

## Fluent Lesson Plan

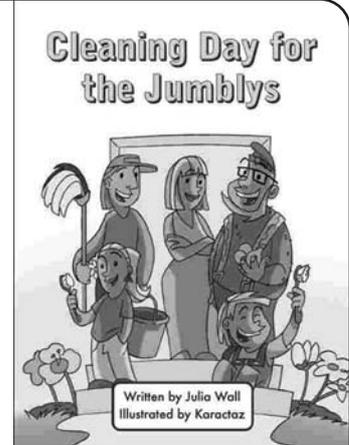
### Cleaning Day for the Jumblys

Fluent Level 16

#### Lesson rationale

The students will

- Ask questions about the text



#### Before the lesson

Read the story and prepare for the lesson.

Be aware that the level and depth of students' questions will be relative to their understanding of the story. As well as this, it will also reflect the model of questioning they are familiar with. Take this opportunity to work on your ability to question effectively.

#### Reading and thinking

Tell the students that while they are reading the story they will be asking questions. Tell the students that they can ask questions about the writing and the illustrations they will be looking at. Tell them that asking questions while reading helps them to think about what they are reading. Remind them that to be great readers they need to think about what they read.

Introduce the book by showing the students the title and the cover illustration.

Model questioning to the students. Tell them, *I have thought about this cover and there are some things I would like to know. Who are the Jumbly's? What are they cleaning? I wonder what cleaning the dad might do?* Ask the students to offer more questions.

You may wish to record the questions, especially if you want to refer back to them later on in the lesson. Record the questions in a helpful and efficient way that does not detract from the reading or the questioning tasks more relevant to this lesson.

Read pages two and three.

Ask if the students can identify the question in the text on page three. Ask, *Are there other questions we can ask?* Model more examples if necessary. If students offer sentences and statements, help them formulate them into questions.

Read pages six to the end of page 13. (This is a large block of text but to stop after every second page could become tedious and would interrupt the 'flow' of the reading.)

Again ask the students to question any aspect of the book. Praise them for their work. Encourage them to look at all aspects of the book that could be open to questioning, such as the story line, the illustrations, the characters, the setting and the language. Read pages 14 to the end of 17. Again ask the students to question the book.

Read pages 18 and 19.

Read to the end of the story.

Ask the students if there is anything they wish to question on these pages.

Again praise their efforts, their reading and their questions.

### **More thinking**

At the conclusion of reading this story, many questions will have been asked. Take time to discuss questions that remain unanswered. Ask the students to group similar questions together. Let the students decide how to categorise and organize the questions. They may decide to use the story line or order of the plot, even page number. They may decide to group questions about character together, another group of questions could focus on the illustrations, yet another on the writing. There will be as many ways to do this task, as there are students in your class. None will be incorrect and each will be reasoned and thought through. Talking with the students and thinking about their ideas will show you a lot about the level of comprehension they are capable of. The BLM 1, 3, 4 and 8 may be useful as recording and ordering tools.