

SAMPLE SMALL GROUP LESSON PLAN

The Small Group Reading Lesson Cycle

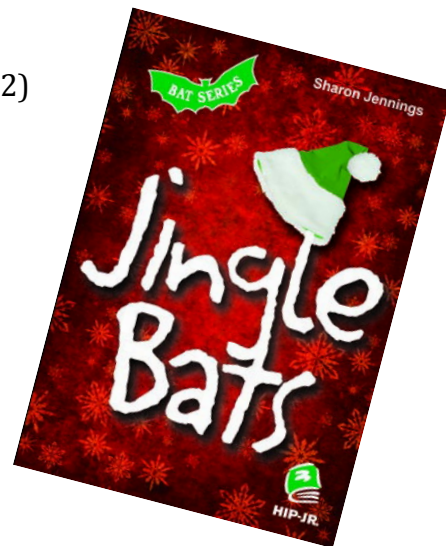
The following lesson represents a three-day repeated reading cycle with an excerpt from ***Jingle Bats***. Each day's lesson is expected to take no more than 20 minutes. The "Must-Do" is an assigned task that requires students to independently apply what was learned in the lesson or extend their experience with the text. Because of the carefully controlled readability of HIP novels, students who are guided through an excerpt in this way should be able to read the rest of the book on their own.

TEXT: *Jingle Bats* Chapter 5

(Interest level: Age 9-12 Reading Level: mid Grade 2)

LEARNING GOALS: Students will be able to...

- ...ask questions during reading and anticipate the answers
- ...answer questions about reading with support from the text
- ...compare and contrast characters in fiction.
- ...apply letter patterns to encoding and decoding coded messages.



3 Ps BOOK INTRODUCTION

Preview: Today you're going to read Chapter 5 of a book called *Jingle Bats*. In this book, the two main characters, Sam and Simon, get roped into being Santa's elves at the mall over the holidays. Santa's mean, the kids are bratty and now some of the girls from school have shown up at Santa's Village.

Activate Prior Knowledge: TTYN and describe what happens at a shopping mall Santa's Village. What jobs do you think the elves would have to do? What role might a toy donation box have in this story?

Set Purpose: As you read, please think about what you're wondering and what the answers to your wonderings might be. We're going to read a short section at a time and stop and talk about our wonderings.



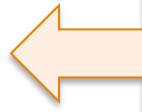
LESSON ROUTINES:

<p>DAY 1: “TESTING THE WATERS”</p> <ul style="list-style-type: none"> • Book Introduction • “I Wonder, I Think” <p>- Have students turn to Chapter 5 (p. 36) and put their sticky note “stop signs” at the end of page 37. Read silently to the stop sign then stop and think about what you are wondering and what the answer might be. Pause to discuss students’ wonderings and their anticipation of the answers might be.</p> <p>- Move “stop signs” to the end of page 39 and repeat the process, also discussing whether any of their previous wonderings were answered.</p> <p>- Move “stop signs” to the end of page 42 and repeat the process.</p>	<p>Must Do Q&A Graphic Organizer: Have students write FAB responses to the comprehension questions. Flip the question into a statement Answer the question. Back it up with support from the story.</p> <p>See also hip-books.com/teachers/5-tips-for-teaching-struggling-readerswriters</p>
<p>DAY 2: “DIVING DEEPER”</p> <p>- Revisit “must do” assignment. Talk about “Hand, Head and Heart Questions” (hip-books.com/teachers/hand-head-and-heart-questions/). Reread chapter 5 to look for evidence to support each answer. Talk about whether each question is a hand, head or heart question. Draw special attention to “head” questions and how the answer combines information from the text and background knowledge.</p> <p>- Discuss what they know about the two characters from this chapter and how they learned about them. (hip-books.com/teachers/what-a-character/.)</p>	<p>Must Do Character Comparisons: Have the students create a Venn Diagram to compare/contrast Sam and Simon.</p>
<p>DAY 3: “DIPPING BACK IN”</p> <p>- Share Character Venn Diagrams</p> <p>- Introduce Sam and Simon’s secret code (hip-books.com/wp-content/uploads/2016/01/The-Bat-Code.pdf)</p> <p>Practice writing a message together.</p>	<p>Must Do Write a coded response to the group message. Optional: Read the rest of the book to see what happens!</p>



JINGLE BATS, CHAPTER 5 “He Knows if You’ve Been Bad or Good”

FAB Answers



Flip the question into a statement

Answer the question

Back up your answer with support from the text.

Do you think this is a good title for this chapter? Why or why not?

Why did Sam and Simon behave so differently to the girls at the Mall?

Why was Sam so upset about the missing toys?

How do you think the toys got into the boys' locker?





HIP TIPS

www.hip-books.com

SECRET CODES

Teaching students to read and write in code is not only motivating and engaging, it also promotes spelling, decoding and general word knowledge.

Here's a simple code that's used by Simon and Sam, who call themselves the "Bat Gang" in the HIP Jr "BATS" series:

Flip the vowels: A E I O U Y

With: Y U O I E A

So...the word BATS would be BYTS and CODE would be CIDU.

Sam and Simon make it a little harder by writing each word backwards. Now BATS is STYB and CODE is UDIC.

www.hip-books.com/teachers/

