



## SAMPLE MATERIAL

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### Third-Grade Buddy Talk Lesson

Adlai E. Stevenson II Elementary School, Illinois

**Topic:** Improving K-3 Reading Comprehension

**Practice:** Engage Students With Text

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Julie Dawson, third-grade teacher at Stevenson Elementary School, uses “buddy talk” to encourage students to develop comprehension strategies like questioning and making connections to the text. This *Third-Grade Buddy Talk Lesson Plan* includes her objectives, materials, and the specific questions she asks students about their reading, which represent all five levels of Bloom’s Taxonomy. Also included are worksheets students use to help make connections to texts and observation checklists used for formative assessment while students are engaged in buddy talk.

**Target: (Objective)**

**AFTER TALKING WITH OTHERS ABOUT THE STORY I CAN MAKE A PERSONAL CONNECTION TO MY LIFE.**

**Materials:**

PBIS poster: Refer to the poster

Power Strips Plus created by MentoringMinds

Personal Connection sheets and pencils

“Question Sea” poster

Target

Post-it notes for exit slip to be placed on Target (maybe, could use formative assessment if short on time)

**Expectations:**

Students will be able to interact with one another about a story.

They will be responding with their “BUDDY” to the six levels of Bloom’s Taxonomy.

The children will complete a personal connection sheet.

The children will submit an exit slip on whether they have hit the target for the lesson.

**Teacher Role:**

Conduct a whole group activity.

Provide the Bloom’s leveled activity for the whole group to complete with their partner.

Encourage the children to Think-Pair-Share

I will also be marking have a critical thinking class checklist to mark how well a student can respond to the different levels of questioning provided

I will mark an observation checklist to evaluate the students’ participation and ability to follow PBIS rules

Discuss each of the activities together as a whole group after the children have had BUDDY TALK time.

At this time I will ask additional questions to promote more discussion and to think deeper about the story if necessary. I will refer to the “Question Sea” poster.

**Assessment:**

Observation checklist for participation and following PBIS rules

Critical Thinking Class Checklist to mark how well a student can respond to the different levels of questioning provided

Students will complete a personal connection card.

Students will complete an exit slip to show if they have hit the target for the day.

**Introduction:**

First there will be a review of the PBIS rules.

**PBIS Rules (Positive Behavior Intervention and Support)**

**Be Safe**

**Be Respectful**

**Be responsible**

**How does being safe look when we are BUDDY TALKING?**

(Sit in your chair properly. Keep your hands, feet, and objects to yourself.)

**How does being respectful look when we are BUDDY TALKING?**

(Work cooperatively with your partner. Be a good listener. Take turns talking. Ask questions if you don't understand. Be kind and friendly. Speak softly so others around you can talk and think too. Sit up and pay attention.)

**How does being responsible look when we are BUDDY TALKING?**

(Complete the all of the assignment. Do your best. Work carefully and neatly.)

After having read the story Grandma's Records, students will participate in "Buddy Talk" activities.

**WHAT IS "BUDDY TALK"?**

**"BUDDY TALK"**

The purpose of this activity is to get the children talking about text that they have read. The students will respond to Power Strips Plus which are question or statement stems. Using the Power Strips Plus questions/statements all the students will be able to work through the levels of Bloom's taxonomy.

Each person will have 5 chips.

Students must take turns talking with a buddy.

Each time a student speaks he/she puts a chip in the cup.

After the chips are all have been used the students may continue talking together about the activity. (Taking turns of course)

Buddies either sit across from one another or sit next to each other

**Lesson:**

Today we are going to be discussing Grandma's Records by Eric Velasquez.

**Power Strip "Buddy Talk" activities:**

My goal is to incorporate many levels of Bloom's Taxonomy by using the Power Strips Plus activities for the children to discuss with a partner.

The children will have time to talk with their partner, and then there will be a little time provided for whole group sharing too.

I will ask additional questions from the "Question Sea" poster as needed or if appropriate.

**Knowledge:**

Brainstorm different types of music.

Extra: Describe the characters (grandma, the boy, and the band) and their surroundings.

**Comprehension:**

Describe how Grandma and the boy are alike.

Describe how Grandma and the boy are different.

Demonstrate how to play an instrument from pages 200-201.

Extra: Give 3 examples of activities the boy did in the summer when he stayed with his grandmas.

**Application:**

Predict what would happen if the boy goes to basketball camp instead of grandmas for the summer.

Extra: Predict what would happen if grandma liked to bake instead of listening to music.

**Analysis:**

What does the author believe about music?

Extra: Compare music of today with music of the past.

Distinguish between facts and opinions in Grandma's Records.

Point out the relationship between Grandma and the boy, and grandma and the band.

**Synthesis:**

Discuss the "pros" and "cons" of listening to music.

Extra: Develop a set of guidelines or rules for choosing good music to dance to.

**Evaluation:**

On a scale of 1 to 5, rate the importance of grandma in the story. Explain.

On a scale of 1 to 5, rate the importance of learning about a variety of music. Explain.

On a scale of 1 to 5, rate the importance of listening to music. Explain.

Extra: Brainstorm a list of qualities needed to be able to play in a band.

Students will complete as many of the BUDDY TALK activities as there is time for during the hour lesson.

**Assessment of the lesson:**

Time will be provided to allow the students to make a personal connection to the story with a personal connection sheet.

Connection cards are collected.

**Formative assessment:** Thumbs up/ awesome, to the side/okay, down/need more practice or need to improve

How do you feel you did as a partner discussing the questions today?

How well did you do following the PBIS rules?

Did you take turns?

How do you feel about making personal connections to your life?

Place exit slip on the target.

What did you do well?

What do you need to improve?

# Personal Connection Checklist

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** After reading the story, think of people or animals you know, places you have been, movies you have seen, and books you have read. All of these will help you complete your personal connection.

**Title:** \_\_\_\_\_

**This story reminds me of...**

(You can put a checkmark in more than one box!)

☐ A book I have read called \_\_\_\_\_.

☐ A movie or TV show I have seen called \_\_\_\_\_.

☐ A place I have been called \_\_\_\_\_.

☐ An activity (sport or hobby) I have done called \_\_\_\_\_.

☐ A pet or animal called \_\_\_\_\_.

☐ Other. Please explain: \_\_\_\_\_  
\_\_\_\_\_

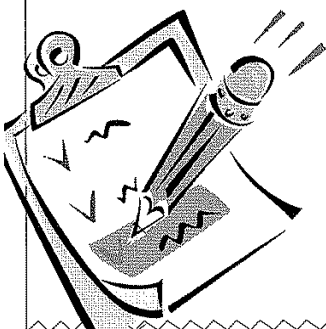
**The characters remind me of...**

(You can put a checkmark in more than one box!)

☐ A character from another story named \_\_\_\_\_.

☐ A character from a movie named \_\_\_\_\_.

☐ Someone in my family (pets count too).



# Developing Your Personal Connection

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Look back through the story and find the parts of the story that remind you of your life. Use side 1 to help you complete this activity. Complete the sentences below for each of the boxes you checked on side 1.

On page number \_\_\_\_\_, the words or pictures remind me of \_\_\_\_\_  
because \_\_\_\_\_

On page number \_\_\_\_\_, the words or pictures remind me of \_\_\_\_\_  
because \_\_\_\_\_

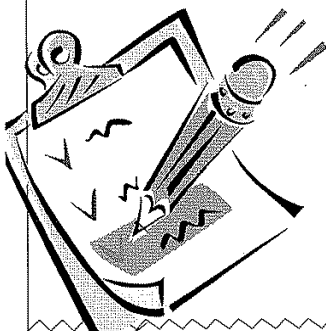
On page number \_\_\_\_\_, the words or pictures remind me of \_\_\_\_\_  
because \_\_\_\_\_

On page number \_\_\_\_\_, the words or pictures remind me of \_\_\_\_\_  
because \_\_\_\_\_

On page number \_\_\_\_\_, the words or pictures remind me of

because \_\_\_\_\_

Side 2



# Observation Checklist

- + Meets target skill
- x Does not yet meet target skill

Name	Target Skill	Target Skill	Target Skill	Target Skill	Target Skill	Comments
Amir						
Da’Quan						
Dontae						
Elizabeth						
Isaiah						
Javanna						
Justin						
Kennedy						
Matt						
Miracle						
Ali						
Ashley						
Hallie						
Jaquan						
Koby						
Srikar						
Charles						
DaQwan						
Diana						
Gilberto						
Hunter						
Jasmine						
Keegan						
William						



Check the Task: ☐ Asking Questions ☒ Responding to Questions

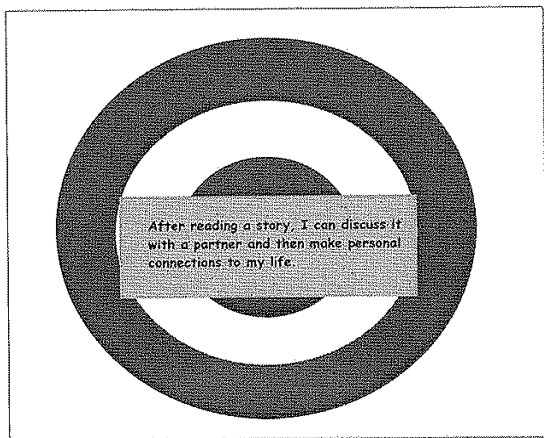
1. Knowledge				2. Comprehension				3. Application			
With Ease	With Prompts	Attempted		With Ease	With Prompts	Attempted		With Ease	With Prompts	Attempted	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Amir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. DaQuan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Dontae	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Elizabeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Isaiah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Javanna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Justin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Kennedy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Matt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Miracle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Ali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Ashley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Hallie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Jaquan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Roby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Sri Kar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Charles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. DaQuan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Diana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Gilberto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Hunter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Jasmine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Keegan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. William	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. _____

4. Analysis				5. Synthesis				6. Evaluation			
With Ease	With Prompts	Attempted		With Ease	With Prompts	Attempted		With Ease	With Prompts	Attempted	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Amir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. DaQuan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Dontae	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Elizabeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Isaiah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Javanna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Justin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Kennedy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Matt	<input type="checkbox"/>							

SMARTBoard TARGET.notebook

November 14, 2010



Jul 18-2:56 PM

Be Safe  
Be Respectful  
Be responsible

How would being safe look when we are BUDDY TALKING?  
(Sit in your chair properly. Keep your hands, feet, and objects to yourself.)

How would being respectful look when we are BUDDY TALKING?  
(Work cooperatively with your partner. Be a good listener. Take turns talking. Ask questions if you don't understand. Be kind and friendly. Speak softly so others around you can talk and think too. Sit up and pay attention.)

How would being responsible look when we are BUDDY TALKING?  
(Complete the all of the assignment. Do your best. Work carefully and neatly.)

Nov 14-11:30 AM