

Ravenscourt Books Additional Lesson Plans

In the *Ravenscourt Books Teacher's Guides* on page 3, you will find a SUGGESTED LESSON PLAN. That lesson plan supports increasing oral-reading fluency and improving comprehension. It is a comprehensive plan that uses all the activities in the *Teacher's Guide*. It also shows how to incorporate all the components of *Ravenscourt Books*.

The following lesson plans are more focused. They are designed to fit specific student needs and teacher time constraints.

Identifying Needs

Some students might benefit from one part of the *Ravenscourt Books* supplement more than another. Choose the lesson plan that fits your students' needs.

Comprehension—Some students need additional comprehension practice. These students may pass the Individual Reading Checkouts in *Corrective Reading*, but they struggle with oral comprehension questions, information passages, and some workbook exercises.

Comprehension

Day 1	<ol style="list-style-type: none"> 1) Help students select books on the appropriate level. 2) Help students with Building Background activities.
Day 2	<ol style="list-style-type: none"> 1) Preteach chapter Word Lists. 2) Students read a chapter, the teacher leads a discussion of what they have read, and then students take a Chapter Quiz. 3) Teacher and students review and correct answers on Chapter Quiz.
Days 3–7	Repeat the procedure for Day 2 for subsequent chapters.
Day 8	<ol style="list-style-type: none"> 1) Lead students in completing the Thinking and Writing section. 2) Assign a Book Report.

Fluency—Some students may need additional practice to increase oral-reading fluency. These students read word-by-word, with little expression, and read through punctuation. They make too many errors in the Individual Reading Checkouts.

Fluency

Day 1	<ol style="list-style-type: none"> 1) Help students select books. 2) Assess students' initial oral-reading fluency. See page 4 of the <i>Teacher's Guide</i>. 3) Give student pairs copies of the Fluency Graph (page 9) to use.
Day 2	<ol style="list-style-type: none"> 1) Preteach chapter Word Lists. 2) Students read along with the <i>Fluency Audiotapes</i> or <i>CDs</i>. 3) Student pairs practice fluency, using techniques outlined on page 6 of the <i>Teacher's Guide</i>. 4) Students do repeated readings of the asterisked passages until they reach their target rate.
Days 3–7	Repeat the procedure for Day 2 for subsequent chapters.

Extended Reading and Writing— State tests demand that students be familiar with many types of texts. Even students who are progressing well in *Corrective Reading* will benefit from more extended reading and related writing activities.

Extended Reading and Writing

Day 1	<ol style="list-style-type: none"> 1) Students select books. 2) Have students complete Building Background and provide teacher feedback.
Days 2–7	<ol style="list-style-type: none"> 1) Preteach chapter Word Lists. 2) Have the students read the books silently.
Day 8	<ol style="list-style-type: none"> 1) Have students complete the Thinking and Writing section. 2) Assign a Book Report. 3) Help each student choose one writing assignment to revise and polish.

Ravenscourt Books Additional Lesson Plans

Teacher Involvement

Another way to use *Ravenscourt Books* is based on the amount of teacher involvement. It is important to help students become more independent learners. The suggested lesson plan in the *Teacher's Guide* involves daily teacher-directed instruction. This is appropriate for the students who need the most structure and instruction.

The concept of the following plans is to increase the amount of independent student learning as the amount of teacher involvement decreases.

Moderate Structure—Teacher directs some student activities. Students rely on technology and peer support groups for much of their instruction.

Independent Reading—Few students start the year as independent learners. Teachers can help students develop independent learning skills so that students progress to this point.

Moderate Structure

Teacher	<ol style="list-style-type: none"> 1) Place students in appropriate <i>Ravenscourt Books</i> collection. 2) Measure initial oral-reading fluency and checkout for each book. 3) Lead Building Background. 4) Supervise and grade Thinking and Writing section and Book Reports.
Student-Pairs	<ol style="list-style-type: none"> 1) Listen to the <i>Fluency Audiotapes</i> or <i>CDs</i> model the Word Lists and read the chapter. 2) Reread the chapter in pairs. 3) Take the Chapter Quizzes, using the <i>Evaluation and Tracking Software</i>, or assign for homework. 4) Students graph fluency scores.
At home or during free time at school	<ol style="list-style-type: none"> 1) Students do additional fluency practice at home. 2) Students take Chapter Quizzes on blackline masters and/or write essays as homework.

Independent Reading

Teacher	<ol style="list-style-type: none"> 1) Place students in appropriate collection. 2) Measure initial oral-reading fluency. 3) Grade Building Background, Thinking and Writing, and Book Reports.
Student-Pairs	<ol style="list-style-type: none"> 1) Work together on Building Background. 2) Reread the chapter in pairs. 3) Score and graph fluency passages together.
Individual Students	<ol style="list-style-type: none"> 1) Listen to the <i>Fluency Audiotapes</i> or <i>CDs</i> model the Word Lists and read the chapter. 2) Take the Chapter Quizzes, using the <i>Evaluation and Tracking Software</i>, or assign for homework.
At home or during free time at school	<ol style="list-style-type: none"> 1) Students do additional fluency practice at home. 2) Students take Chapter Quizzes on blackline masters as homework. 3) Students complete Thinking and Writing and Book Reports.