

Focused Reading Intervention

Lessons and Activities

Level 3

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Teacher's Guide Table of Contents (1 page)

How to Use This Product (4 pages)

Lesson Plan (15 pages)



Level 3

Focused Reading Intervention

Teacher's Guide

Teacher Created Materials
PUBLISHING

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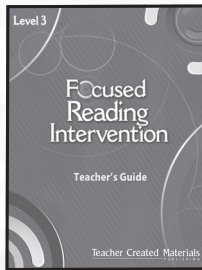
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Kit Components

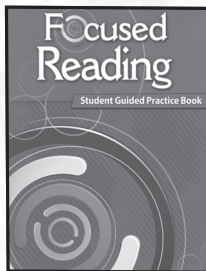
Teacher's Guide

30 easy-to-use, standards-based lesson plans



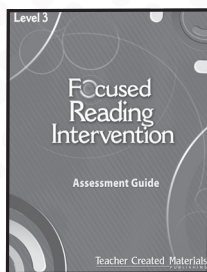
Student Guided Practice Book

Full-color reading passages and student activities



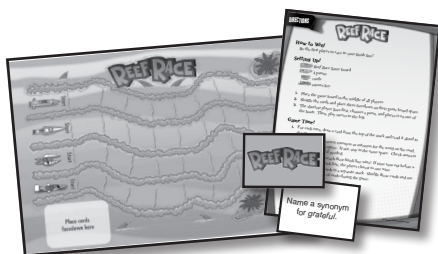
Assessment Guide

Includes a pretest, posttest, and oral reading record

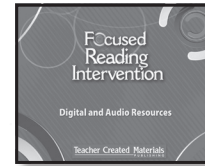


3 Literacy Game Sets

Each game set includes a game board, directions, answer key, and game pieces.



Digital and Audio Resources



3 Digital Literacy Games

Digital Literacy Games focus on key word-recognition skills, language conventions, and comprehension strategies



Digital Resources

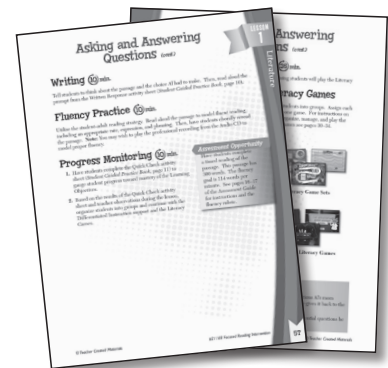
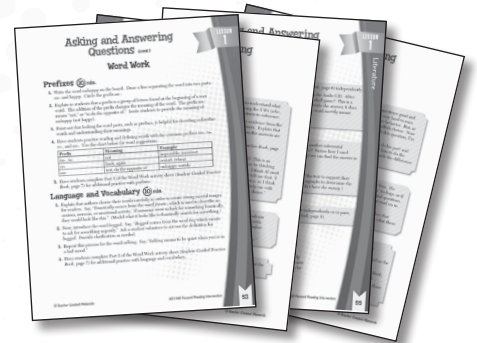
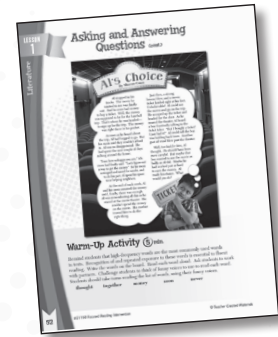
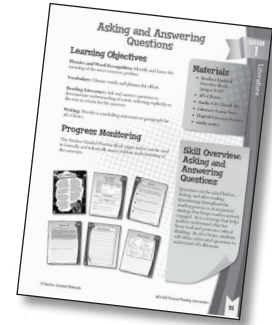
- PDFs of all student materials (passages, game sets, activity sheets, assessments, etc.)
- PDFs of teacher resources (graphic organizers, rubrics, pacing plans, etc.)
- Digital Literacy Games
- Electronic versions of the Pretest and Posttest and recording tools

Teaching a Lesson

Teacher's Guide

Each eight-page lesson is organized in a consistent format for ease of use. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. Each lesson includes:

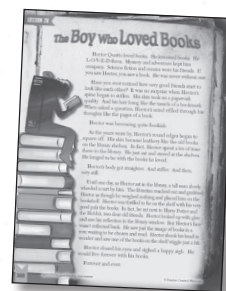
- an overview page with key information for planning
- a key English Language Arts standards
- a Skill Overview providing background information
- a copy of the passage from the *Student Guided Practice Book*
- a Warm-Up Activity to build students' automaticity in reading high-frequency words
- time markers to indicate the approximate time for instruction
- a Word Work section focusing on foundational language and vocabulary skills
- use of the Gradual Release of Responsibility Model in the Whole-Group Comprehension section
- a Written Response activity that ties to the reading skill
- fluency practice activities to build oral reading skills
- differentiation strategies to support and extend learning
- literacy learning games to motivate students to develop and reinforce mastery of basic skills



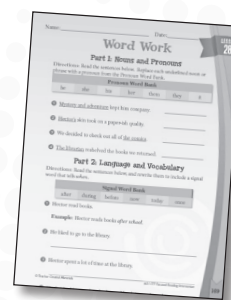
Student Guided Practice Book

Each lesson in the *Teacher's Guide* has six corresponding student pages in the *Student Guided Practice Book*:

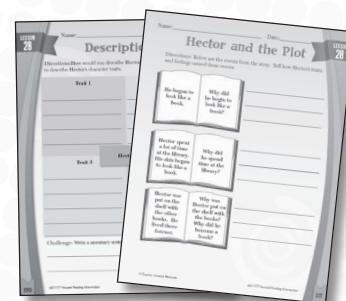
- a high-interest reading passage to engage students
- a variety of text types to meet the rigor and text complexity requirements



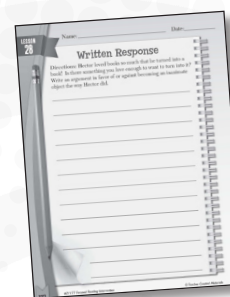
- Word Work activities to reinforce foundational reading skills (Levels K–5) and language conventions (Levels 6–8)
- activities that support vocabulary acquisition and language development



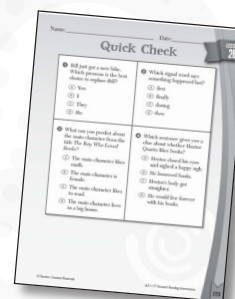
- comprehension activities that reinforce skills and prompt students to use the text when supporting their responses



- a Written Response activity to extend and enrich students' reading/writing connection



- a Quick Check to easily monitor students' progress



Understanding Characters

Learning Objectives

Language Conventions: Ensure subject-verb and pronoun-antecedent agreement.

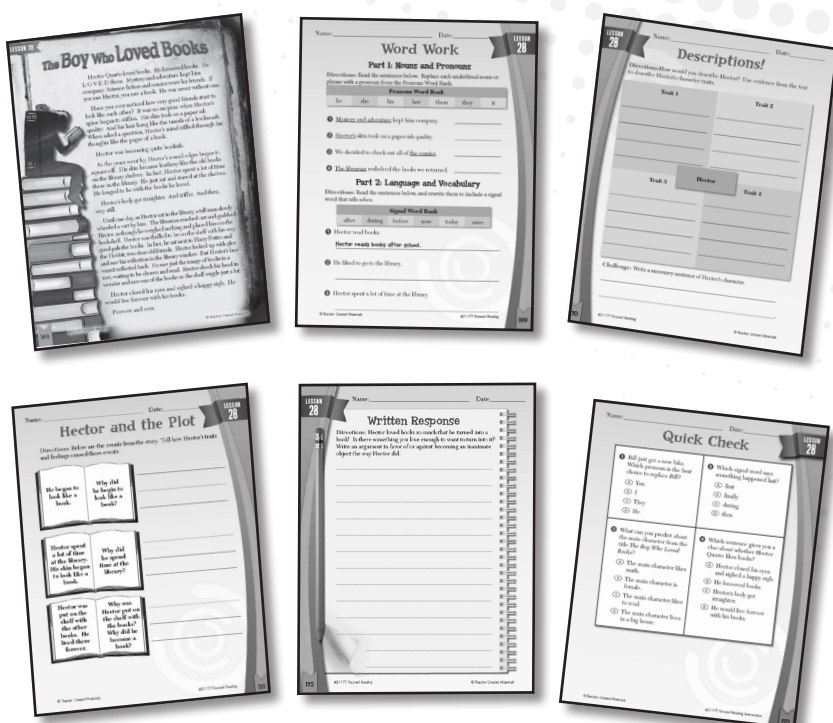
Vocabulary: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night, we went looking for them*).

Reading Literature: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Writing: Write an argument in favor of or against becoming an inanimate object.

Progress Monitoring

The *Student Guided Practice Book* pages below can be used to formally and informally assess student understanding of the concepts.



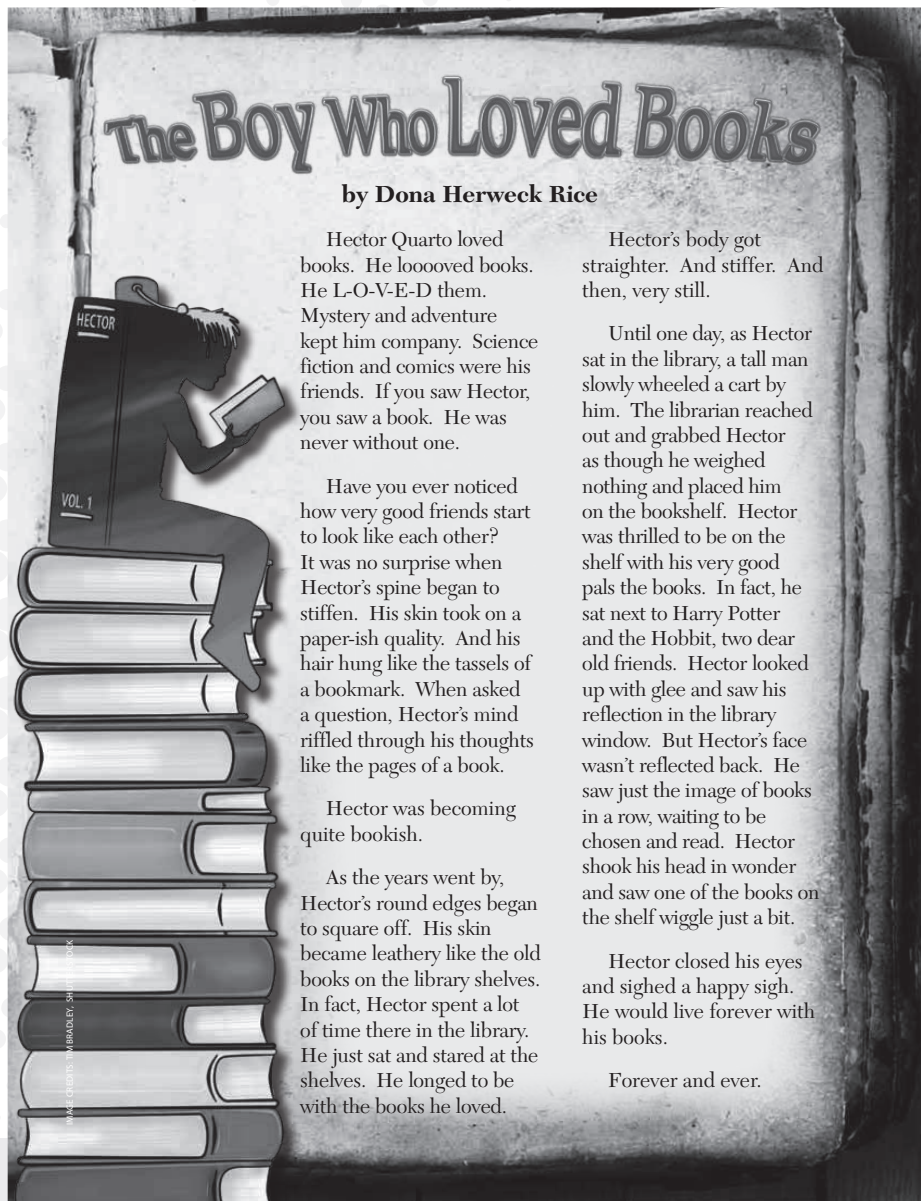
Materials

- *Student Guided Practice Book* (pages 174–179)
- *The Boy Who Loved Books* (filename: theboy.pdf)
- Audio CD (Track 29)
- Literacy Game Sets
- Digital Literacy Games
- construction paper
- crayons or markers
- lined paper

Skill Overview: Understanding Characters

Analyzing characters allows readers to understand how a character's choices, motivations, and character traits influence the plot or sequence of events in a story. Readers are required to understand all aspects of a character. Then, they are able to understand a character and how his or her decisions influence a story. In *The Boy Who Loved Books*, students will delve into Hector Quarto's character, which is both explicitly and implicitly stated through his reading behaviors and the types of books he enjoys.

Understanding Characters *(cont.)*



The Boy Who Loved Books

by Dona Herweck Rice

Hector Quarto loved books. He loooved books. He L-O-V-E-D them. Mystery and adventure kept him company. Science fiction and comics were his friends. If you saw Hector, you saw a book. He was never without one.

Have you ever noticed how very good friends start to look like each other? It was no surprise when Hector's spine began to stiffen. His skin took on a paper-ish quality. And his hair hung like the tassels of a bookmark. When asked a question, Hector's mind riffled through his thoughts like the pages of a book.

Hector was becoming quite bookish.

As the years went by, Hector's round edges began to square off. His skin became leathery like the old books on the library shelves. In fact, Hector spent a lot of time there in the library. He just sat and stared at the shelves. He longed to be with the books he loved.

Hector's body got straighter. And stiffer. And then, very still.

Until one day, as Hector sat in the library, a tall man slowly wheeled a cart by him. The librarian reached out and grabbed Hector as though he weighed nothing and placed him on the bookshelf. Hector was thrilled to be on the shelf with his very good pals the books. In fact, he sat next to Harry Potter and the Hobbit, two dear old friends. Hector looked up with glee and saw his reflection in the library window. But Hector's face wasn't reflected back. He saw just the image of books in a row, waiting to be chosen and read. Hector shook his head in wonder and saw one of the books on the shelf wiggle just a bit.

Hector closed his eyes and sighed a happy sigh. He would live forever with his books.

Forever and ever.

Warm-Up Activity 5 min.

Remind students that high-frequency words are the most commonly used words in texts. Repeated exposure and memorization of these words is essential to fluent reading. Write the words on the board. Read each word aloud. Write each word on a piece of construction paper. Ask students to sit at their desks. With one group of students, have one student stand behind another student who is sitting. Flash a sight word card. Whichever of those two students says the word first will move on to the next student. The student who makes it back to his or her own desk first is the winner. If time permits, repeat with another group of students.

book friends kept slowly years

Understanding Characters *(cont.)*

Word Work

Nouns and Pronouns 10 min.

1. Say, “Nouns can be a person, place, thing or idea. Sometimes when we speak or write, we use pronouns in place of nouns to provide variety. Pronouns are words that replace or stand in for nouns.”
2. Write the following words and definitions on the board. Noun: *a person, place, thing, or idea* and pronoun: *a word that replaces a noun, such as he, she, him, her, they, and it.*
3. Write the following sentence on the board: Hector Quarto *loved books.*
4. Say, “Pronouns replace nouns. In this sentence, *Hector Quarto* is a noun. We can replace the noun with a pronoun: *He loved books.*”
5. Have students complete Part 1 of the Word Work activity sheet (*Student Guided Practice Book*, page 169) for additional practice with nouns and pronouns.

Language and Vocabulary 10 min.

1. Explain to students that we will be looking at signal words. These words tell the reader information about time. These words signal when something happens. The author chooses the best word to be sure the reader has the right information.”
2. Display the chart below. Authors use these words to tell the reader when something happens. These words help us put events in order.

Time Signal Words		
after	already	before
during	earlier	final
next	now	once
soon	today	when

3. Have students complete Part 2 of the Word Work activity sheet (*Student Guided Practice Book*, page 169) for additional practice with language and vocabulary.

Understanding Characters *(cont.)*

Whole-Group Lesson

Before Reading 10 min.

I Do

1. Explain to students that it is important to understand characters. Understanding a character means that you know their character traits and feelings and the type of person that he or she might be. Say, “For example, if I read that a character helps his or her friend who’s hurt, I can infer, or conclude, that the character is compassionate and kind. When you understand a character, you are better able to make accurate predictions about what he or she might do in certain situations. You can also understand why characters make the choices that they do.”
2. Have students turn to the passage, *The Boy Who Loved Books* (*Student Guided Practice Book*, page 168). You may wish to display the PDF version.
3. Say, “We will be analyzing the main character. As I read the title, *The Boy Who Loved Books*, I’m thinking he’s a boy who loves to read. Today, we will look at Hector Quarto’s character. We will look for things right in the text and others we have to infer based on what the passage says about him.”

We Do

1. Say, “What can we infer or predict about the character from the illustrations?”
2. Allow students to first share their responses with their neighbors. Then ask students to share with the class.

You Do

1. Ask students to work in pairs. Have them record their predictions about the main character. Use the illustrations and the title to guide predictions about his character traits.

Understanding Characters (cont.)

Whole-Group Lesson (cont.)

During Reading (15) min.

Language Support

Provide students with a sentence frame to help them discuss the passage, using academic language. *Hector is _____ (character trait here). I know this because in the passage, it stated _____.*

I Do

1. Have students first read *The Boy Who Loved Books* (*Student Guided Practice Book*, page 174) independently. As they read, ask them to look for character traits and feelings in the passage. Say, “When you come to something that tells about Hector, the main character in the story, put a dot in the margin.”
2. Guide students in a second reading of *The Boy Who Loved Books*. You may choose to read the passage aloud or play the professional recording from the Audio CD.
3. Say, “As we read, we are going to underline Hector’s character traits and feelings. These will help me understand what kind of person Hector is. In the second sentence, it says, *He looooved books*. I’m going to underline this, because this tells me explicitly about the main character, Hector. As I read the next two sentences, I can infer from the types of books he likes to read that Hector is adventurous, curious, and a problem solver, so I’m going to underline *mystery and adventure* and *science fiction and comics*.”

We Do

1. Continue reading along with students, pointing out key details about Hector, such as *If you saw Hector, you saw a book* and *Hector’s spine began to stiffen*.
2. Read through the story, underlining and calling attention to all the descriptions about Hector (*Hector spent a lot of time there in the library* = committed, determined, persistent; *He longed to be with the books he loved* = passionate).

You Do

Have students complete the Descriptions! activity sheet (*Student Guided Practice Book*, page 176).

Understanding Characters (cont.)

Whole-Group Lesson (cont.)

After Reading 10 min.

I Do

1. Explain to students that we try to understand characters for many reasons. Understanding characters allows us to predict and understand their actions and explain their behaviors. Discuss an example of this. Say, “I know that Student X (insert child’s name) always does his or her homework. That tells me he or she’s dependable. When I assign a new project to be done, I know he or she will complete it on time. His or her past actions inform my impression and expectation of him or her today and in the future.”
2. Say, “In *The Boy Who Loved Books*, we got to know Hector. We understood him as a character. We learned that he was loyal when we read *his very good pals the books* and happy when we read *Hector looked up with glee*. Now, let’s think about how his character traits and feelings contributed to the plot.”

We Do

1. Ask, “Why do you think Hector spent so much time at the library?” Allow students to think about the question, then turn to share their thoughts with a neighbor. Encourage students to use evidence from the text to explain their responses. They can use sentence frames such as *I think Hector spent so much time at the library because _____. I know this because in the text, it stated that _____.*
2. Continue asking students questions about the plot and how it revolves around Hector as a character. Other questions may include, Why didn’t Hector go anywhere without a book? Why did he begin to look like a book? Do you think he was happy with the books?
3. Say, “Turn to your neighbor and tell him or her what you’ve learned about Hector Quarto’s character after reading *The Boy Who Loved Books*.”

You Do

1. Have students complete the Hector and the Plot activity sheet (*Student Guided Practice Book*, page 177) either now or during the Differentiated Instruction portion of the lesson.

Understanding Characters *(cont.)*

Writing 10 min.

Tell students to think about the passage and something that they love as much as Hector loves books. Then, read aloud the prompt from the Written Response activity sheet (*Student Guided Practice Book*, page 178).

Fluency Practice 10 min.

Model how a reader would read a sentence with punctuation, including commas and ending punctuation such as exclamation points or question marks. Begin by pointing out the punctuation marks in the first paragraph of the passage. Then, model appropriate intonation as you read aloud the paragraph. Ask students to repeat after you. Repeat this process with the remaining paragraph.

Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 179) to gauge student progress toward mastery of the Learning Objectives.
2. Based on the results of the Quick Check activity sheet and teacher observations during the lesson, organize students into groups and continue with the Differentiated Instruction support and the Literacy Games.

Assessment Opportunity

Have students complete a timed reading of the passage. This passage has 300 words. The fluency goal is 114 words per minute. See pages 16–17 of the *Assessment Guide* for instructions and the fluency rubric.

Understanding Characters (cont.)

Differentiated Instruction (35) min.

While the teacher meets with each group below, the remaining students will play the Literacy Games.

Reteach

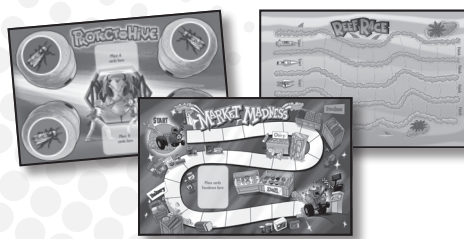
1. Discuss character traits and feelings. Explain that some character traits are explicitly stated, such as *He looooved books*, and other times, we can infer character traits using hints and evidence from the text, such as *Hector was a good reader, because he reads so often*.
2. Reread the passage and highlight character traits and feelings for Hector. Have students explain how the character traits influenced the plot. Provide feedback as needed.

Reinforce

1. Ask students to list some of Hector's character traits and feelings.
2. Have students think about how these influenced the plot. Why do you think the author chose to have Hector turn into a book? Tell three reasons why you think the author used Hector's characteristics to turn him into a book and someone who gets to live in a library.

Literacy Games

Divide students into groups. Assign each group to one game. For instructions on how to organize, manage, and play the literacy games see pages 30–34.



Literacy Game Sets



Digital Literacy Games

Extend Learning

1. Think about the passage. Have students brainstorm characteristics that describe their teacher (or a celebrity or other known character).
2. Next, have them tell a short story to a partner telling what this person would turn into based upon their character traits. Tell students to remember to use the character traits to decide the sequence of events.



The Boy who Loved Books

Hector Quarto loved books. He looooved books. He L-O-V-E-D them. Mystery and adventure kept him company. Science fiction and comics were his friends. If you saw Hector, you saw a book. He was never without one.

Have you ever noticed how very good friends start to look like each other? It was no surprise when Hector's spine began to stiffen. His skin took on a paper-ish quality. And his hair hung like the tassels of a bookmark. When asked a question, Hector's mind riffled through his thoughts like the pages of a book.

Hector was becoming quite bookish.

As the years went by, Hector's round edges began to square off. His skin became leathery like the old books on the library shelves. In fact, Hector spent a lot of time there in the library. He just sat and stared at the shelves. He longed to be with the books he loved.

Hector's body got straighter. And stiffer. And then, very still.

Until one day, as Hector sat in the library, a tall man slowly wheeled a cart by him. The librarian reached out and grabbed Hector as though he weighed nothing and placed him on the bookshelf. Hector was thrilled to be on the shelf with his very good pals the books. In fact, he sat next to Harry Potter and the Hobbit, two dear old friends. Hector looked up with glee and saw his reflection in the library window. But Hector's face wasn't reflected back. He saw just the image of books in a row, waiting to be chosen and read. Hector shook his head in wonder and saw one of the books on the shelf wiggle just a bit.

Hector closed his eyes and sighed a happy sigh. He would live forever with his books.

Forever and ever.



Word Work

Part 1: Nouns and Pronouns

Directions: Read the sentences below. Replace each underlined noun or phrase with a pronoun from the Pronoun Word Bank.

Pronoun Word Bank

he	she	his	her	them	they	it
----	-----	-----	-----	------	------	----

- 1 Mystery and adventure kept him company. _____
- 2 Hector's skin took on a paper-ish quality. _____
- 3 We decided to check out all of the comics. _____
- 4 The librarian reshelfed the books we returned. _____

Part 2: Language and Vocabulary

Directions: Read the sentences below, and rewrite them to include a signal word that tells *when*.

Signal Word Bank

after	during	before	now	today	once
-------	--------	--------	-----	-------	------

- 1 Hector read books.
Hector read books after school.
- 2 He liked to go to the library.

- 3 Hector spent a lot of time at the library.

Descriptions!

Directions: How would you describe Hector? Use evidence from the text to describe Hector's character traits.

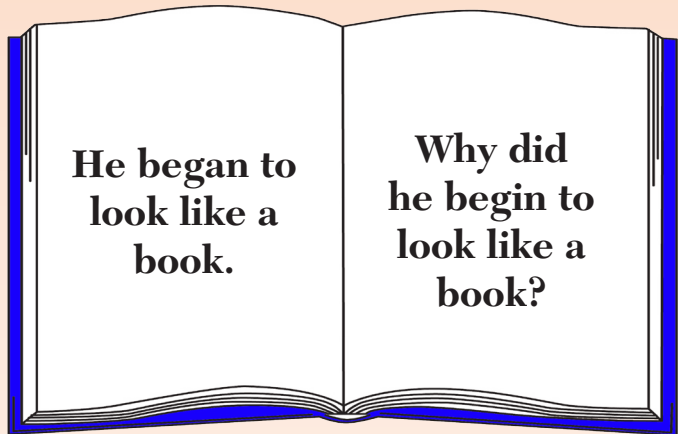
<p>Trait 1 _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Trait 2 _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Hector</p>	
<p>Trait 3 _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Trait 4 _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

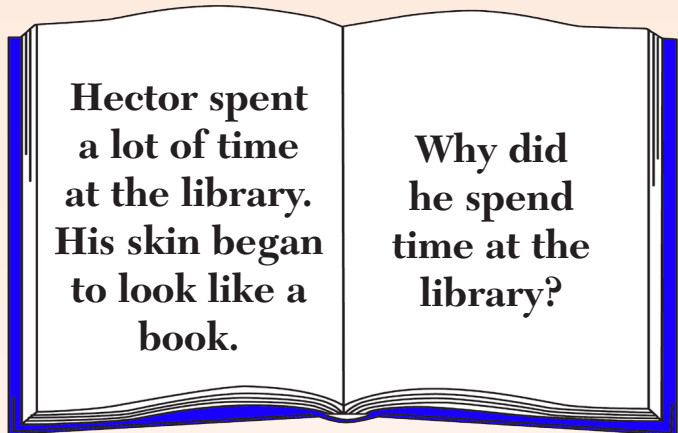
Challenge: Write a summary sentence of Hector's character.

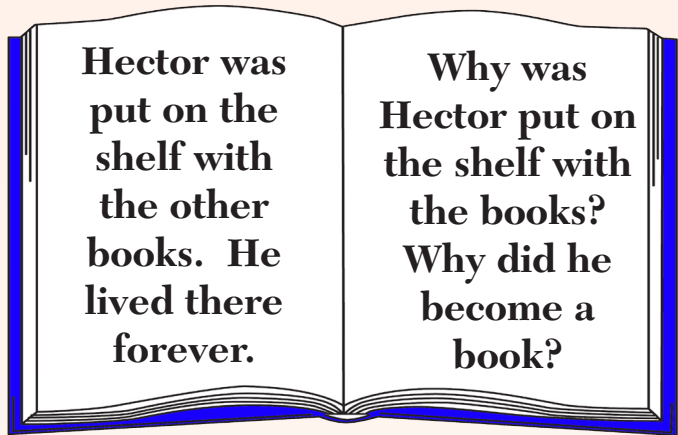
_____.

Hector and the Plot

Directions: Below are events from the story. Tell how Hector's traits and feelings caused these events.







Quick Check

1 Bill just got a new bike. Which pronoun is the best choice to replace *Bill*?

- A You
- B I
- C They
- D He

2 Which signal word says something happened last?

- A first
- B finally
- C during
- D then

3 What can you predict about the main character from the title *The Boy Who Loved Books*?

- A The main character likes math.
- B The main character is female.
- C The main character likes to read.
- D The main character lives in a big house.

4 Which sentence gives you a clue about whether Hector Quarto likes books?

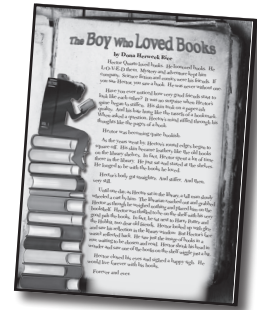
- A Hector closed his eyes and sighed a happy sigh.
- B He looooved books.
- C Hector's body got straighter.
- D He would live forever with his books.

Understanding Characters

Oral Reading Record

Name: _____ Date: _____

Assessor: _____



Word Count	Codes				
122	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Text	E	SC	Cues Used	
			E	SC
<p>Hector Quarto loved books. He loooved books. He L-O-V-E-D them. Mystery and adventure kept him company. Science fiction and comics were his friends. If you saw Hector, you saw a book. He was never without one.</p> <p>Have you ever noticed how very good friends start to look like each other? It was no surprise when Hector's spine began to stiffen. His skin took on a paper-ish quality. And his hair hung like the tassels of a bookmark. When asked a question, Hector's mind riffled through his thoughts like the pages of a book.</p> <p>Hector was becoming quite bookish.</p> <p>As the years went by, Hector's round edges began to square off. His skin became leathery like the old books on the library shelves.</p>				
TOTALS				

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time: