INSPIRE READING MULTI-SESSION LESSON PLAN

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_Book Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date/Time \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_(X) EA DAY ON CALENDAR YOU WORK WITH THE STUDENT. IF STUDENT ABSENT MARK (AB)**

DAY ONE

**STEP ONE FLUENCY**

**(Tell Student you are going to play a special game to see how well they can read)**

**COLD READ 2 copies of passage: 1 student and 1 mentor**

 **Set timer for 1 min and let student read passage without practice**

 **Mentor marks each word missed & a bracket behind the last word**

 **read on their copy with BLUE colored pencil**

 **Record the number of correct words read on graph in Blue**

 **PRACTICE TIME-Mentor reads passage along with student pointing to each word**

 **WARM READ set timer for 1 min and let student re-read passage**

**Mentor marks each word missed with a YELLOW colored pencil.**

**Graph the number of correct words read on graph in YELLOW**

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**STEP TWO VOCABULARY/SITE/HIGH FREQUENCY WORD PRACTICE**

* **Pull out the vocab/site/HF words from binder**
* **Play a flash card game using these words with students**
* **Make two piles with cards (student knows) & (student needs practice)**
* **Set aside any words missed and review at the end of lesson**

**STEP THREE PREVIEW STORY**

1. **Read the title and look at the pictures on the cover & throughout the book. Ask student these questions:**

 **--What is the title of the book we are going to read?**

**Mentor writes down the answer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **--Who is the author?**

**Mentor writes down the answer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**--What do you think the story will be about?**

**Mentor writes down the answer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**--Who do you think are the main characters?**

**Mentor writes down the answer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**--Where do you think the story takes place?**

**Mentor writes down the answer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**--What else can you tell me about the book?**

**Mentor writes down the answer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Additional Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Mentor can ask any other questions relating to the story that might help student***

DAY TWO

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_Book Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date/Time \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_(X) EA DAY ON CALENDAR YOU WORK WITH THE STUDENT. IF STUDENT ABSENT MARK (AB)**

**FLUENCY PRACTICE**: **Give student their copy of the fluency practice. Let them read without being timed and do not graph anything. Mentor teaches FLUENCY STRATEGIES with the fluency grid provided in the binder.**

**Mentor may have to review proper punctuation with students.**

**Mentor Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**READ THE BOOK: Student begins reading the book with the mentor’s help. Mentor teaches student how to use the HANDY FIVE STRATEGIES to help them with any struggling words.**

***Mentor writes down any comments about the read.***

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***Read each page then ask questions to determine comprehension***

***After each page read, place a sticker in bottom right corner***

**Who is the main character(s)?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What happened so far in the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Where is the story taking place?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Is there any problem(s) in the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **If so, what is the problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student reads each page. Mentor asks questions after each page read to checking for understanding.**

**Mentor Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DAY THREE**

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_Book Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date/Time \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_(X) EA DAY ON CALENDAR YOU WORK WITH THE STUDENT. IF STUDENT ABSENT MARK (AB)**

**FLUENCY PRACTICE**: **Give student their copy of the fluency practice. Let them read without being timed and do not graph anything.**

* **Mentor teaches FLUENCY STRATEGIES with the fluency grid provided in the binder.**
* **Mentor may have review proper punctuation with students.**

**Mentor Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**READING THE BOOK**

***Student begins reading where they left off from previous session: with the mentor’s help.***

**Remember to use the Handy Five Strategies when a student gets stuck on a word.**

***After each page read, place a sticker in bottom right corner***

**Mentor writes down any comments about the read.**

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***Read each page then ask questions to determine comprehension***

**Who is the main character(s)?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What happened so far in the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Where is the story taking place?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Is there any problem to be solved yet? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **If so, what is the problem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **What can you tell me about (*the subject being read about*)? Mentor is trying to access prior knowledge of what the student already knows about the topic being read. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Student reads each page. Mentor asks questions after each page read, checking for understanding.**

**Mentor Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Student and Mentor fill in the given graphic organizer*.**

**DAY FOUR**

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_Book Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date/Time \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_(X) EA DAY ON CALENDAR YOU WORK WITH THE STUDENT. IF STUDENT ABSENT MARK (AB)**

**FLUENCY PRACTICE**: **Give student their copy of the fluency practice. Let them read without being timed and do not graph anything.**

* **Mentor teaches FLUENCY STRATEGIES with the fluency grid provided in the binder.**
* **Mentor may have to review proper punctuation with students.**

**Mentor Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**FINISH READING THE BOOK**

**Student begins reading where they left off from previous session: with the mentor’s help.**

**Remember to use the Handy Five Strategies when a student gets stuck on a word.**

***After each page read, place a sticker in bottom right corner***

**Mentor writes down any comments about the read.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Read each page then ask questions to determine comprehension**

**Who is the main character(s)?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What happened so far in the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Where is the story taking place?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Is there any problem to be solved yet? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **If so, what is the problem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **What can you tell me about (*the subject being read about*)? Mentor is trying to access prior knowledge of what the student already knows about the topic being read. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**COMPREHENSION QUICK CHECK**

* **Mentor (ONLY) reads questions from the quick check and student answers independently.**
* **Mentor asks student if they have any questions and answers if possible**

**------------------------------------------------------------------------**

**GRAPHIC ORGANIZER**

**Finish the graphic organizer with the student. Let student write answers.**

**------------------------------------------------------------------------**

**Mentor Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**DAY FIVE**

**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_Book Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date/Time \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_(X) EA DAY ON CALENDAR YOU WORK WITH THE STUDENT. IF STUDENT ABSENT MARK (AB)**

**STEP ONE FLUENCY**

**(Tell Student you are going to play a special game to see how well they can read)**

**HOT READ 2 copies of passage: 1 student and 1 mentor**

 **Set timer for 1 min and let student read passage without practice**

 **Mentor marks each word missed & a bracket behind the last word**

 **read on their copy with RED colored pencil**

 **Record the number of correct words read on graph in RED**

**-----------------------------------------------------------------------**

**STEP TWO FINISH ANY PARTS OF THE LESSON FROM WEEK**

* **Mentor reviews all story element questions about the book with the student**
* **Mentor and student finishes graphic organizer**
* **Mentor goes over any incorrect answers from the comprehension quick check**

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**STEP THREE VOCABULARY/SITE/HF CARDS**

 **Mentor plays the review game with any previous words not understood**

**Mentor Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**STEP FOUR WRITING JOURNALS**

* **Mentor encourages student to write in their writing journals about the reading progress.**
* **Mentor may write a question in the journal and have student respond:**

***Writing Points to consider:***

* **Student rewrites part of the question in their answering process.**

**EX: Question—Who was the main character of the story?**

 **Answer—The main character of the story was \_\_\_\_\_ because\_\_\_\_\_.**

**GAME TIME**

**When finished with book, you may play the prepared game with the student. Directions will be in game section. Time permitting.**

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**REWARD**

**Finished Book Packet: Student will take book home and receive a certificate of completion that must be signed and brought back to school as part of the school’s GW Clip-Up Program.**

* **Also, for each book read, student will receive a sticker on their reading card. Let student put sticker on their card.**
* **Remind students**
	+ **When they read 5 books they receive a prize from the**

**Reading Treasure Chest**

* + **When they read 10 books they receive a prize from the**

**Inspiring Champions Vault**

* **Year End: the Inspire “Olympics” Program will award Gold, Silver, & Bronze medals for number of books read during the Inspire Reading Mentoring Program.**