

Fluent Lesson Plan

A letter for Margery Moose

Fluent Level 16

Lesson rationale

The students will

- Analyse and synthesize the information and events of the story
- Summarize the information and events of the story

Before the lesson

Read and familiarize yourself with the story and the lesson you will be taking today. Prepare the resources and materials you will need.

Reading and thinking

Introduce the lesson to the students, telling them the comprehension strategies they will be focusing on today. Tell the students that they will be recording the important events and information as it occurs in the story. You may want the students to do this independently, co-operatively or as a group. You may want the students to record the ideas themselves or with support from a partner. You may have to record the information for the students yourself.

Begin looking at the book by turning to the back cover. Look at the illustration and read the caption that accompanies it. Turn to the front cover and read the title. Discuss the illustration and how it connects to the idea of travel suggested on the back cover.

Read pages two through to the end of five.

Ask the students, *What has happened in the story?* Record the responses. Discuss the responses, ordering them numerically from most important to least important.

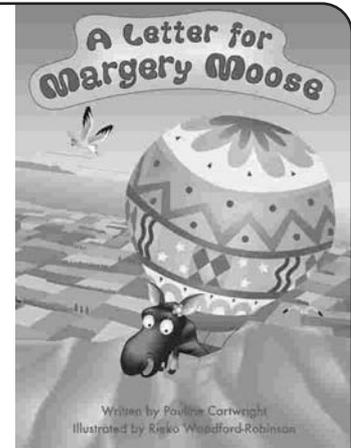
Read pages six to the end of page nine.

Again ask the students, *What has happened in the story?*

Record the responses. You may want to model to the students different ways to record the information. Show them how keywords will make the task quicker and linking key words together gives a key idea.

E.g. *Train – farms, gardens, plants, animals*
Car – river
Balloon – mountains, desert, no trees

Continue to read and question the students, using this approach until the beginning of page 18. Have the students read through to page 21. Again record the information or events that are important.



Read and enjoy the end of the story, pausing to record the students' ideas at the conclusion of the reading. Praise and thank the students for the effort they have made in their reading and thinking about this book.

By considering the ideas and suggestions the students made through this exercise, you should be able to see how they have analysed, synthesized and summarized the information and events of this story. Discussion and questions may be required if the students' ideas don't match your expectation.

More thinking

Ask the students to create a sequence chart, showing the events and information the students have selected in the order in which they occurred in the story. The students can present their information using illustrations, key words, captions or sentences, in a way that is appropriate for them. What the students tell you rather than how they tell you is the focus today. BLM 1, 3 or 5 could be effective for this task.