



## Suggested Five Day Plan to Using the GO! Chart

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Build background knowledge around the story you have chosen. Read the title of the book, covering the illustration and ask the students to predict what they think the story might be about. Discuss the reasoning behind the predictions. Show the students the picture on the front cover and ask them to make further predictions about what they think the story might be about. Students may modify their predictions based on the new information. Record their responses under <b>PREDICTIONS</b> on the GO! Chart. Ask the students to predict some words that the author might use to tell the story and record these words on the GO! Chart under <b>VOCABULARY</b>. Also, reveal any words that students will encounter in the story that you think they should know.</p>	<p><b>Before Reading</b> Review the predictions and the vocabulary words that were made the day before.</p> <p><b>During Reading</b> Read the story with fluency and expression. Do a think-aloud. Tell the students what <i>you noticed</i> and explain how you know this. Show the students that "...the answer is right here in the text." Your 'think-aloud(s)' will lead to a deeper understanding of the text.</p> <p><b>After Reading</b> Ask the students to confirm or disconfirm the accuracy of their predictions and see which vocabulary words appeared in the story.</p> <p>Do a <i>think-pair-share</i> involving an explicit question. Students will share their ideas after a few minutes of 'thinking' with a partner. Record their response(s) to your explicit question under <b>UNDERSTANDINGS</b> on the GO! Chart. This activity encourages student to deepen their understandings about characters' feelings and actions, about the setting and about the problem and solution.</p>	<p><b>Before Reading</b> Read over the <b>UNDERSTANDINGS</b> comments on the GO! Chart. Discuss how we found the answer in the text.</p> <p><b>During Reading</b> Re-read the text or portions of the text as a review Do a think-aloud. Tell the students what you <i>wonder</i> about and how you have come to a 'conclusion' about what you are <i>wondering</i>. Explain that the answer is implied (we need to infer). My 'conclusion' is based on clues in the text and what is in 'my head/what I think'. Remember, your think-aloud(s) will lead to a deeper understanding of the text.</p> <p><b>After Reading</b> Do a <i>think-pair-share</i> involving an implicit question. Students will share their ideas after a few minutes of 'thinking' with a partner Record their response(s) to your implicit question under <b>INTERPRETATIONS</b> on the GO! Chart.</p>	<p><b>Before Reading</b> Re-read the <b>UNDERSTANDINGS</b> and <b>INTERPRETATIONS</b> comments on the GO! Chart. Discuss how sometimes we find the answers in the text and sometimes the answers are in your head (and in the text).</p> <p><b>During Reading</b> Re-read the text or portions of the text as a review. This time, your think-aloud will involve making connections. When making connections, model how we choose a <b>specific</b> passage from the text and explain how 'this reminds me of...' or 'this makes me think of a time when...'</p> <p><b>After Reading</b> Ask students to make their own connections to a <b>specific</b> passage in the text. Students should make connections between the text and their own feelings and experiences (text-to-self), other texts (text-to-text), and their knowledge of the world (text-to-world). Record their responses under <b>CONNECTIONS</b> on the GO! Chart.</p>	<p><b>Before Reading</b> Re-read the <b>UNDERSTANDINGS, INTERPRETATIONS,</b> and <b>CONNECTIONS</b> comments on the GO! Chart.</p> <p><b>During Reading</b> Do a clean read.</p> <p><b>After Reading</b> Using pictures or the GO! Map (if necessary), invite the students to retell the story to refresh their memory of the text. Encourage the use of anchor words (This story is about..., First..., Then..., Next..., Finally..., At the End..., This story reminds me of...). When appropriate, teacher inserts significant vocabulary from the text (if it is not used in the retelling). Record the students' responses under <b>RETELLING</b> on the GO! Chart.</p> <div style="text-align: center;"> </div>