

Book Title:

Author:

Publisher/Year:

Language(s):

Price:

Appropriate for:

Book Overview (Summary; important themes or thinking strategies):

Model Lesson Plan:

Before Reading (Pre-teaching vocabulary/concepts; preparation; introduction):

During Reading:

After Reading:

Extensions:

Book Title: *UP Down*
Author: *Vinayak Varma*
Publisher/Year: Tulika (2006)
Language(s): English/Hindi (bilingual)
Price: Rs. 65

Appropriate for: LKG-Class II

Book Overview (Summary; important themes or thinking strategies):

Appu is looking for someone to play with on a see-saw. Some are too big; some are too small; one is just right. There is some nice humor in here.

The story holds a pattern that lends itself to prediction.

Model Lesson Plan

Before Reading (Pre-teaching vocabulary/concepts; preparation; introduction):

- Seesaw—not all our students have seen one. Draw a simple seesaw on a chalkboard.
- *Grasshopper*—draw or define.
- *Introduction:* 'In this story, Appu is looking for a friend to play with on a seesaw. He first meets a grasshopper. Let's see what happens!'

During Reading:

- Read the first section (the grasshopper) to establish the pattern: 'You're too heavy' said the grasshopper.'
- Without showing the picture, read the mouse section, through 'The mouse sat on one side. Appu sat on the other side'. You can point to the seesaw on the chalkboard when drawing and say, 'Appu sat here; the mouse here'.
- Say, '*A prediction*' is when we use clues to guess what may happen next....who can make a prediction? What will happen next?'
- Read, showing the picture to all of the mice flying up!
- Read and show pictures to all, through the question asked of the dog, 'Will you play with me?' Now ask again, 'Who can make a prediction? What will happen next?' Try to call on someone new.
- Read the next two pages, to where the dog flies up.
- Say something like, 'I thought maybe the dog would be heavy enough, but it wasn't! Did you know that good readers are always predicting in their minds what will happen next? Sometimes we are right, sometimes we are wrong, but it's fun to think what will happen next.'
- Without showing the picture, read through the place where Appu asks the cow 'Will you play with me?'
- Say to students, 'Oh dear! A cow! Who can make a prediction? What will happen next?'
- You can decide whether to ask a prediction about what will happen when Appu is joined by the little girl.

After Reading:

Say, 'That was a fun book, and it was fun to guess what would happen next.'

Ask if any students can make connections with this story. Have any of them played on a seesaw?

For older students, you could try the extension below

Extensions:

This extension is related to mathematical concepts related to sorting and estimation (of weight).

Write on the blackboard three headings:

Appu was trying to find a friend to play with on the seesaw. He needed someone who was approximately his weight. Go through the animals in the book and sort them as to whether they would be too heavy; just right; or too light. Then add other animals/people. Your table may look like this after you make some interesting additions:

<i><u>Too light</u></i>	<i><u>Just right</u></i>	<i><u>too heavy</u></i>
<i>Grasshopper</i>	<i>little girl</i>	<i>cow</i>
<i>Mouse</i>	<i>monkey</i>	<i>elephant</i>
<i>small dog</i>	<i>big dog</i>	<i>giraffe</i>
<i>frog</i>	<i>pig</i>	<i>lion</i>

Book Title: *I can make things!*
Author: Mini Shrinivasan
Publisher/Year: Pratham (2013)
Language(s): Hindi/English (bilingual)
Price:
Appropriate for: LKG-Class 2

Book Overview (Summary; important themes or thinking strategies):

A young boy tells about all the things he can draw and make. *The power of imagination* is one of the themes found in this book.

The story offers many opportunities for *connections*. The pictures give us opportunities for *inferences*, mainly in how characters feel.

Model Lesson Plan:

Before Reading (Pre-teaching vocabulary/concepts; preparation; introduction):

NOTE: These notes are in English, but it would make sense to read this in Hindi for most readers.

This book requires little introduction.

You could set up the lesson with something like this:

'People like to do many things in their free time. I like to read books and the newspaper. I also like to _____' (supply something you like to do.)

'Does anyone here like to read for fun?'

'What kinds of games do you play with your friends?' (Call on a few children.)

'This is a story about a boy who likes to make things...'

During Reading:

After the first page: 'Oh look at this boy—what has he made?'

After page 3: 'Have you ever drawn a picture of your mother or your sister?'

After page 6: 'Oh, dear. It looks like this boy has drawn on the wall. Can you guess from the picture how he feels?' (take responses). To any reasonable answer, say, 'Wow! It does look like he feels sad/ashamed/worried....the book didn't say that, but we can guess how he feels from the clues in the picture. Good readers make guesses like that—they are called *inferences*.'

After page 9: 'Look at the cat and the fish the boy has made..' (give wait time) 'How are they different?' (Try to call on someone who you might not always call on. Encourage any reasonable answer: one is a cat and one is a fish; one is colorful, one is big and one is small.

After page 11: 'Does he make real houses and trains?' (Students will likely say, 'no'.)

Say: 'But when we use our imagination, imaginary things can seem real, can't they?'

After Reading:

'Who here likes to use their imagination when they play?' (Discuss...)

'Books are also a place where we can use our imagination, aren't they?'

Extensions:

It would be wonderful to follow this with an open-ended art project introduced by 'What will you make today?'

Book Title: *Phani's Funny Chappals*

Author: Sridula Swami

Publisher/Year: 2009

Language(s): Available in Hindi; English and other languages

Price: Rs. 25

Appropriate for: Class 1-Class 8. (This is a very simple text, but for older students, it lends itself to a quick read aloud, followed by writing activity. For younger students, it is a great introduction to *Cheenu's Gift* because the boy in *Cheenu's Gift* actually receives *Phani's Funny Chappals*) as a gift.

Book Overview (Summary; important themes or thinking strategies):

Phani is always late. Or not where he is supposed to be. He blames it on his chappals...

Model Lesson Plan:

Before Reading (Pre-teaching vocabulary/concepts; preparation; introduction):

Introduce the book with something like the following: 'Phani is always late, or not where he is meant to be. People get very frustrated with him. His teacher is upset; his father is upset; his mother is upset; his sister is upset. But he always says he has a good reason!'

During Reading:

After page 2: 'Oh dear. Phani is always late for school and his father is upset. He says he can't help it. When good readers read a book, there are two voices in their head; the *reading voice* that says the words on the page, and the *thinking voice* that thinks about the story and what it means....right now my thinking voice is asking a question: *Why can't Phani help it??!?*'

After page 3: 'Now my thinking voice is again asking: *Why can't Phani help it??!?*'

After page 4: 'Hmm. Phani says it's because of his chappals? What could be the problem with his chappals?' (Quick discussion).

'Do you think this excuse will be enough?' (Quick discussion)

After page 6: 'Oh! His chappals lead him to the mango tree...do you believe that? Why do you think he goes to the mango tree?'

After page 7: 'Oh those chappals are at it again! Why do you think Phani really goes to the pond?'

After page 8: Good readers use clues to *predict* what will happen next. Let's make a prediction now: Who thinks people will believe Phani? Who thinks they won't believe Phani?

After page 9: 'Phani's mother has given him something. Who can predict what it will be?'

After page 12: 'Why doesn't Phani seem happy about his new chappals?' (Discuss briefly.)

After Reading:

'We all have to follow rules and schedules...but it's not always easy...'

'Do you ever take a detour on your way to or from school—or do you go straight to where you are supposed to go? Why?' (Discuss).

Extensions:

Prompts for writing, talking or drawing:

- If you had to make up a funny excuse for being late, what might it be?
- *If you had a pair of funny chappals that would take you where you'd like to go, instead of where you should go, where would they take you?*
- *Write a sentence or a story that starts with: I'm sorry I was late to school today, but I couldn't help it! My funny chappals took me....*

Book Title: *Cheenu's Gift*

Author: Sridala Swami

Publisher/Year: Pratham Books

Language(s): Available in Hindi; English and other languages

Price: Rs. 25

Appropriate for: Class 1- Class 8

Note: Ideally, this book should be read after *Phani's Funny Chappals*. This is because the gift Cheenu receives is actually *Phani's Funny Chappals*!

Book Overview (*Summary; important themes or thinking strategies*):

Cheenu loves his father, who is a kabadiwala. After school, Cheenu often helps his father collect newspapers and other recycled goods from neighborhood homes. One day, Cheenu and his father come across a treasure among the recycled goods.

Themes covered in this book include parental love; pride in work; the importance and of all kinds of work; and love of reading

When taught to older children, this may lead to conversations about many things including what kinds of work get respect and why and what role caste plays in this. When taught to younger students, these ideas may or may not be stated explicitly, but they will likely come through in the story and the discussion.

Students often have a variety of opinions on the question of whether kabadi ka kam is 'good work' or not. Sometimes these ideas are motivated by caste or class prejudice; sometimes the children of kabaiwala's may voice these opinions because they feel like they have to, or because they feel embarrassed about their parents' work. If negative comments are directed at a student, then the teacher should intervene, 'All are welcome here, and that means all that come here must be respected and valued.'

If students say something negative about kabadi work in general, rather than saying they are wrong, it is almost always more effective to say, 'I hear what you are saying, but I believe that all kinds of work are important, and I am very grateful for the work that kabadiwalas do to help us recycle and to help our environment. But let's consider what Cheenu feels. Does he seem ashamed or proud of the work his father does?' (The evidence in the text and pictures clearly supports the idea that Cheenu is proud of his father and the work he does.)

Model Lesson Plan:

Before Reading (*Pre-teaching vocabulary/concepts; preparation; introduction*):

Vocabulary:

kaidalu: paper in Telugu

bandi: cart in Telugu

If you are teaching the book in English to English Language learners, you could draw a kabadi cart on the board and talk a little about kabadiwala work in general without saying what part this will play in the story.

Concept (for older children): India is a country where many languages mix. This story is set in Andhra Pradesh, where Telugu is spoken, and this story contains some Telugu words. In Delhi, we often mix Hindi

and English words. Can you think of an English word that we use in Hindi? Or a Hindi word we use in English?

Introduction (older children): 'India recycles more material than any other country in the world. Kabadiawalas are a big part of why that is possible. What benefits does recycling have?' (discuss) 'In this story, Cheenu is the son of a kabadiwalla. As we read this story, let's think about how Cheenu feels about his father and the work he does.'

Introduction (younger children): In this book, a boy helps his father do his job after school. Do any of you help your parents with work, either in the home, or outside?

During Reading:

After page 3 (as Cheenu is waiting): 'When good readers read a book, there are two voices in their head; the *reading voice* that says the words on the page, and the *thinking voice* that thinks about the story and what it means....right now my thinking voice is wondering "*Who or what is Cheenu waiting for?*" (You could ask for guesses, but it's not necessary to. The questioning is what you are modeling here. If some guess he is waiting for his father, a kabadiwala, you might say, 'I thought that also, because I looked at the cover of the book before reading. Now let's see...')

After page 5: 'Cheenu's father is a kabadiwala, who has a flexible schedule. Because of this, Cheenu is the only student who is picked up from school by his father. How do you think Cheenu feels about his father and the work he does?' (The evidence in the text and pictures strongly suggests Cheenu is proud of his father. If students argue that kabadi work is 'bad' or 'dirty', refer back to the text, 'But what do the pictures the text say? (Reread 'grinned from ear to ear' and show pictures.)

After page 7: 'It looks like Cheenu is helping his father after school. Do any of you help your parents before or after school?' (In the unlikely event that the conversation turns toward child labor, remind children that it is not illegal for children to help their parents with work if it is not dangerous and if it does not keep them from going to school. 'Let's see if we learn how Cheenu's father feels about Cheenu's education.)

After page 8: 'I wonder why Cheenu's eye's grew big and round?' (He may not have been in a lift; or he may see something—the answer is not clear and does not need to be...if children are worried about finding the answer, say, 'Sometimes the questions we ask in books are not answered clearly, and that's just fine—there are many ways to understand good books....')

After page 10: 'Why do you think Cheenu want to look at the books?'

Note: If students guess it because he like books or likes to read, you can say, 'I think you are right. It is not written that he likes to read, but we can guess that he probably does because he seems so interested in them. Good readers *make inferences*, they fill in the blanks or make educated guesses, based on clues in the text.

After page 12: 'Why did Cheenu's father give him the book?' (Discuss)

'Why do you think they had to call Cheenu three times to come and have dinner?' (discuss—this also calls for inference!)

'Can you see the name of the book Cheenu is reading?' (It's Fani's Funny Chappals-the book you may have read last week by the same author!)

After Reading:

For younger children:

'Do you think Cheenu's parents love him? How can you tell?'

'How do you think Cheenu's parents feel about Cheenu reading books?'

'Do you think Cheenu is proud of his father? Why?'

'Does anyone here like to read like Cheenu?'

For older children:

'How do you think Cheenu feels about his father and the work he does?'

'What can you say about Cheenu's family?'

'What do you have in common with Cheenu?'

'What is one 'big idea', theme, or lesson in this book?' (If you don't get a response you can suggest some of the following as possibilities:

love between parents and children;

pride in work;

the importance and of all kinds of work;

love of reading

Extensions:

Write or draw a picture about a time when a family member did something special for you.

Draw a picture of your father or mother and say what work he or she does.

Book Title: *Putul and the Dolphins*

Author: Mariam Karim-Ahlawat

Publisher/Year: Tulika (2006)

Language(s): English

Price: Rs. 120

Appropriate for: KG-Grade 8 as read aloud.

Book Overview

Summary; important themes or thinking strategies:

Putul is a young girl who lives with her family on the banks of the Ganga. The central theme in this book is duality: there are more than one way of looking at most things in life. This is most clearly shown in the portrayal of the river: sometimes she is a friend, sometimes an enemy.

This lesson emphasizes the ideas and themes in this book. If you are reading to a group of students with limited English, you will need to translate difficult parts as you go, as we have had a difficult time sourcing the Hindi edition of this. Depending on how much translation you do, you may need to scale back some of the discussion.

Model Lesson Plan:

Before Reading (*Pre-teaching vocabulary/concepts; preparation; introduction*):

Preparation: Write a 'T-chart' on the board: 'Friend/Enemy'

Ask students, 'Has anyone ever lived near a river? What good things can a river give to people? What can be difficult about life on a river?' (Answers may include: rivers give water to our crops, provide fish for us to eat and places for us to swim; but rivers can flood, people can drown in rivers, and rivers can divide people from each other.)

Say, 'There are many ways to look at a river. And that is true with most things in life, too.' Give age appropriate examples such as:

- School can be difficult, but it helps us learn.
- Cars and motorbikes are good to travel in, but they pollute.
- The work our parents do may be difficult, but they earn money so they can provide for us.

During Reading:

After the second page of text (about life on the banks): 'It seems like life in Putul's village has a good and bad sides to it. What are some of the good sides? (Good food; playing, swimming with friends) 'What are some of the bad sides?' (No school; family is poor).

After the page which begins, 'The river was the friend and the enemy of the people....':

'This page starts with the idea that 'the river was friend and the enemy of the people...what are some of the ways that the river is a friend?' (Write on T-Chart)

'How is the river an enemy?' (Write on T-Chart)

After the page which begins, 'What Puul loved the most...':

'Why do you think the men try to kill the dolphins?'

'How do you think Putul would feel if her father speared a dolphin?'

'Is it wrong to spear a dolphin?'

After the page that begins, 'One monsoon, it rained...':

'Good readers use clues to think about things that are not directly told by the text. That is called an *inference*.' (Refer to the wall chart, if available...)

'Can you think how Putul and her mother feel as they wait for Putul's father to return each night during the flood?' (Students will likely say, 'worried'.

'It doesn't say they are worried, so what clues tell you they must feel that way?'

After the page where Putul and her mother discuss killing the dolphin:

'There are often more than one way to look at something. We've seen that the river can be seen as both friend and enemy. Now we see Putul and her mother have different ideas about whether it is right to kill dolphins or not.' (Discussion is optional here; too much talk can slow things down so much. If you choose to have a small discussion, you might ask, 'Do you always agree with your parents or teachers?')

After the page that ends with Putul swimming away 'And sure enough they did':

'When good readers read, they predict what will happen next. What do you think will happen?'

'Those are good predictions; they make sense. Let's see what happens.'

After Reading:

'At the end of the book, what has changed? How do people feel differently about the dolphins?'

'Good books usually contain have a big ideas, or theme. What are some of the big ideas in this book?'
You might write these on the board. Some might include:

The river can be both friend and enemy.

People can change their minds.

There are two ways of looking at many things.

IF this last theme is not volunteered, you may suggest it and see if students agree that it is an important theme of this book. They will agree!

Extensions:

You could have students write or talk about different ways of looking at various things:

Cars; motorbikes; busses; plastic bottles; difficult jobs (like Kabadi wala, sweepers, etc.); school; studies, etc.

Book Title: *Mukand and Riaz*
Author: Nina Sabnani
Publisher/Year: Tulika, 2007
Language(s): English and Hindi
Price: Rs. 120

Appropriate for: This book can work for students of all ages. The story is simple, but the themes are universal and challenging.

Book Overview (*Summary; important themes or thinking strategies*):

Mukand and Riaz are best friends. The story is set in Karachi in 1947 on the eve of partition. The central theme in this story is friendship and loyalty in the face of communal violence.

Model Lesson Plan:

Before Reading (*Pre-teaching vocabulary/concepts; preparation; introduction*):

'How many people know that India and Pakistan used to be part of the same country?' (Discuss this, making sure students understand that just before giving independence, the British, split into two pieces: India and Pakistan. There was a great deal of fear and violence on both sides during that process, and many Hindu families were forced to flee Pakistan just as many Muslim families were forced to flee India. It's helpful to show a map of both countries - so that the children get a sense of where the two nations are geographically and what undivided India looked like on the eve of the partition..

'This story was set in 1947 just before partition. Mukand and Riyaz are best of friends. Mukand is Hindu and Riaz is Muslim. When partition happens, what do you think might happen?' (Brief discussion)

During Reading:

Halfway through the page which begins, 'Mukand has a cricket cap.':

'Do you own something special that you would never want to share with anyone?'

'Do you have a best friend like Riaz? Would you share your favourite things with him/ her?'

After the page that begins, 'Riaz takes Mukand to a bonesetter...':

'I can see what a good friend Riaz is. He takes Mukand to a bonesetter to fix his arm...I can infer from his clothes, that the bonesetter is a Muslim, but I see he is happy to help Mukand, and doesn't even ask for money. What does this say about how Hindus and Muslims get along in Karachi?' (Discuss.)

After the page, 'a military van comes and stops on the street....':

What do you think is happening?

Good readers predict what will come next as they read. It doesn't matter whether they are right. Let's make a prediction... what do you think the boys will do?

After the next page, which start with, 'Mukand and Riaz go to the market instead...'

'Good readers ask questions and think as they read. As I read this, I wonder what the library they go to looks like. Is it like our library?'

After the page that begins, 'Then one day...':

'Oh. It says Mukand's family has to hurry and leave. I wonder why?'

After 'He sees blood on the streets':

'This is a disturbing page. There is so much violence all around. Mukand does not understand what is happening, and things like this are hard for even grown ups to understand, but I can see from the picture he is very scared. I wonder how he will stay safe.'

After the page that begins with 'Riaz brings kurtas and Jinnah caps.':

Depending on the level of sophistication of your children, you can either ask, 'Why do you think Riaz wants them to wear different clothes?' or say, 'I think Riaz knows that if they dress like they are Muslim, they will not be bothered.'

After the page that starts with, 'Riaz helps them.':

'At this time, there was much violence in both India and Pakistan. Many Hindus and Muslims were very afraid and angry and many rumours were spread about the violence and who caused it. In such a dangerous time, why do you think Riaz took such a risk to help save his friend's family?'

After the page which begins with, 'The ship begins to move...':

'Do you think the boys will ever see each other?'

'Do you think they will remember each other?'

After Reading:

'Let's think about the themes, or big ideas in this book. What are some of the ideas you saw when you read this?'

Common themes may/should include:

-The power of friendship

-It is possible to be friends with people who are different from you in religion or caste.

Extensions:

'Stories—the ones we read and the ones we tell in our own families-- help us understand important things about the world. Can you think of a family story that carries a strong message or lesson. You can write your story, or draw a picture of a scene from it and then tell about it.'

Book Title: *The Why-Why Girl*

Author: Mahasweta Devi

Publisher/Year: Tulika, 2003

Language(s): English and Hindi editions

Price: Rs. 100

Appropriate for: KG-8 in a read aloud format.

Book Overview (Summary; important themes or thinking strategies):

This is a book by Mahasweta Devi about a girl who asks all kinds of questions. One of the book's messages is that books are places where we can find answers. But it also gives us a great opportunity to discuss the importance of asking questions in general. All great ideas in the world came from someone asking a question!

Model Lesson Plan:

Before Reading (Pre-teaching vocabulary/concepts; preparation; introduction):

This book is available in Hindi and in English. If you are teaching it in a language your students are not familiar with, you'll want to consider how you support language learners by preteaching vocabulary and concepts, with pictures and/or discussion.

Pre-activity:

Make a T chart on the board:

Questions with clear answers/questions to wonder, think or argue about

There are many kinds of questions in the world. Some questions have clear answers, and we either know the answer or don't know the answer. Some questions don't have clear answers—we have to wonder, think or argue about them.

Illustrate with the T-chart using questions such as the following:

- *Who was the first Prime Minister of India (clear answer)*
- *What is the capital of India? (clear answer)*
- *What is the best film of the year? (think, wonder, argue)*
- *What is the main cause of poverty in India? (think, wonder, argue)*
- *Why do more boys ride motorbikes than girls? (think, wonder, argue)*
- *How far is the moon from Earth? (Clear answer, though we may not know it.)*

This is a book about a girl from a tribal village who asks many questions. It is told from the point of view of Mahasweta Devi, a famous author who also has spent much time working in tribal villages. She is the "I" in the story—the voice the story is told in.

During Reading:

After the first page of text:

'Moyna sure has a lot of questions. Why does she say she should catch a cobra?' (People of her village eat snakes.)

'Why do you think Mahasweta Devi does not want her to?'

'Is it always wrong to catch a cobra? Or does it depend on the situation?' (discuss-some questions have more than one answer!)

On the third page of text, after Moyna asks, 'Does he ever thank me? Why should I':
'Moyna asks why she should thank the Babu for rice, since she has done a lot of work for him. She thinks she's earned it. What do you think?' (Discuss)

'Should the Babu also thank Moyna for doing the work?'

After the fourth page of text, when Moyna says, 'I will cook a delicious meal with green leaves and rice and crabs and chili powder and eat with my family?'

'Now I'm going to ask you a question. Why do you think Moyna wants to eat food from her home instead of the eating left overs of the people she works for?' (Discuss)

After each of the questions Moyna asks in the following pages, ask students if they think the question has a clear answer (though we might not know it) or whether it is a question to think, argue or wonder about).

- *Why do I have to graze the Babus's goats? Their boys can do it*
- *Why can't fish speak?*
- *Why do stars look so small if many of them are bigger than the sun?*

After the page that begins 'One night she asked me..':

'Moyna read books and found the answers to many of her questions, didn't she? But I noticed she didn't find the answer to the question, Why do I have to graze the Babus's goats? I think that must be a question to think, wonder and argue about. Moyna thinks it's unfair. She thinks she should be able to go to school.

After the a page that ends in 'Then she saw me and fled with her goat.':

'Moyna is upset because she has to work during school hours. What do you think will happen next?'

After Reading:

'At the end of the story, we learn that Moyna has become a reader and a teacher because she learned that books are the place where we can find answers to her questions...'

'What do you think the big idea or lesson of this story is?' (Students may just restate what you've just said, which is fine).

Optional questions to follow up with:

'Do you ask questions in your life?'

'Do you always get answers to your questions or is fine to just wonder sometimes?'

Extensions:

Have students write or dictate 3 questions and draw a picture to go with them. The questions could be anything:

'Why do I have to study maths?'

'Why do I have to wash dishes at home?'

'Why is the sky blue?'

The idea is not to provide answers but to celebrate the asking of the questions.

Lesson Planning Guide (Explained)

Book Title:

Appropriate for:

Book Overview (Summary; important themes or thinking strategies):

(These are notes for the adult reading aloud)

Model Lesson Plan:

Before Reading (Pre-teaching vocabulary/concepts; preparation; introduction):

*(These notes touch on **preparation** and **scaffolding** and **introduction**. **Scaffolding** is what you do before you start reading a book to pre-teach important content or vocabulary. We do this to make the text more accessible to students. The **introduction** is another kind of scaffolding. In the introduction, you suggest at ideas or questions you want students to pay attention to as they listen to the story. Students who have a purpose for listening (or reading) a story are much more likely to attend and understand.)*

During Reading:

(These notes suggest the kinds of things you may say as you read. Always be flexible: the best read aloud can be ruined by too much 'stop and talk.' On the other hand, if we don't stop at all, we miss valuable opportunities to teach students the kind of strategies they will need to become successful independent readers. Here you will find two main things:

- **Think aloud:** *this is when the teacher models her 'thinking voice'--the voice she hears in her head when she reads and thinks about a text.*
- **Discussion points:** *These are places where we ask students to share their own thinking. It is rarely necessary to correct errors here; most questions are open-ended enough to suggest several answers. The important thing to encourage is thinking in the read aloud and in students' independent reading. No one can be a successful reader if they do not learn how to think about the text they are thinking about.*

After Reading:

(This is where we pull together the big ideas and questions raised by a text.)

Extensions:

(This is where we consider how we might want to extend our thinking about a text through art, writing or other activities.)

Lesson Planning Guide

Book Title:

Appropriate for:

Book Overview (Summary; important themes or thinking strategies):

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Extensions: