Seventh Grade Common Core Language Arts Reading Session 6

*Sample mentor comments are represented in italics throughout the lesson plan.*

Focus: Good readers create images from all of their senses when they read--tasting, hearing, touching, and smelling in addition to seeing—expanding their understanding and interaction with it. They add to what appears on the printed page using what they already know.

Good readers relate to topics any way they can and record the connections they are making so that they can hold onto their thoughts.

Materials: 7th grade LA reading textbook or novel, journal, pen/pencil

Genre: Fiction

 Before Reading:

1. Enhance rapport. See first three sessions. It is important to establish a positive and on-going relationship with the student.
2. Last session we worked with what we “saw” as we read. This session we are going to explore additional sensory images to seeing--what we hear, taste, touch, and smell—as we read. These images help us to understand the text because we are making connections between what we are reading and what we know, and we are connecting personally with the text. We are going to add to some of the stories we read last week to see if we can share details about hearing, tasting, touching, and smelling to the pictures we visualize as we read. Myths, fables, and folk tales are good choices.

During and after reading;

1. Draw the graphic organizer for today in your journals. Fold the next blank page in half hotdog style. Number each column one through five skipping several lines for each section so that they take up the entire page. Label on column “Direct quote and page number.” Label the second column “I see, hear, taste, smell, feel….” Label the page “Sensory Images.”
2. Student selects a new piece, not one of the pieces read last session, to read together, Student choice is important. Read the selection together, alternating sentences or paragraphs. Stop at the end of a page. Look and think back over the writing. Mentor encourages and models stretching to use senses other than sight. Use the graphic organizer to record the sensory images you each are seeing, hearing, smelling, tasting, and feeling.
3. Repeat until the story is finished and you have one sensory image for each number.
4. Take turns sharing what you hear, taste, smell, see, and feel. Purposely use your imagination to expand beyond the mere words on the page.
5. Create a second graphic organizer on the next blank page in the journal, folding the page into halves, hotdog style. Label the first half “Direct quote and page number. Label the second column “This reminds me of…”
6. Student selects a second piece to read together, alternating sentences or paragraphs. Student choice is important. This time when you stop at the end of each page, complete the second graphic organizer, making connections until you have filled the organizer. Explain to the student that text to self connections are those we relate to our personal experiences and life. Text to text connections are those that we make with another book, story, movie, poem, another text. Text to world connections are those that are related to something going on in the world, maybe in the news, maybe in another country. Students might also make connections between different subject areas, connecting the topic in reading to social studies, science, or math. Give examples of different types of connections students might make. *Make connections, text to self, text to text, text to world. What does this segment remind you of in your life, another text, the world? Think out loud.*
7. Student and mentor write down specific (not just text to text, etc.) connections they are making as they stop at the end of each page and share after reading the entire piece. The student may claim they are not making any connections. Ask what they are seeing as they read or if they understand anything about what characters are feeling and why they are acting as they do. Encourage details, not just “This reminds me of my sister,” “This reminds me of the time my sister slammed my grandmother’s hand in the car door before we went into the church at my grandfather’s funeral and….”

After reading:

1. Quick write in the journal in response to the prompt. *How does making connections between our lives and the story and creating sensory images help us become better readers.*

Some ideas: If forces us to be active readers, to pay attention to the material we are reading. We listen to what other readers have to say, which makes the piece we are reading more enjoyable. We learn more about ourselves. Making connections helps us clear up confusing portions of reading selections. It helps us figure out why characters act and react as they do.

1. Share quick writes.

Closing:

1. Talk about what went well today and what you enjoyed about reading together. Complement the student on your work together. Let the student know that during your next meeting you will be doing some writing about making connections and using sensory images. To prepare, you can be thinking about a person, place, or thing (an object, an activity) you know “heaps” about.
2. See early sessions for additional closing activities before you leave the building. Thank you for your time and talent.