

Fluent Plus Lesson Plan

William's Weird Wednesday

Fluent Plus Level 22

Lesson rationale

The students will

- Recall, identify and summarize the main events in the story
- Ask relevant questions
- Infer meaning based on prior knowledge

Before the lesson

Read and enjoy *William's Weird Wednesday*. Ensure you understand the story so that your questioning will be appropriate.

Reading and thinking

Talk to the students about the comprehension strategies set for this lesson.

Show the students the cover of the book and read the title together. Talk about William and discuss your first impressions and what he is doing in the illustration.

Read pages two, three, four and five.

Ask the students, *What do we know about William? What do we know about William's Wednesdays? What do we know from the title and the cover illustration? With all the information we know already, what do you think may happen in the story?*

Read pages six and seven.

Ask the students to tell you the most important information from these pages. Encourage them to explain their answers with reasons found in the text and from their existing knowledge.

Read pages eight and nine.

As for the previous pages, ask the students, *What happens on these pages? What information would a summary need to have?* Have the students recall and predict what should happen next in the story.

Read pages 10, 11, 12 and 13.

Ask the students, *What are the similarities to these pages and the others? Is there a pattern going on here?*

Read pages 14, 15 and 16.

What is the explanation for William's weird Wednesday? What would William normally do on a Tuesday? What do we know about this already?



More thinking

Now the students know the story of William's weird day and understand that he had mixed up the days, ask them to look carefully at the illustrations in the book. Look at page two and see the wind taking the Tuesday off the calendar so that it reads Wednesday. On page three look at the suits lined up in the wardrobe, surmise what suit would have been the one for Tuesday, and maybe Thursday. On page four see the lunch-bags lined up. Continue this.

As a follow-up activity the students could draw up a timetable for William's week. It could include what he wears, how he gets to work, what he has for lunch and what activity he does after work. Some of this information is known and some they will need to infer, other ideas they will need to come up with themselves. Consider their responses, they will show you how they have understood the story and the character of William (BLM 2, 6 and 8).