

Guided Reading Lesson Plan (Levels M-Z)

Title: Because of Anya

Level: Q

ISBN: 978-0689869938

Publisher: Simon & Schuster

Day 1 (Ch. 1-2)

Pgs. 1-11

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Today we will start reading *Because of Anya* by Margaret Peterson Haddix. In this book, Anya loses her hair and has to wear a wig. The students in her class find out about the wig. Although Anya is very embarrassed, some students like Keely try to make her feel better.

Day 1: In today's reading, you meet Keely and her friends, Stef, Nicole, and Tory. They think Anya is wearing a wig. Read to find out why.

Words/Text Layout:

*New or important words (V) **flinched (pg. 1)- winced, draw back**

pantomimed (pg. 4)- made movements without talking

perplexed (pg. 4)- confused

chemotherapy (pg. 8)- a treatment for cancer

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers recognize the elements of a story as they begin a book. In the reading today, you will meet several characters and learn about the setting and one conflict the girls are trying to figure out. While you are reading, record the setting, the conflict, and the characters you meet. Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened in these pages? (Talk about setting, conflict, and characters.)

Who is telling the story? (point of view)

How do you know?

Do you think Anya is really wearing a wig?

If so, why do you think she is wearing a wig?

What is your opinion of Stef?

What could the girls do to help Anya?

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Day 2 (Ch. 3-4)

Pgs. 12-22

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 2: In today's reading, Anya comes home after her first school day wearing a wig. Keely tells her mom about Anya. Read to find out what her mom says.

Words/Text Layout:

*New or important words (V) **lethal (pg. 14)- deadly**

emphasis (pg. 14)- showing importance

toupee (pg. 17)- a patch of false hair for covering a bald spot

sympathetic (pg. 20)- when you share the feeling of sorrow with someone else

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers make inferences about characters' feelings. On pg. 17, Anya thinks back to what doctors told her parents: "At least she doesn't have cancer." Infer why this fact does not make Anya feel better. Also, would anything make Anya feel better at this point? Explain. Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened in these pages?

How do you think Anya's first day at school with the wig went?

Infer why the doctors saying "At least she doesn't have cancer" doesn't make Anya feel any better.

Would anything make Anya feel better at this point? Explain.

Do you think Keely's talk with her mom was helpful? Explain.

At the end of Chapter 4, the author says that "Keely wasn't about to forget" about Anya. What do you think Keely will do?

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Day 3 (Ch. 5-8)

Pgs. 23-37

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 3: In today's reading, the author flashes back to describe why and how Anya lost her hair. Keely thinks about how she could cheer Anya up. Anya tries to decide what to do during indoor recess. Read to find out what she decides to do.

Words/Text Layout:

*New or important words (V) **specialist (pg. 24)- a doctor who devotes attention to one particular branch of diseases**

alopecia areata (pg. 26)- hair loss

genetic (pg. 26)- inherited

capricious (pg. 26)- unpredictable, changes suddenly

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:
connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers point out and discuss strategies the author uses to make the text more interesting. The author, Margaret Peterson Haddix, uses the strategy of flashback in some of these chapters. After you finish reading today, write down why you think the author used flashback. Then answer this question: Do you think using flashback at this point in the book was a good idea? Explain. Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened in these pages?

What happened to Anya's hair?

Why did the author use the strategy of flashback?

Do you think using flashback at this point in the book was a good idea? Explain.

Predict: Will Keely give the card to Anya? Explain.

Why does Anya read during indoor recess?

Does Anya have any really good friends? Explain using text details.

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Day 4 (Ch. 9-11)

Pgs. 38-51

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 4: In today's reading, Keely and her friends talk about Anya at recess. Keely asks Anya about her hair. Anya and her parents discuss whether Anya should tell her classmates about her hair loss. Read to find out how the conversation goes.

Words/Text Layout:

*New or important words (V) **instinctively (pg. 42)- doing something naturally without thinking**
synthetic (pg. 44)- not real, fake, artificial
animatedly (pg. 44)- full of life, lively, vigorously
agony (pg. 49)- extreme pain

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers give their opinions about what characters should do. Today, Anya's dad suggests that Anya tell her class about her hair. Do you think this is a good idea? Explain using at least 2 details from the text. Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened in these pages?

Infer why Keely feels so bad about Anya. Is it guilt? Is it concern? Explain.

Should Anya tell her class about her hair? Explain using text details.

What would you do?

Why does Anya's dad feel guilty?

What clue do we get about why this book is called *Because of Anya*?

What questions do you have right now?

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Day 5 (Ch. 12-15)

Pgs. 52-65

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 5: In today's reading, Keely stands up to Stef. Anya has gym class, and her wig comes off. Read to find out how the other students respond.

Words/Text Layout:

*New or important words (V) **ashamed (pg. 53)- feeling guilty**

triumphant (pg. 61)- rejoicing over success

snickering (pg. 64)- laughing in a disrespectful way

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers put themselves in the shoes of the characters they read about to better understand why characters respond the way they do. Today you will read about Anya's wig coming off during gym class. How does Anya respond? Then think about how you would respond if you were Anya. What would you do? What would you be thinking and feeling? Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened in these pages?

How does Keely stand up to Stef?

Did she make the right decision by standing up to Stef? Explain.

How does Anya respond to her wig coming off?

How would you respond if you were Anya? What would you do? What would you be thinking and feeling?

How did the other kids react to Anya's wig coming off?

Do you think Stef pulled the wig off? Explain.

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Day 6 (Ch. 16-19)

Pgs. 66-78

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 6: In today's reading, Anya runs away from school to her house. Keely starts to research Anya's disease. Stef tries to talk to Keely. Read to find out what they talk about.

Words/Text Layout:

*New or important words (V) **contagious (pg. 70)- spreading from person to person**

terrified (pg. 71)- very scared

cower (pg. 77)- shrink back in fear or shame

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers make connections to the characters to better understand why characters respond the way they do. When you are done reading today, answer this question: When have you been embarrassed and humiliated like Anya? What happened? How did others respond? Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened in these pages?

When have you been embarrassed and humiliated like Anya?

What happened?

How did others respond?

Why do you think Keely volunteered to research about Anya's disease?

What do you think will happen when Anya comes back to school?

Do you think her dad was right, and she should have just told her classmates about her hair?

Explain.

Is Stef telling the truth? Explain.

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Day 7 (Ch. 20-22)

Pgs. 79-91

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 7: In today's reading, Keely visits Anya at her house and tries to encourage her. Read to find out how the conversation goes.

Words/Text Layout:

*New or important words (V) **abandoned (pg. 81)- deserted, left alone**

bewildering (pg. 86)- confusing, puzzling

invincible (pg. 90)- unbeatable, indestructible

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers make predictions as they read. Based on what you read in the chapters today, predict what you think Anya will do next and what you think Keely will do next. Use details from the text to support your answer. Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened in these pages?

Why do you think Keely went to talk to Anya?

Do you think their conversation was encouraging to Anya? Explain.

What did you think when Keely said Anya was beautiful without her wig? (pg. 86)

Predict what Anya will do next.

Predict what Keely will do next.

What text clues did you use?

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Day 8 (Ch. 23-25)

Pgs. 92-104

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 8: In today's reading, Anya thinks about what Keely said. Keely decides to donate her hair, and then she goes back to Anya's house to tell her about it. Read to find out how Anya responds.

Words/Text Layout:

*New or important words (V) **distraction (pg. 94)- something that gets in the way**
anonymous (pg. 101)- lacking individuality or unique character
timid (pg. 103)- shy, lacking courage

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers make connections to the characters to better understand why characters respond the way they do. In today's reading, Keely gives Anya her hair. Think about how Anya responds. When have you done something kind for someone else? Or when has someone else done something kind for you? Explain what happened and how you responded. Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened in these pages?

What do you think about the fact that Keely donates her hair to Anya?

Do you think any of the other girls in the class will donate their hair? Explain.

Girls: Would you have donated your hair?

How does Anya respond to the gift of Keely's hair?

When have you done something kind for someone else? Or when has someone else done something kind for you? What happened?

On pg. 104, Keely says, "But if you keep living, feeling miserable every day, you've got to keep getting up every day, facing your problems every day. So, when I thought there was something I could do to change that for you, I had to try." What does Keely mean?

How does this help Anya?

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Day 9 (Ch. 26-27)

Pgs. 105-112

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Let's review from yesterday...

Day 9: In today's reading, Keely is surprised to see another student with short hair. Anya comes back to school and tells the class about her disease. Read to find out how the class responds.

Words/Text Layout:

*New or important words (V) **protest (pg. 109)- argue, object**

abide (pg. 110)- obey, accept

tentative (pg. 110)- hesitant, cautious, shy

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Readers analyze how characters change throughout a book. How does Keely change during this book? How does Anya change during this book? Which character changes the most? Explain using details from the text. Be ready to share during our discussion time.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

What happened in these pages?

How does Keely change during this book?

How does Anya change during this book?

Which character changes the most?

What text details did you use?

How does Stef change during this book?

Were you satisfied with the ending? Explain.

What (if anything) would you have done differently?

Let's read the Afterword together on pgs. 113-114.