

Fluent Lesson Plan

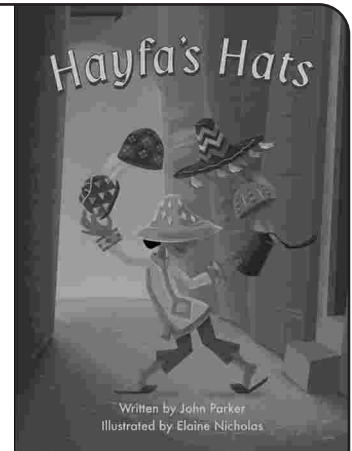
Hayfa's Hats

Fluent Level 13

Lesson rationale

The students will

- Make inferences based on the text and illustrations
- Explain the main idea of the story



Before the lesson

Read the text yourself. Familiarize yourself with how the illustrations and the text work together.

Think about the various ideas the text features. Read through the lesson plan and prepare the resources needed for the follow-up activity.

Reading and thinking

Discuss with the students the strategies you will be focusing on and practising during the lesson.

Read the title of the story and view the cover illustration.

Ask the students, *Who do you think this child is? What is she carrying? How many hats does she have? Where is the child?*

Read pages two, to the end of five.

Ask the students, *What do we know about Hayfa now, that we didn't know before? Where is this story set?* If setting is a new concept for the students spend some time explaining the term.

Continue reading the story. Stop at the end of page 13. Praise the students on their use of effective reading strategies. Be specific with the praise so others may learn from it.

After reading page 13 ask the students to recall what has already happened in the story and what they know already about Hayfa. Ask them to predict what may happen next. Listen carefully to their responses and continue to question them to deepen their thinking. Get them to consider why the writer told you about Hayfa's dancing; why did the writer add animals into the story? The answers may not be correct in light of the story but it is the quality thinking required that you want to achieve.

Read page 14 through to the end of page 18.

Ask the students, *Why was Hayfa asleep? Why do you think the camel ate the hats? Why is Hayfa angry?* These questions require some inferring from the students. Encourage them to take a risk and answer. Continue to question them, ensuring that their answers are reasonable and reflect ideas from the story. Ask the students what will happen next.

Read page 19, and then to the end of the story.

Discuss with the students their ideas about the 'message' or main idea of the story. Their ideas will vary and demonstrate to you the level of understanding they have in the story.

Again praise the students for their reading and thinking.

More thinking

Ask the students to recall the main events in the story. Ask them to think about the concept of beginning, middle and end of the story. As with other lessons, provide the appropriate level of support needed for understanding to occur. If this is a new concept, spending time reflecting and discussing the story to identify the parts that are vital, is an effective use of time. From there, model recording the information on the organizer best suited to the task (FUS6).

At the other end of the continuum, some students may be able to complete this task independently. Allow for the scope of individualism you have in your class.