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Supplementary Lesson Plans for Grade/Year 3 & 4 Struggling Readers Teacher Copy

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Lesson Plans for Primary Grade Struggling Readers

TEACHING GUIDE

Teaching Tips

- Please read the lesson plan before working with a student
- During planning stage, consider the need for extension activities
- A timer, if available, may be needed for some sessions
- Implement lessons in one-on-one or small group (3 to 5 students) settings
- Blue italicized text is a guide on what teachers can say. Feel free to edit and adapt the verbatim to suit your students' needs.
- The time suggested to implement each lesson component is a guide and may vary for each individual teacher and their students

Target Audience

These lessons are designed for primary/elementary school students

- in Grade/Years 3 and 4
- who are below average at word reading, reading comprehension, and/or other reading-related tasks compared to their grade-level peers

Lesson Objectives

To improve students'

- decoding skills
- sight word reading skills
- reading fluency
- vocabulary knowledge
- reading comprehension monitoring
- writing skills

Acknowledgements

This work has been funded by the Economic and Social Research Council's Impact Acceleration Accounts provided to Durham University.

These lessons are for the sole purpose of illustration of multicomponent supplementary reading instruction for students with learning difficulties/disabilities. I, Dr Johny Daniel, have derived these lessons based on my experience working on reading intervention projects at the Meadows Center for Preventing Educational Risk at the University of Texas at Austin and my reading-related coursework at Vanderbilt University's Peabody College. My sole intention in creating these lessons is to combine my knowledge of the science of reading and the recommendations in the field to bridge the research-to-practice gap by providing scripted open educational resources for special educators, teaching aides, parents, and care givers of students with learning difficulties/disabilities. Credit for developing the strategies presented in the lessons goes to the many valuable researchers whose work I reference. Most of this work is derived from various Institute of Educational Sciences practice guides. My team and I would like to thank the authors of these practice guides for their contribution to the field of reading instruction.

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Grade-level Reading Comprehension (15 minutes)

We'll be reading about a Brazilian female football player called Marta. As we read, underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.

Section 1

- Teacher reads section one. Students follow along on their sheets.

Marta Vieira da Silva

Marta Vieira da Silva is a Brazilian football player. Many think she is the greatest female football player ever. Marta has played for football clubs in Brazil, Sweden, and the United States of America. She has also been an important part of the Brazilian football team.

Playing for Brazil, Marta has won many **awards**. She won the FIFA World Player award six times. She won both the Golden Boot and Golden Ball awards in the 2007 Women's World Cup. The Golden Boot award is given to the player who scores the most goals. The Golden Ball award is given to the best player.

Marta has also broken records. She holds the record for scoring 17 FIFA World Cup goals. Altogether, Marta has scored 115 goals for the Brazilian team. That makes her the top Brazilian football scorer among both males and females. Marta also holds the record for being the only footballer to have scored in five World Cup matches and five Olympic games. She helped Brazil win two silver medals at the Olympics.

- After reading section 1, ask the students, *What are some key words in section 1?* (Marta, football, awards)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Marta is a famous football player who has won many awards; Marta is a football legend who has won many awards).

What are some keywords in Section 1? _____

Using the keywords, write a summary sentence for Section 1: _____

- Teacher and students read section 2 together. The teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

Section 2

Today, Marta is famous. However, she would not have been so well known had she not **fought** for her **dreams**. Girls did not play football in the town Marta was born in. Most people in Marta's town thought football was a boys' sport. They told Marta's family not to let her play it. They also told Marta she was not good enough. Marta could not understand why people would not let her play a sport she loved and was good at. She **worked harder** to show them her skills.

Set 2

Marta's hard work won over her townspeople. In 2006, Marta came home after winning her first FIFA World Player award. When she got back to her town after the tournament, it was almost midnight. People were awake and waiting for her. They waved and cheered as she went around town in a fire truck. Marta's dreams would not have come true if she had stopped when she heard the word 'no.'

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., dreams, fought, worked hard)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Marta had to work hard to make her dreams come true).

Section 3

- Teacher and students read section 3 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words that students fill in.

Marta believes that football **changed** her life. Because of football, she was able to help her family. She also got to travel to other countries and meet people. She experienced new cultures.

To **help** other women and girls in sports, Marta speaks up about the difficulties women face in sports. They do not have as many **chances** as men to train and play at the international level. Marta wants to make sure that girls today do not have to go through what she did to become a sports person.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., changed, help, chances)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Football changed Marta's life and now she wants to help give chances to other girls to follow their dreams).

Lexile: 610-800L

Word Count: 423

Corrective Feedback

WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember c-h together make the sound /ch/. What sound? [Wait for student response] *That's right /ch/. The word is changed. What word?* [Wait]

If the word is a sight word or an irregular word, say the word out loud and have the student repeat after. *That word is international. What word?*

COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

Activity 4

Read the sections and discuss the questions.

Marta Vieira da Silva

Section 1

Marta Vieira da Silva is a Brazilian football player. Many think she is the greatest female football player ever. Marta has played for football clubs in Brazil, Sweden, and the United States of America. She has also been an important part of the Brazilian football team.

Playing for Brazil, Marta has won many awards. She won the FIFA World Player award six times. She won both the Golden Boot and Golden Ball awards in the 2007 Women's World Cup. The Golden Boot award is given to the player who scores the most goals. The Golden Ball award is given to the best player.

Marta has also broken records. She holds the record for scoring 17 FIFA World Cup goals. Altogether, Marta has scored 115 goals for the Brazilian team. That makes her the top Brazilian football scorer among both males and females. Marta also holds the record for being the only footballer to have scored in five World Cup matches and five Olympic games. She helped Brazil win two silver medals at the Olympics.

What are some keywords in Section 1?

Using the keywords, write a summary sentence for Section 1:



Section 2

Today, Marta is famous. However, she would not have been so well known had she not **fought** for her **dreams**. Girls did not play football in the town Marta was born in. Most people in Marta's town thought football was a boys' sport. They told Marta's family not to let her play it. They also told Marta she was not good enough. Marta could not understand why people would not let her play a sport she loved and was good at. She worked harder to show them her skills.

Marta's hard work won over her townspeople. In 2006, Marta came home after winning her first FIFA World Player award. When she got back to her town after the tournament, it was almost midnight. People were awake and waiting for her. They waved and cheered as she went around town in a fire truck. Marta's dreams would not have come true if she had stopped when she heard the word 'no.'

What are some keywords in Section 2?

Using the keywords, write a summary sentence for Section 2:

Section 3

Marta believes that football changed her life. Because of football, she was able to help her family. She also got to travel to other countries and meet people. She experienced new cultures.

To help other women and girls in sports, Marta speaks up about the difficulties women face in sports. They do not have as many chances as men to train and play at the international level. Marta wants to make sure that girls today do not have to go through what she did to become a sports person.

What are some keywords in Section 3?

Using the keywords, write a summary sentence for Section 3:

Asking Question (2 minutes)

We're now going to learn to ask questions about what we read to check if we can answer our own questions. This is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the table on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic	How did he learn to bake?	He read a book on baking cakes.
Why	A reason or cause	Why did he bake the cake?	Because it was his friend's birthday.

As we read the next passage, think of one question starting with who, where, what, when, how, or why.

Grade-level Reading Comprehension (15-17 minutes)

*We'll be re-reading the passage about **Marta**. After reading each section, you will ask some comprehension questions. So be thinking of your questions as you read the passage.*

Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

Marta Vieira da Silva is a Brazilian football player. Many think she is the greatest female football player ever. Marta has played for football clubs in Brazil, Sweden, and the United States of America. She has also been an important part of the Brazilian football team.

Playing for Brazil, Marta has won many awards. She won the FIFA World Player award six times. She won both the Golden Boot and Golden Ball awards in the 2007 Women's World Cup. The Golden Boot award is given to the player who scores the most goals. The Golden Ball award is given to the best player.

Marta has also broken records. She holds the record for scoring 17 FIFA World Cup goals. Altogether, Marta has scored 115 goals for the Brazilian team. That makes her the top Brazilian football scorer among both males and females.

Marta also holds the record for being the only footballer to have scored in five World Cup matches and five Olympic games. She helped Brazil win two silver medals at the Olympics.

After reading, the teacher says:

I hope you have thought of one what or when question. My turn first:

Why do many people think Marta is the greatest player? Remember why tells us about a reason for a cause. [Wait for students to respond] (because she has won many awards and holds many records)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Examples:

- What is the Golden boot award? (It is an award given to a player who scores the most goals during the world cup)
- How many goals has she scored for Brazil? (115 goals)
- When did Marta win the Golden boot and Golden ball awards? (In 2007)
- What medals did she win at the Olympics? (Silver medals)
- Where did Marta play football? (Brazil, Sweden, and US)

- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 2

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

Today, Marta is famous. However, she would not have been so well known had she not fought for her dreams. Girls did not play football in the town Marta was born in. Most people in Marta's town thought football was a boys' sport. They told Marta's family not to let her play it. They also told Marta she was not good enough. Marta could not understand why people would not let her play a sport she loved and was good at. She worked harder to show them her skills.

Marta's hard work won over her townspeople. In 2006, Marta came home after winning her first FIFA World Player award. When she got back to her town after the tournament, it was almost midnight. People were awake and waiting for her. They waved and cheered as she went around town in a fire truck. Marta's dreams would not have come true if she had stopped when she heard the word 'no.'

After reading, the teacher asks,

Why did people in Marta's town not want her to play football? Remember why tells us about a reason for a cause. [Wait for students to respond] (because they thought football was a sport for boys only, not for girls.)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Set 2

Examples:

- Who told Marta's family to not let her play football? (The townspeople)
 - How did the townspeople treat Marta after she won the FIFA awards? (They waved and cheered her)
 - When did Marta win the FIFA World Player award? (In 2006)
 - What was Marta's dream? (To play football)
 - Where did Marta go around in a fire truck? (Her town)
-
- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 3

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

Marta believes that football changed her life. Because of football, she was able to help her family. She also got to travel to other countries and meet people. She experienced new cultures. To help other women and girls in sports, Marta speaks up about the difficulties women face in sports. They do not have as many chances as men to train and play at the international level. Marta wants to make sure that girls today do not have to go through what she did to become a sports person.

- Teacher asks a student to read question. He/she asks the group for the answer and their source for the answer.
- Teacher reads the last question and waits for students to write their responses. Teacher provides corrective feedback if needed.
- If students cannot answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

How did football change Marta's life? (e.g., She got to travel, help her family, and meet people from different cultures. It also allows her to help other girls).

In your own words, write what you think was the most important idea about Marta's story. (Answers will vary)

Activity 3

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic	How did he learn to bake?	He read a book on baking cakes.
Why	A reason or cause	Why did he bake the cake?	Because it was his friend's birthday.

Marta Vieira da Silva

Section 1

Marta Vieira da Silva is a Brazilian football player. Many think she is the greatest female football player ever. Marta has played for football clubs in Brazil, Sweden, and the United States of America. She has also been an important part of the Brazilian football team.

Playing for Brazil, Marta has won many awards. She won the FIFA World Player award six times. She won both the Golden Boot and Golden Ball awards in the 2007 Women's World Cup. The Golden Boot award is given to the player who scores the most goals. The Golden Ball award is given to the best player.

Marta has also broken records. She holds the record for scoring 17 FIFA World Cup goals. Altogether, Marta has scored 115 goals for the Brazilian team. That makes her the top Brazilian football scorer among both males and females.

Marta also holds the record for being the only footballer to have scored in five World Cup matches and five Olympic games. She helped Brazil win two silver medals at the Olympics.

Write a question relating to Section 1 that starts with **who, where, what, when, how** or **why**:

Section 2

Today, Marta is famous. However, she would not have been so well known had she not fought for her dreams. Girls did not play football in the town Marta was born in. Most people in Marta's town thought football was a boys' sport. They told Marta's family not to let her play it. They also told Marta she was not good enough. Marta could not understand why people would not let her play a sport she loved and was good at. She worked harder to show them her skills.

Marta's hard work won over her townspeople. In 2006, Marta came home after winning her first FIFA World Player award. When she got back to her town after the tournament, it was almost midnight. People were awake and waiting for her. They waved and cheered as she went around town in a fire truck. Marta's dreams would not have come true if she had stopped when she heard the word 'no.'

Write a question relating to Section 1 that starts with **who**, **where**, **what**, **when**, **how** or **why**:

Section 3

Marta believes that football changed her life. Because of football, she was able to help her family. She also got to travel to other countries and meet people. She experienced new cultures. To help other women and girls in sports, Marta speaks up about the difficulties women face in sports. They do not have as many chances as men to train and play at the international level. Marta wants to make sure that girls today do not have to go through what she did to become a sports person.

How did football change Marta's life?

In your own words, write what you think was the most important idea about Marta's story:

Grade-level Reading Comprehension (18 minutes)

We'll be reading about **Muhammed Ali**. As we read underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.

Section 1

- Teacher reads section one. Students follow along on their sheets.

Muhammed Ali is one of the **greatest athletes** of the 20th century. He is a **legend** in the **boxing** world. Ali started training as a boxer at twelve. The first medal he won was an Olympic gold at the age of 18. Four years later, in 1964, Muhammed won his first world heavyweight title or award.

During his boxing career, Ali fought in 61 matches. He won 56 matches and lost just five. People consider Muhammed Ali the best in boxing for his speed and excellent footwork.

- After reading section 1, ask the students, *What are some key words in section 1?* (e.g., Muhammed Ali, boxing, legend/greatest/athlete)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Muhammed Ali was one of the greatest boxers. / Muhammed Ali is a boxing legend.)

Section 2

- Teacher and students read section 2 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or teacher can read and leave out words for students to fill in.

Muhammed Ali was born at a time when African Americans were **forced** to live apart from the whites. So, Ali went to a school for black children. At school, he struggled with reading and writing because of dyslexia. One day, Muhammed watched a boxing show on TV. That show **motivated** him to become a boxer.

His first coach was a police officer who trained young boxers in his free time. Back then, Ali was still known by his birth name, Cassius Clay Jr. He changed his name to Muhammed Ali after becoming a Muslim in 1964.

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., Muhammed Ali, forced, motivated)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Muhammed Ali was forced to go to school for black children but he was motivated to become a boxer.)

Section 3

- Teacher and students read section 3 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or teacher can read and leave out words for students to fill in.

Set 2

Two years after **Ali** became a Muslim, he got a call to join the US army. At the time, America was at war with Vietnam. Ali refused or said no to become a soldier and fight the Vietnam war for religious reasons.

On the day the **soldiers** were to begin service, Ali travelled to Texas. But, when his name was called, Ali **refused** to step up. Ali's name was called three times before he was **arrested** for refusing to become a soldier. For this crime, Ali lost his title and could not participate in boxing matches in America. He was taken to court and punished with five years in jail and a fine of \$10,000.

Ali fought against this decision. It took four years for the court to change this decision. By then Ali had lost four of his best years. In those four years, Ali only managed one fight in the United States.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., Ali, arrested, refused, soldier)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Ali was arrested when he refused to become a soldier.)

Section 4

- Students read this section in pairs. Student one reads the first paragraph and student two follows along. Students switch roles for each paragraph.
- Teacher monitors and provides feedback.
- If working one-on-one, teacher and student take turns reading each paragraph.

When **Ali returned** to **boxing** in 1971, he seemed to be slower than before. Still, he kept winning his matches. Ali also won the world heavyweight title two more times. Then, in 1979, Ali quit boxing at the age of 37.

However, he came back in 1980 to try to win a fourth world heavyweight title. Ali seemed to be **out of shape** or not very fit. He was also stuttering when talking, and his hands appeared to tremble. These were early signs of a disease called Parkinson's. Muhammed lost the match to Larry Holmes. In fact, he was **beaten** badly. Ali's coach asked for the match to be stopped. Ali fought one last match and lost in 1981.

Three years later, he learned that he had Parkinson's disease. Many think that Muhammed got Parkinson's because of damage to his brain from punches to his head.

- After reading section 4, ask the students, *What are some key words in section 4?* (e.g., Ali, returned, out of shape, boxing, beaten)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., When Ali returned to boxing, he was not very fit and was beaten badly.)

Activity 3

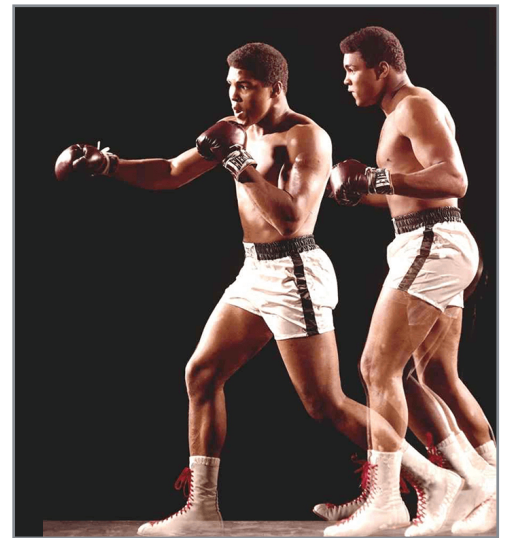
Read the sections and discuss the questions.

Muhammed Ali

Section 1

Muhammed Ali is one of the **greatest athletes** of the 20th century. He is a **legend** in the **boxing** world. Ali started training as a boxer at twelve. The first medal he won was an Olympic gold at the age of 18. Four years later, in 1964, Muhammed won his first world heavyweight title or award.

During his boxing career, Ali fought in 61 matches. He won 56 matches and lost just five. People consider Muhammed Ali the best in boxing for his speed and excellent footwork.



What are some keywords in Section 1?

Using the keywords, write a summary sentence for Section 1:

Section 2

Muhammed Ali was born at a time when African Americans were **forced** to live apart from the whites. So, Ali went to a school for black children. At school, he struggled with reading and writing because of dyslexia. One day, Muhammed watched a boxing show on TV. That show **motivated** him to become a boxer.

His first coach was a police officer who trained young boxers in his free time. Back then, Ali was still known by his birth name, Cassius Clay Jr. He changed his name to Muhammed Ali after becoming a Muslim in 1964.

What are some keywords in Section 2?

Using the keywords, write a summary sentence for Section 2:

Section 3

Two years after **Ali** became a Muslim, he got a call to join the US army. At that time, America was at war with Vietnam. Ali refused or said no to become a soldier and fight the Vietnam war for religious reasons.

On the day the **soldiers** were to begin service, Ali travelled to Texas. But, when his name was called, Ali refused to step up. Ali's name was called three times before he was **arrested** for refusing to become a soldier. For this crime, Ali lost his title and could not participate in boxing matches in America. He was taken to court and punished with five years in jail and a fine of \$10,000. Ali fought against this decision.

It took four years for the court to change this decision. By then Ali had lost four of his best years. In those four years, Ali only managed one fight in the United States.

What are some keywords in Section 3?

Using the keywords, write a summary sentence for Section 3:

Section 4

When Ali returned to boxing in 1971, he seemed to be slower than before. Still, he kept winning his matches. Ali also won the world heavyweight title two more times. Then, in 1979, Ali quit boxing at the age of 37.

However, he came back in 1980 to try to win a fourth world heavyweight title. Ali seemed to be out of shape or not very fit. He was also stuttering when talking, and his hands appeared to tremble. These were early signs of a disease called Parkinson's. Muhammed lost the match to Larry Holmes. In fact, he was beaten badly. Ali's coach asked for the match to be stopped. Ali fought one last match and lost in 1981.

Three years later, he learned that he had Parkinson's disease. Many think that Muhammed got Parkinson's because of damage to his brain from punches to his head.

What are some keywords in Section 4?

Using the keywords, write a summary sentence for Section 4:

Asking Question (2 minutes)

We're now going to learn to ask questions about what we read to check if we can answer our own questions. This is a good way to check if you have understood what you just read. Questions generally start with WHO, WHAT, WHERE, WHEN, HOW, and WHY. Look at the table on your sheet.

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic	How did he learn to bake?	He read a book on baking cakes.
Why	A reason or cause	Why did he bake the cake?	Because it was his friend's birthday.

As we read the next passage, think of one question starting with who, where, what, when, how, or why.

Grade-level Reading Comprehension (15-17 minutes)

*We'll be re-reading the passage about **Muhammed Ali**. After reading each section, you will ask some comprehension questions. So be thinking of your questions as you read the passage.*

Muhammed Ali

Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.

Muhammed Ali is one of the greatest athletes of the 20th century. He is a legend in the boxing world. Ali started training as a boxer at twelve. The first medal he won was an Olympic gold at the age of 18. Four years later, in 1964, Muhammed won his first world heavyweight title or award.

During his boxing career, Ali fought in 61 matches. He won 56 matches and lost just five. People consider Muhammed Ali the best in boxing for his speed and excellent footwork.

After reading, the teacher says:

I hope you have thought of one question. My turn first:

Why do many people think Muhammed Ali is the greatest boxer? Remember why tells us about a reason for a cause. [Wait for students to respond] (Because he won the world heavyweight title; Because he only lost 5 matches in his boxing career.)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Set 2

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Examples:

- What was Ali best at when boxing? (Speed and excellent footwork)
- How many matches did he win and how many did he lose? (56/5)
- When did Ali win his first Olympic gold medal? (When he was 18 years old)
- What medal did he win at the Olympics? (Gold medal)

- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 2

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

Muhammed Ali was born at a time when African Americans were forced to live apart from the whites. So, Ali went to a school for black children. At school, he struggled with reading and writing because of dyslexia.

One day, Muhammed watched a boxing show on TV. That show motivated him to become a boxer. His first coach was a police officer who trained young boxers in his free time. Back then, Ali was still known by his birth name, Cassius Clay Jr. He changed his name to Muhammed Ali after becoming a Muslim in 1964.

- After reading, the teacher asks,
Why did Ali struggle with reading and writing? Remember why tells us about a reason for a cause. [Wait for students to respond] (Because he had dyslexia.)
[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Examples:

- Who was Ali's first coach? (A police officer)
- When did Ali become a Muslim? (In 1964)
- What motivated Ali to become a boxer? (A boxing show on TV)

- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 3

- Students whisper read this section independently.

Set 2

- Teacher monitors and provides guidance as needed.

Two years after Ali became a Muslim, he got a call to join the US army. At that time, America was at war with Vietnam. Ali refused or said no to become a soldier and fight the Vietnam war for religious reasons.

On the day the soldiers were to begin service, Ali travelled to Texas. But, when his name was called, Ali refused to step up. Ali's name was called three times before he was arrested for refusing to become a soldier. For this crime, Ali lost his title and could not participate in boxing matches in America. He was taken to court and punished with five years in jail and a fine of \$10,000. Ali fought against this decision.

It took four years for the court to change this decision. By then Ali had lost four of his best years. In those four years, Ali only managed one fight in the United States.

- After reading, the teacher asks,

Why did Ali refuse to become a soldier? Remember why tells us about a reason for a cause.

[Wait for students to respond] (Because of religious reasons.)

[If students do not know the answer, direct them to the paragraph and have them re-read the paragraph and then answer.]

Now, I want you to write a question that starts with Who, Where, Why, How, What or When.

[Wait for students to write one or two questions]

Examples:

- Who was at war with Vietnam? (America)
- How long did it take the court to change its decision? (Four years)
- When did Ali get a call to join the US army? (Two years after he became a Muslim / During the Vietnam war)
- What did Ali do when his name was called in Texas? (He refused to step up)
- Where did all the soldiers go to begin their army service? (Texas)

- Once students have written their question(s), have them ask their question to the group and have someone answer the question.
 - If working one-on-one, have the student answer their own question.

Section 4

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

When Ali returned to boxing in 1971, he seemed to be slower than before. Still, he kept winning his matches. Ali also won the world heavyweight title two more times. Then, in 1979, Ali quit boxing at the age of 37.

However, he came back in 1980 to try to win a fourth world heavyweight title. Ali seemed to be out of shape or not very fit. He was also stuttering when talking, and his hands appeared to tremble. These were early signs of a disease called Parkinson's. Muhammed lost the

Set 2

match to Larry Holmes. In fact, he was beaten badly. Ali's coach asked for the match to be stopped. Ali fought one last match and lost in 1981. Three years later, he learned that he had Parkinson's disease. Many think that Muhammed got Parkinson's because of damage to his brain from punches to his head.

- Teacher asks a student to read Q1. He/she asks the group for the answer and its source.
- Teacher reads the last question (Q2) and waits for students to write their responses. Teacher provides corrective feedback if needed.
- If students cannot answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q1. How did boxing cause Ali to have Parkinson's disease? (Because of damage to his brain from punches to his head)

Q2. In your own words, write what you think was the most important idea about Muhammed Ali's story. (Answers will vary)

Teacher Copy

Activity 3

Who	A person or group	Who baked the cake?	George
Where	A place or location	Where was the cake?	On the table.
What	Description or an effect	What was on the table?	The cake.
When	Related to time	When did he bake the cake?	Before the party.
How	A process or characteristic	How did he learn to bake?	He read a book on baking cakes.
Why	A reason or cause	Why did he bake the cake?	Because it was his friend's birthday.

Muhammed Ali

Section 1

Muhammed Ali is one of the greatest athletes of the 20th century. He is a legend in the boxing world. Ali started training as a boxer at twelve. The first medal he won was an Olympic gold at the age of 18. Four years later, in 1964, Muhammed won his first world heavyweight title or award.

During his boxing career, Ali fought in 61 matches. He won 56 matches and lost just five. People consider Muhammed Ali the best in boxing for his speed and excellent footwork.

Write a question relating to Section 1 that starts with **who, where, what, when, how** or **why**:

Section 2

Muhammed Ali was born at a time when African Americans were forced to live apart from the whites. So, Ali went to a school for black children. At school, he struggled with reading and writing because of dyslexia.

One day, Muhammed watched a boxing show on TV. That show motivated him to become a boxer. His first coach was a police officer who trained young boxers in his free time. Back then, Ali was still known by his birth name, Cassius Clay Jr. He changed his name to Muhammed Ali after becoming a Muslim in 1964.

Write a question relating to Section 1 that starts with **who, where, what, when, how** or **why**:

Section 3

Two years after Ali became a Muslim, he got a call to join the US army. At that time, America was at war with Vietnam. Ali refused or said no to become a soldier and fight the Vietnam war for religious reasons.

On the day the soldiers were to begin service, Ali travelled to Texas. But, when his name was called, Ali refused to step up. Ali's name was called three times before he was arrested for refusing to become a soldier. For this crime, Ali lost his title and could not participate in boxing matches in America. He was taken to court and punished with five years in jail and a fine of \$10,000. Ali fought against this decision.

It took four years for the court to change this decision. By then Ali had lost four of his best years. In those four years, Ali only managed one fight in the United States.

Write a question relating to Section 1 that starts with **who**, **where**, **what**, **when**, **how** or **why**:

Section 4

When Ali returned to boxing in 1971, he seemed to be slower than before. Still, he kept winning his matches. Ali also won the world heavyweight title two more times. Then, in 1979, Ali quit boxing at the age of 37.

However, he came back in 1980 to try to win a fourth world heavyweight title. Ali seemed to be out of shape or not very fit. He was also stuttering when talking, and his hands appeared to tremble. These were early signs of a disease called Parkinson's.

Muhammed lost the match to Larry Holmes. In fact, he was beaten badly. Ali's coach asked for the match to be stopped. Ali fought one last match and lost in 1981. Three years later, he learned that he had Parkinson's disease. Many think that Muhammed got Parkinson's because of damage to his brain from punches to his head.

How did boxing cause Ali to have Parkinson's disease?

In your own words, write what you think was the most important part about Muhammed Ali's story:

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Below we reference past literature that has guided us in developing this open educational resource:

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