

Guided Reading Lesson Plan (Levels M-Z)

Title: **No Talking** Level: **R** ISBN: **978-1-4169-0984-2** Publisher: **Simon & Schuster, New York**

Before Reading: (5-7 min.)

Chapter 1-3

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Ask, "Could you go a whole day at school without talking?" Discuss. That's what this story is about. Introduce the book, *No Talking* by Andrew Clements. Read the back of the book jacket-discuss what may happen. The story begins with one student, Dave Packer, who has decided to stop talking. The author, Andrew Clements, periodically will add a bit of information to the story without a full explanation. He will only tell enough to keep you, the reader, wondering. As you read, pay close attention to his comments. They will give you great insight into the characters and their actions. Today you will read chapters 1 -3, pages 1-17

Words/Text Layout:

*New or important words (V)

Mahatma Gandhi (p. 5/6) independence (p. 6)

*Unusual aspect of text layout (V)

tongue-flapper (p. 11) whiny (p. 14)

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

Students will think about the plot of the story. (setting, characters, conflict, resolution)

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)

How did the author start the story? Why do you think he did that?

What has happened so far?

Why is Dave trying to stay quiet?

Why do you think Dave's final comment on page 16 is so important? What do you predict will happen?

What questions do you have from some of the author's comments?

Writing Connection (optional):

Guided Reading Lesson Plan (Levels M-Z)

Title: **No Talking** Level: **R** ISBN: **978-1-4169-0984-2** Publisher: **Simon & Schuster, New York**

Before Reading: (5-7 min.)

Chapter 4-7

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review yesterday's reading. Chapter 4 begins with the author comparing students to army recruits. As you read, I want you to think about if this is a correct comparison. I also want you to think about what the author is trying to say by using this comparison. Authors usually have a purpose or message they want the reader to receive when they do this. Again, throughout the book the author jumps into the story and acts like a narrator that is talking to the reader. This is a way to give the reader some background information about the characters and their stories. In today's reading the contest begins and the rules are established. Today you will read chapters 4-7, pages 18-40

Words/Text Layout:

*New or important words (V)

recruits (p. 18) zero tolerance (p. 19) ignorant (p. 21)

*Unusual aspect of text layout (V)

immature (p. 22) revolting (p. 26) courteous (p. 33)

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

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

Students will think about the plot of the story. (setting, characters, conflict, resolution)

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)

In the beginning of chapter 4 the author compares students to army recruits. Do you think this is a fair comparison? Why or why not?

Do you think the students will be able to stick to the contest? Who do you think will win?

Who are the main characters?

How did the author describe Mrs. Hiatt? Is this detailed description helpful to the reader?

What do you think happened when the kids entered the cafeteria?

Writing Connection (optional):

Guided Reading Lesson Plan (Levels M-Z)

Title: **No Talking** Level: **R** ISBN: **978-1-4169-0984-2** Publisher: **Simon & Schuster, New York**

Before Reading: (5-7 min.)

Chapter 8-11

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review yesterday's reading. Things are changing at the school. The contest has started. What do you think the teachers will do? Discuss. In today's reading the teachers realize something is going on when the students enter the cafeteria silently and do not talk on the playground. The principal was even able to figure out which boy and girl are in charge by watching the students carefully. Their big question is, "Why are they doing this?" Read chapters 8-11, pages 41-63 to find out what happens next.

Words/Text Layout:

*New or important words (V)

clattering (p. 42) keen (p. 44) trickery (p. 51)

*Unusual aspect of text layout (V)

soundscape (p. 53) riffled (p. 57) corridor (p. 62)

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

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

Students will think about the plot of the story. (setting, characters, conflict, resolution)

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 do you think would happen here if an entire grade level stopped talking?

Who is the boys' leader? Who is the girls' leader?

Is there a struggle between the two characters? Explain.

Do you think Mrs. Marlow is right in keeping quiet? Why or why not?

Writing Connection (optional):

Guided Reading Lesson Plan (Levels M-Z)

Title: **No Talking** Level: **R** ISBN: **978-1-4169-0984-2** Publisher: **Simon & Schuster, New York**

Before Reading: (5-7 min.)

Chapter 12-13

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review yesterday's reading. In today's reading we will find out how things are going for the students and the teachers. Some teachers are excited for the opportunity to experiment with the ways the children are communicating. The teachers also help the students find different ways to communicate without talking. Today read chapters 12-13, pages 64-83 to find out how things are going.

Words/Text Layout:

*New or important words (V)

maniacs (p. 66) interjection (p. 77)

*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

Students will think about the plot of the story. (setting, characters, conflict, resolution)

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)

Describe some ways the teachers are helping the students communicate without talking.

Why do you think Mr. Burton is taking notes? What do you think of his approach?

Does the setting affect the problem in the story? Explain.

How important is conflict to this story? Why?

Did anything confuse you?

Writing Connection (optional):

Guided Reading Lesson Plan (Levels M-Z)

Title: **No Talking** Level: **R** ISBN: **978-1-4169-0984-2** Publisher: **Simon & Schuster, New York**

Before Reading: (5-7 min.)

Chapter 14-16

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review yesterday's reading. In the story today you will find out how some of the students are coping with the 'no talking' rules outside of the school setting. As you read, pay attention to the changes that are occurring for some of the students. Some of them may learn a lesson that they hadn't expected. You will also read about a 5th grade assembly. It will be held in the auditorium, which is like a big theater or arena. Read chapters 14-16, pages 84-109 to find out what happens!

Words/Text Layout:

*New or important words (V)

Kyle-san (p. 87) auditorium (p. 96) intercepted (p. 99)

*Unusual aspect of text layout (V)

stereotypes (p. 100) discrimination (p. 101)

Truce (p. 105)

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

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

Students will think about the plot of the story. (setting, characters, conflict, resolution)

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)

Why does Mr. Burton feel differently than the other staff members?

How do the characters' traits influence his or her reaction to the conflict? Explain.

List the character traits of two of the main characters. Use supporting evidence.

What plot event would you change? Why?

Writing Connection (optional):

Guided Reading Lesson Plan (Levels M-Z)

Title: **No Talking** Level: **R** ISBN: **978-1-4169-0984-2** Publisher: **Simon & Schuster, New York**

Before Reading: (5-7 min.)

Chapter 17

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

At the end of yesterday's reading, Mrs. Hiatt, the principal, had demanded that the contest end. In your reading today you will find out if the kids listened to her directions or not. In previous chapters we have focused on the students. Today I want you to pay attention to how the teachers' thinking changes throughout the chapter. Read chapter 17, pgs. 110-125.

Words/Text Layout:

*New or important words (V)

productive (p. 114) Lepidoptera (p. 114)

*Unusual aspect of text layout (V)

deliberately (p. 115) ruckus (p. 116)

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

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

Students will think about the plot of the story. (setting, characters, conflict, resolution)

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)

Give a summary of your reading today.

List three major events from the story so far. Why are they important?

How did the teachers change throughout today's reading?

Are the characters in this story realistic? Why or why not?

Writing Connection (optional):

Guided Reading Lesson Plan (Levels M-Z)

Title: **No Talking** Level: **R** ISBN: **978-1-4169-0984-2** Publisher: **Simon & Schuster, New York**

Before Reading: (5-7 min.)

Chapter 18-20

*Summarize plot (M)

*Discuss pictures (M)

*Unfamiliar book language/character names (S)

*Draw upon students' experiences (M)

Review yesterday's reading. Today we will finish the book. The author skims over several events that occur because of the contest. However, he does focus on the contest between the fifth grade girls and boys. How do you think the story will end? Discuss. Read the final three chapters, pgs. 126-146 to find out.

Words/Text Layout:

*New or important words (V)

nudged (p. 129) outrageous (p. 136) duplicate (p. 138)

*Unusual aspect of text layout (V)

distribute (p. 138) stratospheric (p. 140) tumult (p. 144)

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

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

Students will think about the plot of the story. (setting, characters, conflict, resolution)

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)

Describe a character from the story that you would like to meet.

Was the main conflict in the story an internal or external conflict? How do you know?

Can you make a connection to the conflict in the story? Explain.

Do you agree with how the conflict was resolved in the story?

Was the ending of the story satisfying? Why or why not?

Writing Connection (optional):