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Great Escapes

LEXILE™ 940



→ **Metacognitive Skill**
Make, Revise, Confirm Predictions

To be strategic readers, students must be actively involved with the text and be able to set comprehension goals for themselves. Making predictions prior to and during reading helps students use available clues to make supportable assertions about the text. They can also draw on their personal knowledge to help them make predictions. Predictions can focus students' reading, and provide a framework to revise or confirm predictions and to create new ones. As they read, students need to be shown the cognitively active processes, such as making predictions, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how you use available information to make logical predictions about the text.

To summarise, students must be able to distinguish between important details and more trivial information in the text, and they need to be able to paraphrase the information in their own words. In order to help students learn to summarise effectively, they need to be explicitly shown what it means to summarise and what they need to do to summarise a text. Knowing how to summarise will help students identify main ideas, connect the ideas in the text, and understand the text more fully.

As students become more familiar with how words work, they are better able to handle unfamiliar vocabulary as they read. Knowing how to recognise familiar suffixes and/or root words can help them get meaning from what they read. Knowing the meaning of the commonly used suffixes will help students widen their vocabulary. Students should be aware that different suffixes create different parts of speech.

Focus Vocabulary Skill: Suffixes

Noun suffixes		Adverb suffixes		Adjective suffixes	
electricity	p 9	sadly	p 5, 18	successful	p 2
explorer	3	actually	6	famous	3
slavery	17, 18	vertically	8	fantastic	8
celebrity	26	finally		heroic	14
		8, 15, 16, 22, 26		imaginative	16
		fairly	14		
		fortunately	16		
		eventually	22, 26		

x-zone

Great Escapes describes different situations where people have found themselves imprisoned for various reasons. Using elaborate plans, these people strive to win back their freedom. Some are successful while others fail.

Students will:

- Understand that reading is an active process requiring the reader to make, revise, and confirm predictions about the text.
- Summarise key information on a graphic organiser.
- Understand that adding suffixes to root words can create new words that are different parts of speech.

- Monitor students' responses and review their completed graphic organisers to determine whether they can use questions to guide their selection of key information and summarise it on a graphic organiser. Note whether they can independently apply this skill as they read the rest of the book.
- Note whether students can use text information and personal knowledge to make predictions about the text. Note whether they revise and confirm predictions as they read.
- Note whether students can locate words with suffixes in the text and understand how they affect the meaning of the root word. Observe whether they can classify the words according to parts of speech.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Have students take a minute to think about what freedom means to them. Then have them take several minutes to do some free writing about the concept.
- Discuss the concept of freedom and have students explore what it might be like to lose their freedom.
- Ask students if they have read any books or seen any films about people struggling to get back their freedom.

Apply Metacognitive Strategies

- Have students preview the cover of the book. Ask them what they think your questions about freedom and the free writing activity have to do with this book. Ask them to predict the connection. Then have them preview the table of contents and revise or confirm their predictions.

■ Model making predictions.

Think-Aloud: Looking at the cover and table of contents of a book helps me make logical predictions about what I read. I can predict that this book is going to be about people who have struggled to become free. I know about Anne Frank and I know she didn't make it to freedom, so I predict that not all of these accounts are going to be about successful escapes.

- Preview the book with students, encouraging them to make predictions as they view the artwork and headings.

Preview Text Features

- Point out the captions that accompany the illustrations and discuss their purpose.
- Point out the words in bold and show students how they can find these words in the glossary. Have students discuss how they use a glossary.
- Have students turn to the index and describe what purpose it serves.

→ Introduce the Focus Vocabulary Skill: Suffixes

- Point out the word **actually** on page 6. Explain that the suffix **-ly** is a common suffix. When it is added to a root word it creates an adverb. Ask students to tell you what the word actually modifies in this sentence.
- Explain that there are different types of suffixes that create different parts of speech. Point out the words **famous explorer** on page 3. Tell students that the suffix **-ous** means *full of* and creates an adjective, while the suffix **-er** means *one who does something* and creates a noun.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 2–15 of *Great Escapes*.

Summarise Information

- Tell students that they will be reading pages 2–15 silently. They will summarise the information when they have finished reading the section so they should be looking for the key information as they read.

Make, Revise, Confirm Predictions

- Remind students to be active readers by revising, confirming, and making new predictions as they read.

Word Skills

- Remind students to be aware of words with suffixes and to think about the parts of speech of these words.

During Reading

→ Focus the Reading

- Have students make predictions every few pages and then read silently to confirm or revise their predictions. Briefly discuss their predictions and conclusions before having them continue reading.

Pages 2–5: Ask students what they know about Anne Frank. Have them predict why she is included in this book about great escapes. Have them read the pages silently. Ask volunteers to share whether their predictions were correct.

Pages 6–11: Ask students to predict what Colditz is and what a home run might be. Have them predict whether anyone escaped through the French tunnel.

Model making predictions:

Think-Aloud: I remember seeing a movie about this prison. Based on that, I'm going to predict that the prisoners don't make it out through the tunnel.

Have students read to confirm or revise their predictions.

Pages 12–15: Have students preview the next pages and predict what they will find out about escapes. Have them read silently to confirm or revise their predictions.

- Have students reread pages 2–15, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Discuss with students how making predictions gave them a purpose for reading the text. Ask whether they think this helps them be more involved with the text and helps them better understand it.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Summarise Information

Model

- Use the section on Anne Frank to model making a summary. Make an overhead of the graphic organiser or draw it on the board. Demonstrate how to use the questions to select the key information. Point out information that is interesting but not crucial to the understanding of the text. Then paraphrase the key information in your own words and write it on the graphic organiser.

Guided Practice

- Give students a copy of the graphic organiser. As a group, read through the section *Six on the Run* on page 7 and use the questions to pick out key information. Guide students as they write the information on the chart. Discuss what information is relevant and should be included in a summary and what isn't relevant.

→ Independent Practice

- Have students complete the graphic organiser independently to summarise the pages they have read so far. Explain that as they read the rest of the book independently, they can summarise the rest of the book.

→ Vocabulary Skill: Suffixes

- Write the words **sadly**, **actually**, **fairly**, and **finally** on the board. Ask a volunteer to circle the suffix in the words. Explain that these words are adverbs. Have students use them in oral sentences and describe the words in the sentence that they modify.
- Write the words **electricity** and **explorer** on the board. Ask a volunteer to circle the suffix in the words. Explain that the suffixes **-er** and **-ity** create nouns.
- Write the words **famous** (page 3), **successful** (page 2), **fantastic** (page 8), and **heroic** (page 14) on the board. Ask volunteers to circle the suffixes. Point out that these suffixes create adjectives. Have students find the words in the text and tell what they describe.
- Have students brainstorm other words that contain these suffixes. Have them tell you how to record them on a chart according to whether the words are nouns, adverbs, or adjectives.

→ Apply the Lesson

- Have students read the rest of the book independently. They can:
 - Use the graphic organiser to summarise the rest of the book.
 - Record examples of words with other suffixes they find as they read.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.