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HI-LO BOOK™
COMPREHENSION
STRATEGIES GUIDE

HOW TO USE HI-LO BOOKS™
TO BUILD READING MASTERY

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Lesson Layout

This guide is organized into three sections with strategies to use before, during, and after reading. Each strategy is presented in the form of a lesson and organized into eight parts: Reading Comprehension Skills, When to Use, Materials Needed, Strategy Overview, Student Objectives, Lesson Plan, Differentiation Strategy, and Sample Activity.

Reading Comprehension Skills

Strategy Name

Strategy Overview

Differentiation Strategy

Cover Walk

READING COMPREHENSION SKILLS
Make Predictions
Preview Text

WHEN TO USE
Before Reading

MATERIALS NEEDED
- a Hi-Lo fiction book (selected by the teacher to use as a model for the class)
- chart paper and markers
- five to seven sticky notes for each student
- an array of Hi-Lo books for students to select from
- a sheet of blank paper for each student

Strategy Overview
Teaching students to make evidence-based predictions about a book they are going to read increases comprehension by helping them anticipate the book's topics and main idea. This strategy guides students to make predictions based upon the title, front cover image, and back cover information, all of which can provide important clues to topic and theme. Using these clues along with knowledge from their own prior experiences allows students to make well-reasoned predictions about the book's content.

Student Objectives
- preview a book's title, front cover, and back cover
- make predictions about the book
- categorize their predictions to further predict the book's theme

Lesson Plan
Explain that a prediction about a book is an educated guess about what the text is about or what may happen as the story progresses. Point out that authors often leave clues in the title, cover, and book summary that readers can use in making predictions. To make a prediction, a reader uses these clues along with their own background knowledge about the topic and common text structures. Model how to do a cover walk by displaying a Hi-Lo fiction book and thinking aloud as you preview the front and back cover. Write the title of the book and the following questions on a sheet of chart paper:

- What clues are on the cover?
- What do I know about the topic?
- What do I know about the main characters based on the summary on the back cover?

Distribute sticky notes to the students, and have them answer one question per sticky note. As they finish, instruct them to stick their notes to the chart. Discuss the responses as a class, noting the major threads of thought and how those can lead to predictions about what will happen in the book.

Provide additional sticky notes and an array of Hi-Lo books, and have each student select a book. Instruct students to preview their books by looking at the front and back cover, just as you did during the model lesson. Have students use the clues they note

during the preview along with their own background knowledge to write three to five predictions on the sticky notes.

Once students have written their predictions, instruct them to organize the sticky notes into categories to look for major themes. Have students place the sticky notes on a sheet of paper and store it for reference. Note that these predictions can be reviewed and reflected upon as students read the book.

Sample Cover Walk Chart for Red Rhino Books®: World's Ugliest Dog*

DIFFERENTIATION STRATEGY

For students who are just learning English or who struggle with writing, provide sentence stems that they can fill in with one or two words. Here are some examples:

- *The clues make me think this book is about*

- *This picture on the cover reminds me of*

- *The summary tells me the main character's name is*

*More information about the example books used in this guide can be found on pages 81–85.

Materials Needed

Student Objectives

When to Use

Lesson Plan

Sample Activity

Reading Comprehension Skills
The skill or skills that the strategy helps develop are listed at the top of the left callout bar. These correlate directly with the Comprehension Skills Chart on pages 10 and 11. Strategies are organized by skills where possible. For example, all strategies that develop visualization during reading are placed together. Since some strategies develop more than one skill, there are exceptions to this rule.

When to Use

Each strategy notes whether it is used primarily before, during, or after reading. Because the strategies in the guide are intended to be flexible in terms of the order taught, a teacher could easily choose to focus on a strategy to use before, a second strategy to use during, and a third strategy to use after with the same Hi-Lo book to help show students the progression of the reading process.

Materials Needed

Items that teachers will need to teach each lesson and that students will need to complete each activity are listed. Basic school supplies such as pencils or notebook paper are not listed, but anything else that may be required is listed in the order it is referred to in the lesson.

Strategy Overview

This section at the top of the main page gives an overview of the pedagogy behind the strategy, noting its intention and how it helps students develop reading comprehension skills. Written for the teacher, this section can be used to help align the strategies with a district's scope and sequence.

Student Objectives

This section lists the learning objectives for students, including the skills they will apply and the major activities they will complete. Student objectives will always be listed in bullet format for ease of reference when lesson planning.

Lesson Plan

This section lays out each step of the strategy, from how to present it to the students to the instructions for the student activity. Materials that are listed in the "Materials Needed" section will be referenced as they are utilized within the lesson. Examples for activities such as think-alouds are included, as are suggested student prompts. Lessons are intended for whole-class or small-group instruction with students working in small groups, with partners, or individually once the lesson has been delivered.

Differentiation Strategy

Students who struggle with reading may have additional challenges such as learning English and/or struggling with writing. The ideas listed in this section in the right callout bar are suggested modifications to the strategy to provide learning alternatives for students who need extra help.

Sample Activity

Samples of either the teacher example or the student activity or both are depicted visually on the second page of each lesson to help make the strategies more concrete.

The strategies in this guide are designed to be used with Hi-Lo books and can be used multiple times for reinforcement. Some are more appropriate for either fiction or nonfiction books, and this is indicated in the lesson. Others can be used with both fiction and nonfiction. Because student choice is so important to motivating students to read, the samples in the guide are meant to be examples only. They are not intended as an expectation of a certain book to use for the activity.

Cover Walk

Strategy Overview

Teaching students to make evidence-based predictions about a book they are going to read increases comprehension by helping them anticipate the book's topics and main idea. This strategy guides students to make predictions based upon the title, front cover image, and back cover information, all of which can provide important clues to topic and theme. Using these clues along with knowledge from their own prior experiences allows students to make well-reasoned predictions about the book's content.

Student Objectives

- preview a book's title, front cover, and back cover
- make predictions about the book
- categorize their predictions to further predict the book's theme

Lesson Plan

Explain that a prediction about a book is an educated guess about what the text is about or what may happen as the story progresses. Point out that authors often leave clues in the title, cover, and book summary that readers can use in making predictions. To make a prediction, a reader uses these clues along with their own background knowledge about the topic and common text structures. Model how to do a cover walk by displaying a Hi-Lo fiction book and thinking aloud as you preview the front and back cover. Write the title of the book and the following questions on a sheet of chart paper:

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- *What do I know about the topic?*
- *What do I know about the main characters based on the summary on the back cover?*

Distribute sticky notes to the students, and have them answer one question per sticky note. As they finish, instruct them to stick their notes to the chart. Discuss the responses as a class, noting the major threads of thought and how those can lead to predictions about what will happen in the book.
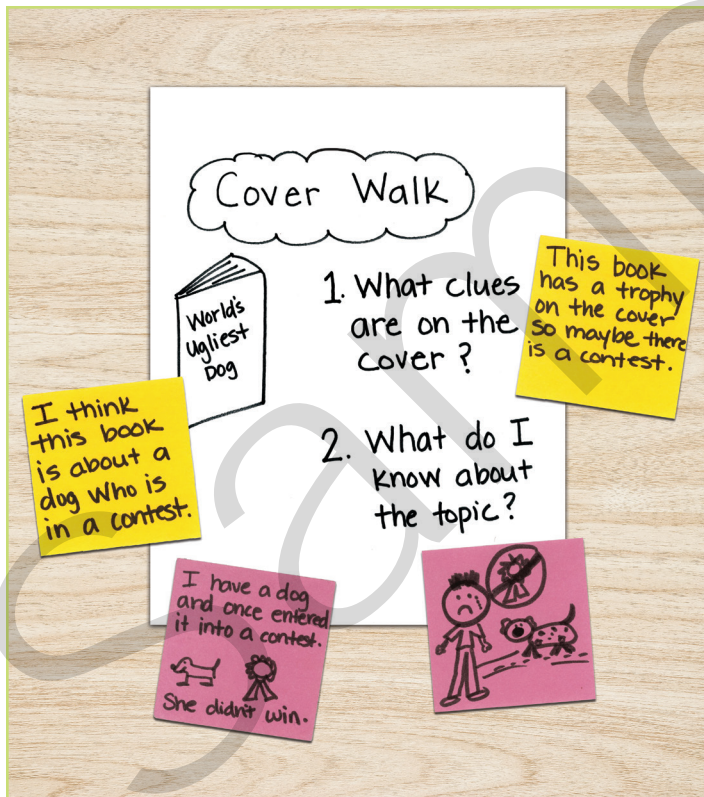
Provide additional sticky notes and an array of Hi-Lo books, and have each student select a book. Instruct students to preview their books by looking at the front and back cover, just as you did during the model lesson. Have students use the clues they note

during the preview along with their own background knowledge to write three to five predictions on the sticky notes.

Once students have written their predictions, instruct them to organize the sticky notes into categories to look for major themes. Have students place the sticky notes on a sheet of paper and store it for reference. Note that these predictions can be reviewed and reflected upon as students read the book.

⭐ **Sample Cover Walk Chart for Red Rhino Books®: *World's Ugliest Dog****

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