friend Sarah and her teacher Miss Lee have a positive impact on Yasmin by showing her the correct way to breathe while swimming without stopping. This motivates Yasmin to keep trying until she finally gets across the pool (character impact).</li> </ul>
EXECUTE	
DAY 1	
<b>BEFORE READING (4 minutes)</b>	<p><b>Word Solving Roll Out (1 minute):</b></p> <ul style="list-style-type: none"> <li>TW execute and CFU STEP 6 <b>Chunking Syllables</b> What, How, Why</li> </ul> <p><b>What:</b> Figuring out longer words by breaking them into syllables or chunks.  <b>How:</b> When we get to an unknown word:</p> <ol style="list-style-type: none"> <li>Break the Word into Syllables (the first time this is rolled out clarify that a syllable happens when there is a vowel sound in the chunk of the word. Every syllable has one vowel sound. The number of vowel sounds is equal to the number of syllables)</li> <li>Blend the syllables together.</li> <li>Say the word fast.</li> </ol> <p><b>Why:</b> It is faster to chunk syllables than sounding everything out.</p> <ul style="list-style-type: none"> <li><b>Quick Apply:</b> TW give students the word <u>halfway</u> on an index card. SW practice chunking.</li> <li>TW CFU Word Solving</li> </ul> <p><b>Comprehension Focus Skill (2 minutes):</b></p> <ul style="list-style-type: none"> <li>TW execute and CFU STEP 6 <b>Character Impact</b> What, How, Why</li> </ul> <p><b>What:</b> The way one character makes another character feel.  <b>How:</b></p> <ol style="list-style-type: none"> <li>Ask ourselves "Which characters am I thinking about?"</li> <li>Go back to the text. Tell everything that is happening between the characters and identify the problem.</li> <li>Ask "How is one character making the other character feel?"</li> </ol> <p><b>Why:</b> When we figure out character impact, we are better able to understand the</p>

	<p>relationships between characters in text.</p> <ul style="list-style-type: none"> <li>• <b>Quick Apply:</b> TW think aloud about the book <u>The Hailstorm</u> <ul style="list-style-type: none"> <li>• Which characters are we thinking about? (Miss Bell and Zoe)</li> <li>• Go back into the text. Tell everything that’s going on between the characters and identify the problem. (Miss Bell tells Zoe and Kylie to clean up the balls. Kylie and Zoe clean the balls up, but Zoe drops her end of the box. Zoe and Kylie get stuck in the shed during the hailstorm. Miss Bell comes to get Zoe and Kylie after the hailstorm is over.)</li> <li>• How is the main character making the secondary characters feel? (Zoe feels scared because she is stuck in the shed during the hailstorm. Miss Bell does not come to get them until the hailstorm is over. Once the hail storm is over, Miss Bell comes to get the girls, which causes Zoe to feel relieved.)</li> <li>• How is the secondary character helping to solve the main character’s problem? (When Miss Bell came to get Zoe and Kylie, Zoe no longer feels scared and hopeless. She knows that she is not going to be stuck in the shed forever, and she realizes that the hailstorm made the school yard look beautiful.)</li> </ul> </li> <li>• TW CFU Character Impact</li> <li>• TW Preview the Text: The title of our book is <u>Swimming Across the Pool</u> by Jenny Giles.</li> <li>• TW review focus question and name that SW read to page 8. <ul style="list-style-type: none"> <li>• <b>Focus Question:</b> Why does Yasmin say to herself, “I’m going to try again?”</li> </ul> </li> </ul>												
<p><b>DURING READING</b> (8 minutes)</p>	<ul style="list-style-type: none"> <li>• TW monitor word solving and stop the show to debrief trending errors.</li> </ul>												
<p><b>AFTER READING</b></p> <ul style="list-style-type: none"> <li>• Phase 1: The Launch (2 minutes)</li> <li>• Phase 2: Heart of Comp Convo (8 minutes)</li> <li>• Phase 3: Stamp Process (2 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• TW execute and CFU STEP 6 <b>Character Impact</b> What, How, Why</li> <li>• TW provide clear task for evaluation and CFU. “As you retell the story, I should hear you talking about the impact that the other characters have on Yasmin.” CFU 2-3 students.</li> <li>• TW launch the retell (“tell me about what you read, like I’ve never read it before.”), listening for these potential exemplar components (not to be charted):</li> </ul> <table border="1" data-bbox="386 1268 1503 1608"> <tr> <td data-bbox="386 1268 461 1394"><b>O</b></td> <td data-bbox="461 1268 1503 1394"><i>This is a story about a girl named Yasmin who is at the pool during swimming class. In the beginning, Yasmin wants to swim in the race across the pool, but she can only swim halfway because she has to stop to get air.</i></td> </tr> <tr> <td data-bbox="386 1394 461 1520"><b>R</b></td> <td data-bbox="461 1394 1503 1520"><i>Yasmin learns how to breathe by turning her head while she is swimming and she watches her friend, Sarah, swim all the way across the pool without stopping. Yasmin feels inspired to keep trying.</i></td> </tr> <tr> <td data-bbox="386 1520 461 1608"><b>Y</b></td> <td data-bbox="461 1520 1503 1608"><i>Yasmin tries to swim across the pool again and tells herself she won’t stop. She finally ends up getting across without stopping and feels so proud of herself.</i></td> </tr> </table> <ul style="list-style-type: none"> <li>• If there is a trending misunderstanding around the bottom line and the text, stop to chart evidence and inferences around that moment.</li> </ul> <table border="1" data-bbox="386 1684 1503 1894"> <thead> <tr> <th data-bbox="386 1684 857 1730"><b>Evidence</b></th> <th data-bbox="857 1684 1503 1730"><b>Inference</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="386 1730 857 1814"><i>p.3 – Yasmin’s friend Sarah could swim fast. She often won the race.</i></td> <td data-bbox="857 1730 1503 1814"><i>Sarah is a very good swimmer and can swim all the way across the pool.</i></td> </tr> <tr> <td data-bbox="386 1814 857 1894"><i>p.7 – “You just need to practice a bit more,” Miss Lee told her.</i></td> <td data-bbox="857 1814 1503 1894"><i>Miss Lee helps Yasmin by showing her how to breathe.</i></td> </tr> </tbody> </table>	<b>O</b>	<i>This is a story about a girl named Yasmin who is at the pool during swimming class. In the beginning, Yasmin wants to swim in the race across the pool, but she can only swim halfway because she has to stop to get air.</i>	<b>R</b>	<i>Yasmin learns how to breathe by turning her head while she is swimming and she watches her friend, Sarah, swim all the way across the pool without stopping. Yasmin feels inspired to keep trying.</i>	<b>Y</b>	<i>Yasmin tries to swim across the pool again and tells herself she won’t stop. She finally ends up getting across without stopping and feels so proud of herself.</i>	<b>Evidence</b>	<b>Inference</b>	<i>p.3 – Yasmin’s friend Sarah could swim fast. She often won the race.</i>	<i>Sarah is a very good swimmer and can swim all the way across the pool.</i>	<i>p.7 – “You just need to practice a bit more,” Miss Lee told her.</i>	<i>Miss Lee helps Yasmin by showing her how to breathe.</i>
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<i>p.8 – Yasmin watched Sarah swimming across the pool.</i>	<i>Yasmin thinks, “I want to be just like Sarah and swim across the pool!”</i>
<i>p.8 – I’m going to try again.</i>	<i>Yasmin thinks, “I just need to keep practicing and I will get it!”</i>
<i>p.11 – Yasmin got to the other side of the pool. She was so proud of herself!</i>	<i>Yasmin feels thrilled/ excited that she finally got across the pool without stopping.</i>
<i>p.12 – Yasmin didn’t think that anyone had seen her swimming across the pool.</i>	<i>Yasmin thinks, “Oh man! I finally got across and no one saw me!”</i>
<i>p.14 – Yasmin smiled at Miss Lee. Then she went to stand by Sarah.</i>	<i>Yasmin feels so delighted that she can finally participate in the race and that her teacher and all her friends get to watch.</i>

**If S have any of the misunderstandings below, TW execute discourse and stamp:**

- Characters, Setting, Impact:** A girl named Yasmin is at her swimming lesson with the other students in the class and her teacher, Miss Lee. Sometimes the kids all race across the pool and Yasmin’s friend Sarah wins a lot.

Anticipated Misunderstanding	Comprehension Questions or Bottom Line Prompts
S. do not include important information about the characters (i.e. that Sarah wins a lot).	<b>Universal Prompts:</b> TMM <b>Bottom Line Prompts:</b> What do we know about the characters so far? (Yasmin wants to race but can’t because she doesn’t know how to breathe without stopping for air.) <b>Comprehension Questions:</b> You’re telling me about the primary character, Yasmin. What about the secondary characters? (Sarah can race across the pool and wins a lot of the time. Miss Lee is the teacher of the swimming class.)

- Problem:** Yasmin wants to race across the pool but she can’t because she has to stop and put her feet down to get air.

Anticipated Misunderstanding	Comprehension Questions or Bottom Line Prompts
S. give a limited problem (i.e. Yasmin wants to race but can’t).	<b>Universal Prompts:</b> TMM? WI? <b>Bottom Line Prompts:</b> You’re telling me what the character wants and that she can’t have it. Now include why she can’t have it. (She can’t have what she wants because she doesn’t know how to breathe without stopping and putting her feet down.) <b>Comprehension Questions:</b> What does page 5 tell us about Yasmin’s problem? (Page 5 tells us that Yasmin has to stop and put her feet down, because that is the only way she can get air.)

- Attempts to Resolve:** Miss Lee shows the kids how to turn their heads to get air without stopping but Yasmin can’t do it yet. Miss Lee tells her she just needs more practice.

Anticipated Misunderstanding	Comprehension Questions or Bottom Line Prompts



	<p>S. do not include secondary character actions and how they impact the primary character (i.e. only say that Miss Lee tells Yasmin she needs more practice).</p>	<p><b>Universal Prompts:</b> TMM? WI?  <b>Comprehension Questions:</b>  Reread page 6. What kinds of exercises are the kids doing with Miss Lee and why? (The kids are turning their heads to get air without stopping.)  What STORY element is that? (The attempts to resolve the conflict.)</p>
	<ul style="list-style-type: none"> <li>• <b>Attempts to Resolve:</b> Yasmin watches her friend Sarah as she swims across the pool. As she watches, she says to herself, “I’m going to try again,” because she feels inspired to swim like Sarah. Yasmin tries swimming across the pool again, this time by kicking off the wall as hard as she can. She goes really fast!</li> </ul>	
	<p><b>Anticipated Misunderstanding</b></p>	<p><b>Comprehension Questions or Bottom Line Prompts</b></p>
	<p>S. do not identify the character impact in the story.</p>	<p><b>Universal Prompts:</b> TMM? WI?  <b>Comprehension Questions:</b>  What is our focus skill? (Character impact)  What do you need to think about? (Which characters we are talking about, what is happening between the characters, and how one character is making the other character feel.)  Who are we thinking about? (Sarah and Yasmin.)  What’s happening between them in this moment? (Yasmin is watching Sarah swim across the pool.)  How is Sarah making Yasmin feel? (Sarah is making Yasmin feel inspired/motivated to keep trying.)</p>
	<p>S. struggle to use the appropriate language to describe the way one character makes another character feel.</p>	<p><b>Bottom Line Prompts:</b>  Is Sarah having a positive or a negative impact on Yasmin? (Positive.)  What is Yasmin’s mental state? (She thinks, “Let me keep trying! I can get it.”)  (If needed: You’re saying that Yasmin is watching Sarah swim and that is making her think, “I need to keep trying!”  Another way to say that is that Yasmin is feeling motivated/inspired.)</p>
	<p>TW CFU with Focus Question</p> <ul style="list-style-type: none"> <li>• <b>Focus Question Exemplar Response:</b> Yasmin says to herself, “I’m going to try again,” because she feels inspired to swim like her friend Sarah and get across the pool. In the text on page 8 it says, “Yasmin watched Sarah swimming across the pool.” This makes me think that Sarah is having a positive impact on Yasmin because she makes Yasmin think, “If Sarah can do it then maybe I can too!”</li> </ul>	
<p><b>FINAL ASSESSMENT</b>  (Remaining Time at GR seats)</p>	<p><b>TW hand out Independent Practice RACE response to assess mastery of the focus skill.</b>  <b>TW monitor for Written Response:</b> SW revise responses to 1<sup>st</sup> Focus Question in writing.</p> <ul style="list-style-type: none"> <li>• If there is a trending misunderstanding, TW stop the show, name the misunderstanding, and state the change. TW check for understanding by having 2-3 students repeat the change.</li> </ul>	
<p><b>DAY 2</b></p>		



<p><b>BEFORE READING (4 minutes)</b></p>	<p><b>Word Solving Roll Out (1 minute):</b></p> <ul style="list-style-type: none"> <li>• TW execute and CFU STEP 6 <b>Chunking Syllables</b> What, How, Why</li> <li>• <b>Quick Apply:</b> TW give students the word <u>everyone</u> on index cards. SW practice chunking.</li> <li>• TW CFU Word Solving</li> </ul> <p><b>Comprehension Focus Skill (2 minutes):</b></p> <ul style="list-style-type: none"> <li>• TW execute and CFU STEP 6 <b>Character Impact</b> What, How, Why</li> <li>• <b>Quick Apply:</b> TW think aloud about yesterday’s focus Q. TW model/think aloud. <ul style="list-style-type: none"> <li>• Which characters are we thinking about? (Sarah and Yasmin)</li> <li>• Go back into the text. Tell everything that’s going on between the characters and identify the problem. (Yasmin watches her friend Sarah swim across the pool. Yasmin wants to be able to swim across the pool like Sarah can, but she has to stop halfway through and put her feet down.)</li> <li>• How is the secondary character making the main character feel? (Yasmin is feeling inspired to swim like Sarah does)</li> <li>• How is the secondary character helping to solve the main character’s problem? (Sarah is having a positive impact on Yasmin because she makes Yasmin think, “If Sarah can do it then maybe I can too!”)</li> </ul> </li> <li>• TW CFU Character Impact</li> <li>• TW Review the Text: “Think about what we read yesterday. What happened in the story so far? T&amp;T” (TW not have S share out)</li> <li>• TW review focus question: <ul style="list-style-type: none"> <li>• <b>Focus Question:</b> Reread pages 11 and 12. What do these pages reveal about Yasmin’s mental state? Be sure to include the impact that the other children are having on Yasmin.</li> </ul> </li> </ul>				
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	<p>the strategy Miss Lee taught her. When Yasmin stands up at the end of the pool, she thinks that no one saw her swim across. She thinks, “I wish Sarah and Miss Lee had seen me swim across,” because she wants her friends to feel proud of her, too.</p> <table border="1" data-bbox="386 262 1495 835"> <tr> <th data-bbox="386 262 667 331"><b>Anticipated Misunderstanding</b></th> <th data-bbox="667 262 1495 331"><b>Comprehension Questions or Bottom Line Prompts</b></th> </tr> <tr> <td data-bbox="386 331 667 835"> <p>S. does not use subtle clues in the text to inform inferences (i.e. Yasmin’s mental state is connected to her perspective that other characters did not see her achieve her goal).</p> </td> <td data-bbox="667 331 1495 835"> <p><b>Bottom Line Prompts:</b>            How does Yasmin feel after she swims across the pool? (She feels proud of herself.)            What else does the text say about this solution to the problem? (That Yasmin looked for Sarah but she was swimming at the other end of the pool and Miss Lee was talking to one of the boys.)</p> <p><b>Comprehension Questions:</b>            What does that make Yasmin think? (This makes Yasmin think that no one saw her swim across.)            What does that reveal about Yasmin’s mental state? (That reveals that Yasmin thinks, “I wish my friend and teacher had seen me swim across,” because she has been practicing and trying for a long time.)</p> </td> </tr> </table> <ul style="list-style-type: none"> <li>• <b>Character Impact:</b> Really, Miss Lee had seen her! When it’s time for the children to race, Miss Lee smiles at Yasmin because she thinks maybe Yasmin will be able to do it now. Sarah wasn’t sure because she hadn’t seen Yasmin swim across the pool the first time. When Yasmin swam across the pool during the race, everyone saw her.</li> </ul> <p>TW CFU with Focus Question  <b>Focus Question Exemplar Response:</b> Pages 11 and 12 reveal that Yasmin’s mental state is, “I wish Sarah and Miss Lee had seen me swim across,” because she wants her friends to feel proud of her for achieving her goal. In the text on page 12 it says, “Yasmin didn’t think anyone had seen her swimming across the pool.” This makes me think that Yasmin believes that no one saw her finally get across and she wants people to be able to celebrate with her/be proud of her.</p>	<b>Anticipated Misunderstanding</b>	<b>Comprehension Questions or Bottom Line Prompts</b>	<p>S. does not use subtle clues in the text to inform inferences (i.e. Yasmin’s mental state is connected to her perspective that other characters did not see her achieve her goal).</p>	<p><b>Bottom Line Prompts:</b>            How does Yasmin feel after she swims across the pool? (She feels proud of herself.)            What else does the text say about this solution to the problem? (That Yasmin looked for Sarah but she was swimming at the other end of the pool and Miss Lee was talking to one of the boys.)</p> <p><b>Comprehension Questions:</b>            What does that make Yasmin think? (This makes Yasmin think that no one saw her swim across.)            What does that reveal about Yasmin’s mental state? (That reveals that Yasmin thinks, “I wish my friend and teacher had seen me swim across,” because she has been practicing and trying for a long time.)</p>
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<p><b>FINAL ASSESSMENT</b>          (Remaining Time at GR seats)</p>	<p><b>TW hand out Independent Practice RACE response to assess mastery of the focus skill.</b>  <b>TW monitor for Written Response:</b> SW revise responses to 2nd Focus Question in writing.          If there is a trending misunderstanding, TW stop the show, name the misunderstanding, and state the change. TW check for understanding by having 2-3 students repeat the change.</p>				



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Re-read the story and answer the following question using RACE.**

*Be sure to label the page number that you found your text evidence on.*

**R**

**A**

**C**

**E**

1. Why does Yasmin say to herself, "I'm going to try again?"

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