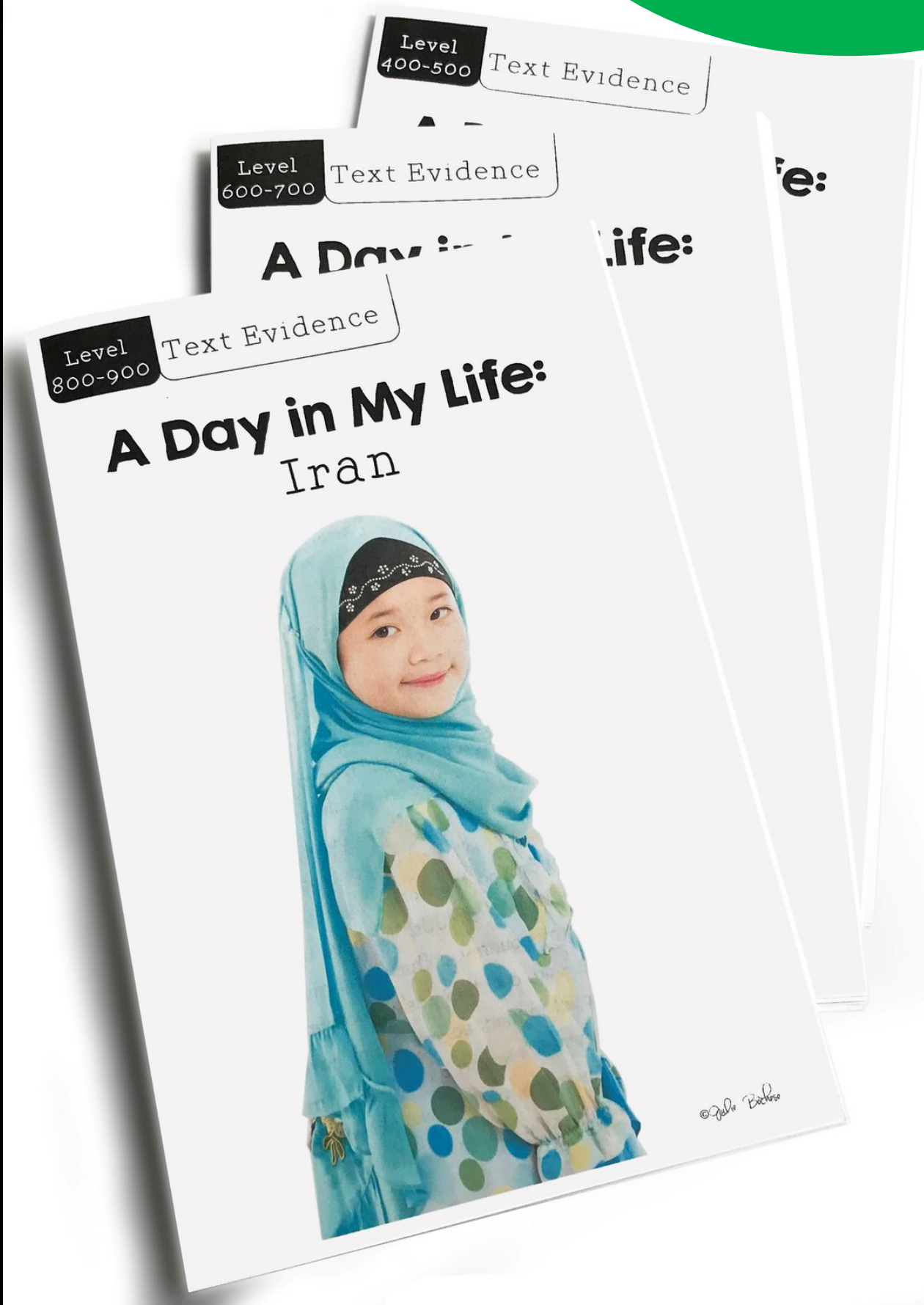
Guided Reading

reading comprehension



Common CORE Kingdom

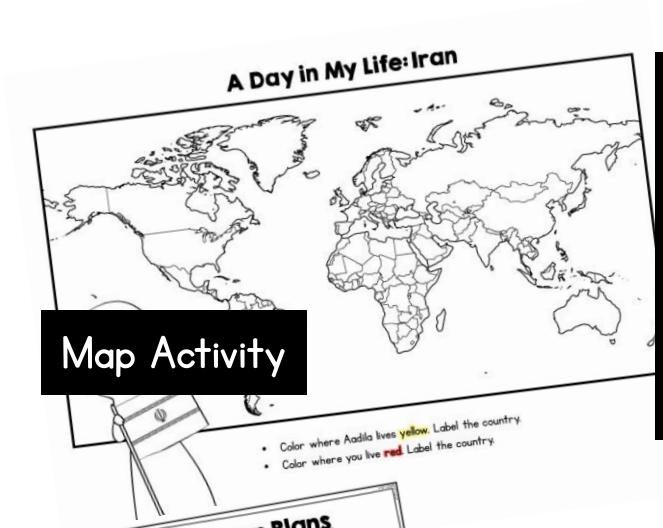
A Day in My Life: Iran

Table of Contents

*This product includes a nonfiction guided reading passage on three differentiated levels. The passages are in the 2nd-5th Grade Common Core Text Complexity Band (the range for 2nd-5th grade is 450-980). The passage is also available in a two-page article format.

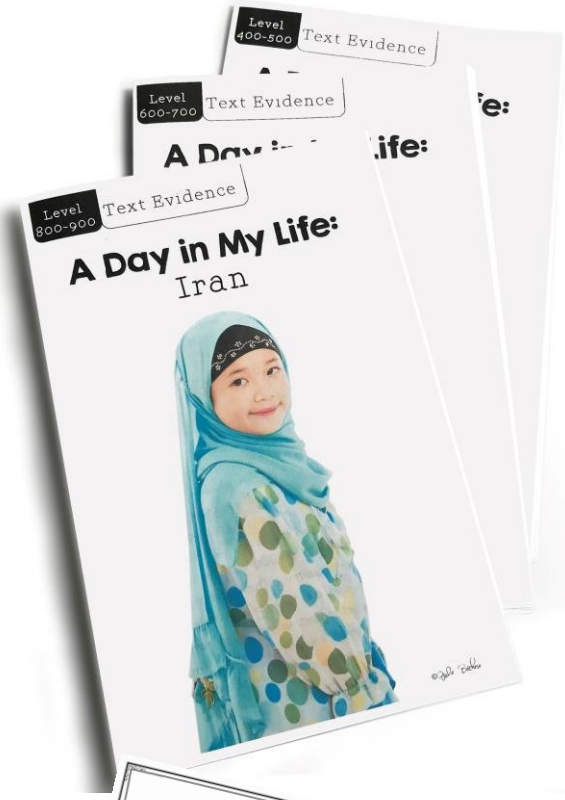
1. Lesson Plans
2. Prereading: Map Activity
3. Guided Reading Passages and Articles in Three Different Levels
4. Focus Skill: Comprehend with Summarizing
5. Multiple Choice Questions
6. Compare & Contrast Organizer and Writing Activity (Differentiated)

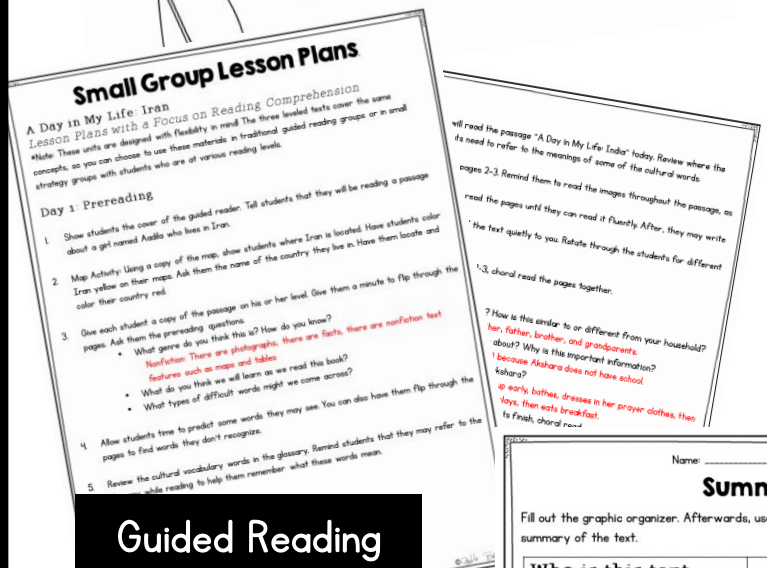
What Is Included?



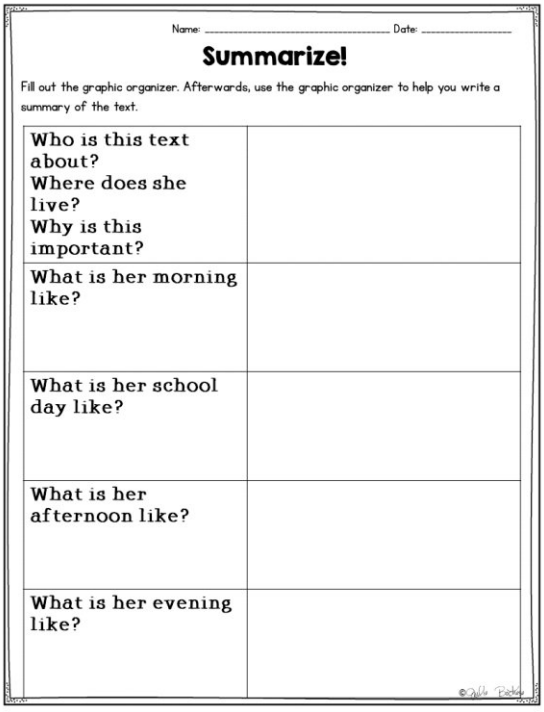
Map Activity

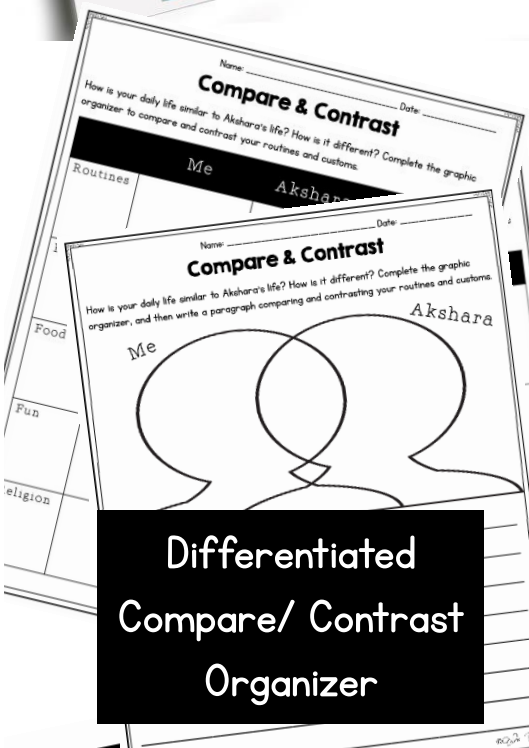
A guided Reader on Three Levels (also available as 3-page printable passages)



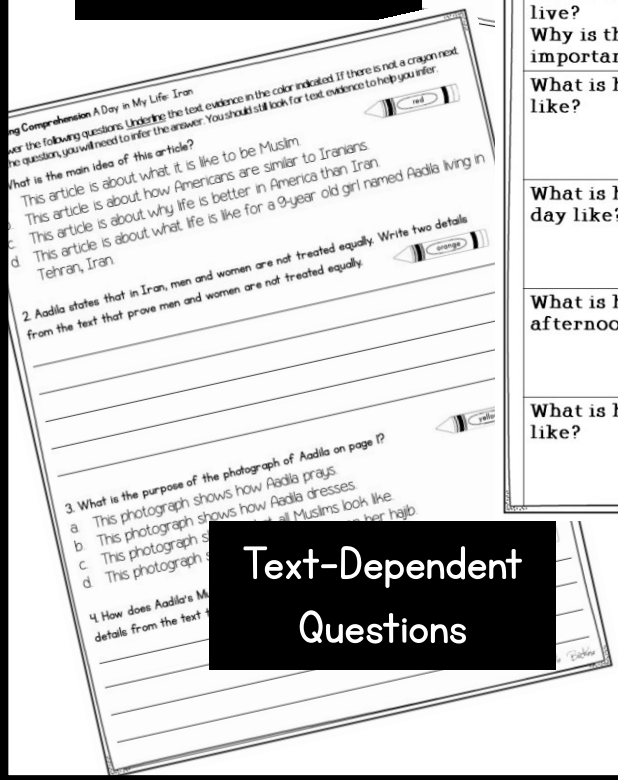


Guided Reading Lesson Plans



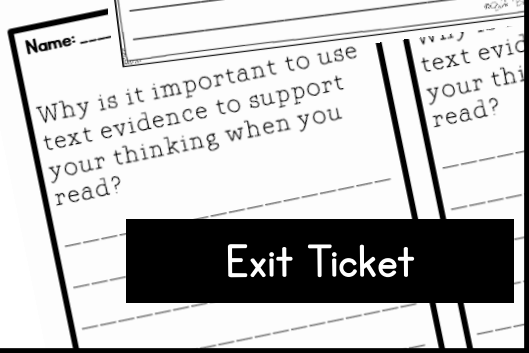


Differentiated Compare/ Contrast Organizer



Text-Dependent Questions

Strategy Organizer



Exit Ticket

Small Group Lesson Plans

A Day in My Life: Iran

Lesson Plans with a Focus on Reading Comprehension

*Note: These units are designed with flexibility in mind! The three leveled texts cover the same concepts, so you can choose to use these materials in traditional guided reading groups or in small strategy groups with students who are at various reading levels.

Day 1: Prereading

1. Show students the cover of the guided reader. Tell students that they will be reading a passage about a girl named Aadila who lives in Iran.

2. Map Activity: Using a copy of the map, show students where Iran is located. Have students color Iran yellow on their maps. Ask them the name of the country they live in. Have them locate and color their country red.

3. Give each student a copy of the passage on his or her level. Give them a minute to flip through the pages. Ask them the prereading questions.
    - What genre do you think this is? How do you know?
      Nonfiction: There are photographs, there are facts, there are nonfiction text features such as maps and tables
    - What do you think we will learn as we read this book?
    - What types of difficult words might we come across?

4. Allow students time to predict some words they may see. You can also have them flip through the pages to find words they don't recognize.

5. Review the cultural vocabulary words in the glossary. Remind students that they may refer to the glossary while reading to help them remember what these words mean.

©Julie Bochese

Day 2: Reading

1. Tell students that they will read the passage "A Day in My Life: Iran" today. Review where the glossary is in case students need to refer to the meanings of some of the cultural words.

2. Have students silently read pages 2-3. Remind them to read the images throughout the passage as well.
   - Early finishers should reread the pages until they can read it fluently. Afterwards, they may write in their journals.
   - Select 1-2 students to read the text quietly to you. Rotate through the students for different pages.

3. After all students have read pages 2-3, choral read the pages together.

4. Discussion Questions:
   - Who does Aadila live with? How is this similar to or different from your household?
     Aadila lives with her mother, father, and two brothers.
   - What do mornings look like for Aadila?
     In the morning, Aadila wakes up around 6:30 AM. She gets ready for school and puts on her hajib. Aadila's mom makes breakfast. She then prays and eats breakfast before heading to school.

5. Students silently read pages 4-5. After all students finish, choral read.

6. Discussion Questions:
   - Describe what Aadila's morning at school is like. How is this different from your school day?
     Aadila's classes start at 7:30 AM and end at 1:00 PM. She has a break for recess and times to stop for prayer.
   - What does Aadila do after school?
     Aadila goes home to relax before afternoon prayer.

7. Students silently read pages 6-7. After all students finish, choral read.

©Julie Bochese

8. Discussion Questions:
    - What does Aadila do in the evening?

      Aadila has two more prayers: Sunset prayer and a night prayer. She also eats a large meal with her family.

Day 3:

1. Students reread the entire passage silently. As they reread, conduct 1-2 running records with a few students using the text.

2. As students finish, tell them to practice retelling the story because they will be retelling it as a group once everyone is finished.

3. Once everyone is finished rereading, point out that this story is organized in sequential, or chronological, order. Tell students that it is important to understand the text structure of a text before we retell it. Knowing that it is in sequential order means that we should tell the events from the beginning, middle, and end.

4. As a group, retell the story.

5. Have students complete the graphic organizer titled "Summarizing." For groups that need more assistance, I suggest completing a few examples together and then having them complete a few independently.

6. **Day 3 Independent Work** (to be completed in a center rotation after the group meets): Students answer multiple choice and short response questions.

Note If your purpose for this group is a strategy group rather than guided reading, have students complete the questions at the table with you so that you can provide more support.

©Julie Bochese

Day 4

1. Either correct students' questions before you meet, or correct them together as a group. Review how to underline text evidence to support answers.

2. Discuss: Aadila lives across the world from us. Even though she lives so far away and her culture is different from our culture, we have some things in common.
    - What did you notice about Aadila's life or culture that is like your own?

3. Select one of the graphic organizers to give to students. The chart is intended for students who need more support, while the Venn diagram and writing prompt is intended for more independent students. Have students complete the organizers independently, and assist them as needed.

Day 5: Wrap It Up

This should be a short meeting. It can also be combined with the fourth day if you only have four days to meet with students.

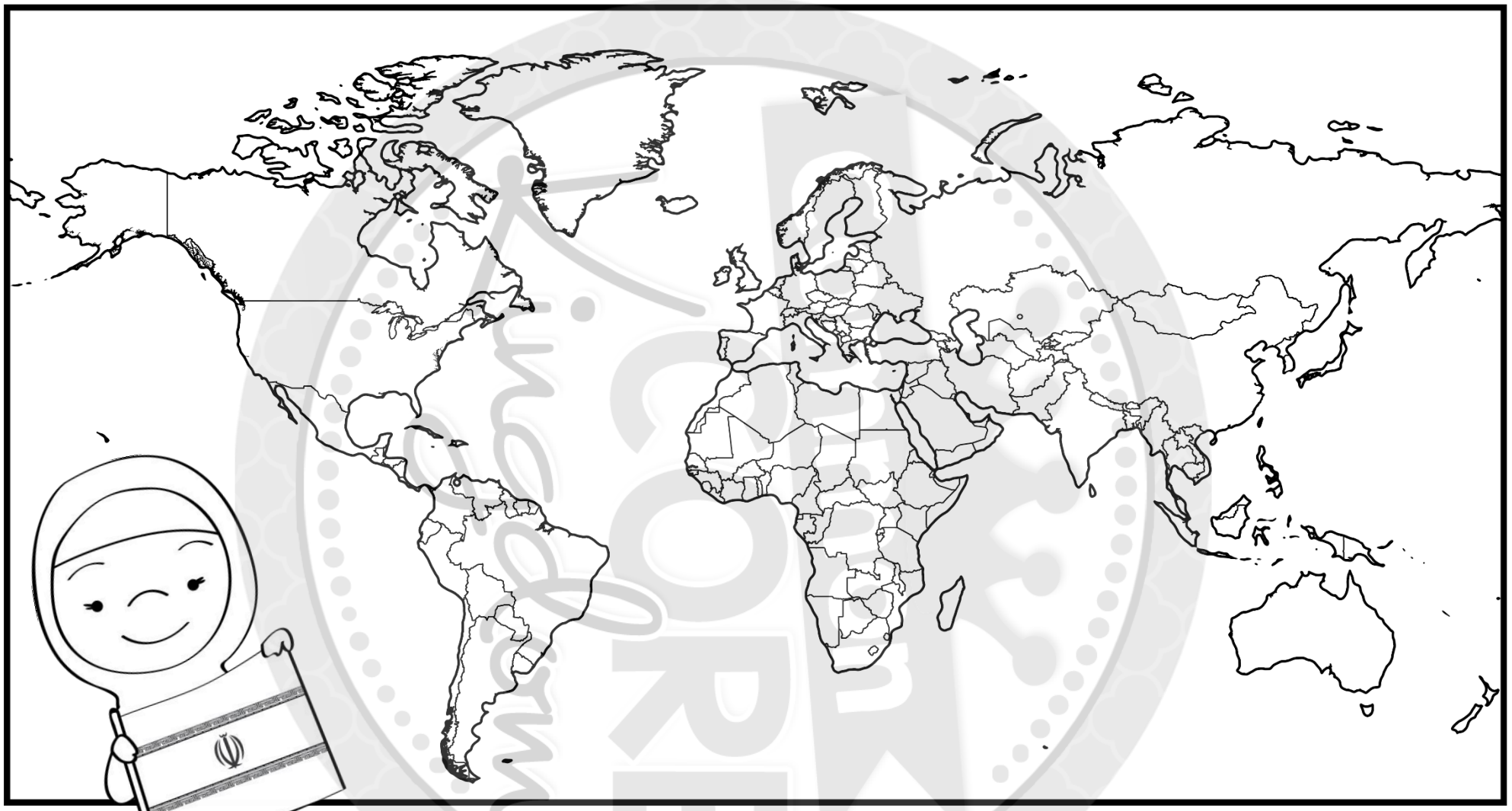
1. Discuss how your students' lives are similar to and different from Aadila's life.

2. Review: The skill focus was using text evidence to help our comprehension. The following can be discussed together or answered on the provided sheet as an exit ticket.
    - Why is it important to use text evidence to support your thinking when you read?

    It is important to use text evidence to support your thinking to give details and examples that support your idea or answer to a question. Using text evidence makes you go back into the text again to look more deeply at the text, which will enhance your comprehension.

©Julie Bochorse

A Day in My Life: Iran



- Color where Aadila lives yellow. Label the country.
- Color where you live red. Label the country.

H/I
400-500

Name: _____ Date: _____

A Day in My Life: Iran

Salâm! My name is Aadila. I am 9 years old. I live in Iran. I live in a city called Tehran. Tehran is the capital of Iran. It looks similar to other big cities. My country has been in turmoil since the 1900s. We have ups and downs. I live with my mom, dad, and two brothers. In Iran, women are not equal to men. We do not have the same rights. Girls can marry at age 13. I am lucky. My dad believes in my rights. This is what a day in my life is like:





Breakfast is bread with feta cheese



This is me wearing my hijab

6:30 AM: I wake up and pray. My god is Allah. I am Muslim. Muslim people pray five times a day. This helps us connect to Allah.

6:45 AM: I eat brekky. I have tea and bread with feta cheese.

7:00 AM: I get dressed for school. Girls must cover their bodies. I wear a headscarf called a hijab. It is the law for girls and women to wear a hijab. Our holy book tells women to wear a hijab for modesty and privacy. I believe in wearing a hijab. Some women do not, but they have no choice. There is a Morality Policy. They look for women who are not dressed properly.

©Julie Bochorsky

7:30 AM: I go to school. All of the girls learn in one class. Boys learn in another class. Girls have female teachers. Boys have male teachers. My first class is religion. I learn about my Islamic religion. It is the second largest religion in the world! We read the Quran.



I read our holy book, the Quran, in school.

8:30 AM: In my second class, we learn about the history of Islam.

9:30 AM: We have recess. Recess is a break. I like to play soccer. Girls can play soccer at school, but we can not go to professional games. Next, we have a snack. I eat a muesli bar and a carrot.

10:00 AM: We have math class.

11:00 AM: Our next class is Persian literature. We read books from our culture.

11:30 AM: We have lunch. Mum packed me a salad sandwich.

12:00 PM: It is time for our midday prayer.



12:30 PM: We have science and technology.

1:00 PM: School is over. I go home to relax.

4:00 PM: We have afternoon prayer.

6:30 PM: It is time for sunset prayer.

8:00 PM: We have dinner. My family eats lamb, rice, and vegetables. We eat on the floor. Our food is on a tablecloth called a *sofreh*.

9:00 PM: We have our last prayer of the day. I get ready for bed. Shab bekheir!

Common Core Kingdom
©Julie Backus

J/K
600-700

Name: _____ Date: _____

A Day in My Life: Iran



Salâm! I am a 9-year-old girl named Aadila. I live in Iran in the capital city of Tehran. Tehran is the most populous city in our country. We have busy streets, tall buildings, fancy restaurants, and rich and poor people, just like any other city around the world. My country has been in political turmoil since the 1900s. We have ups and downs, but I love my country and my people. I live with my mom, dad, and two pesky brothers. In Iran, women are not equal to men. We do not have the same rights. Girls can marry at age 13. I am lucky because my dad has more modern views and believes in my rights. This is what a day in my life is like:



Breakfast is bread with feta cheese

6:30 AM: I wake up and pray to my god, Allah. I am Muslim. Muslim people pray five times a day, which helps us connect to Allah.

6:45 AM: I eat brekky, which consists of tea and bread with feta cheese.



This is me wearing my hijab

7:00 AM: I get dressed for school. Girls must cover their entire bodies including their arms and legs. I wear a headscarf called a hijab. It is the law for women and girls over the age of 9 to wear a hijab. Our holy book tells women to wear a hijab for modesty and privacy. While I believe in wearing a hijab, some women do not, but they have no choice. There is a Morality Policy that looks for women who are not dressed properly. Women who do not follow the rules can get punished.

©Julie Backhaus

7:30 AM: My brothers walk me to school. All of the girls learn in one class and boys learn in another class. Girls have female teachers, while boys have male teachers. My first class is religion where I learn about my Islamic religion. We read our holy book the Quran. Islam is the second largest religion in the world!



I read our holy book, the Quran, in school.

8:30 AM: In my second class, we learn about the history of Islam.

9:30 AM: It is recess time! During recess, I like to play soccer. Girls can play soccer at school, but we can not go to professional games. Next, we have a snack. I eat a muesli bar and a carrot.

10:00 AM: We have my favorite academic subject, math class.

11:00 AM: Our next class is Persian literature where we read books from our culture.

11:30 AM: We have lunch. Mum packed me a salad sandwich.

12:00 PM: It is time for our midday prayer. We stop what we are doing and pray to Allah.

12:30 PM: We have science and technology lessons.

1:00 PM: School is over. I go home to relax.

4:00 PM: We have afternoon prayer.

6:30 PM: It is time for sunset prayer, which we call Maghrib.



8:00 PM: Finally, it is dinner time. My mom has been working for hours to prepare a delicious meal. My family eats lamb, rice, and vegetables. We eat on the floor, and our food is on a tablecloth called a *sofreh*.

9:00 PM: We have our last prayer of the day; then I get ready for bed. Shab bekheir!

©Julie Bocharova

L/M
800-900

Name: _____ Date: _____

A Day in My Life: Iran



Salâm! I am a 9-year-old girl named Aadila. I live in Iran in the capital city of Tehran, which is the most populous city in our country. We have busy streets, tall buildings, fancy restaurants, and rich and poor people, just like any other city around the world. My country has been in political turmoil since the 1900s. We have ups and downs, but I love my country, culture, and my people. I live with my mom, dad, and two pesky brothers. In Iran, women are not equal to men, so we do not have the same rights. Girls can marry as young as age 13. I am fortunate because my dad has more modern views and he believes in my rights. This is what a day in my life is like:



Breakfast is bread with feta cheese

6:30 AM: I wake up and pray to my god, Allah. I am Muslim. Muslim people pray five times a day, which helps us connect to Allah.

6:45 AM: I eat brekky, which consists of tea and bread with feta cheese. Some people say the food in Iran is the best in the world, and I agree.



This is me wearing my hijab

7:00 AM: I get dressed for school. Girls must cover their entire bodies and have no portion of their arms or legs showing. I also wear a headscarf called a hijab. It is the law for women and girls over the age of 9 to wear a hijab. Our holy book tells women to wear a hijab for modesty and privacy. While I believe in wearing a hijab, some women do not, but they have no choice. There are Morality Police that look for women who are not dressed properly, and women who do not follow the rules can get punished.

©Julie Backus

7:30 AM: I live close to my school, so my brothers walk with me to school. They drop me off at my primary school before heading to their high school nearby. All of the girls learn in one class and the boys learn in another class. Girls have female teachers, while boys have male teachers. My first class is religion where I learn about my Islamic religion and read our holy book the Quran. Islam is the second largest religion in the world!



I read our holy book, the Quran, in school.

8:30 AM: In my second class, we learn about the history of Islam, including the history of our prophet, Muhammad.

9:30 AM: It is recess time! During recess, I like to play football, which is American soccer. Girls can play football at school, but we cannot go to professional games. Next, we have a snack. I eat a muesli bar and a carrot.

10:00 AM: We have my favorite academic subject, math class.

11:00 AM: Our next class is Persian literature where we read books from our culture.

11:30 AM: It is our lunch break, so I unpack the salad sandwich Mum packed for me.

12:00 PM: It is time for our midday prayer, so we stop what we are doing and pray to Allah.

12:30 PM: We have science and technology lessons, which my classmates do not take very seriously. I know these are important subjects and learning how to use computers will provide me with more opportunities in the future.



1:00 PM: School is over, so I go home to relax.

4:00 PM: We have afternoon prayer, which is called Asr prayer.

6:30 PM: It is time for sunset prayer, which we call Maghrib.

8:00 PM: Finally, it is dinner time. My mom has been working for hours to prepare a delicious meal of lamb, rice, and vegetables. We eat on the floor, and our food is on a tablecloth called a *sofreh*.

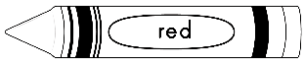
9:00 PM: We have our last prayer of the day; then I get ready for bed. Shab bekheir!

©Julie Bocharo

Reading Comprehension A Day in My Life: Iran

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is the main idea of this article?



a. This article is about what it is like to be Muslim.
b. This article is about how Americans are similar to Iranians.
c. This article is about why life is better in America than Iran.
d. This article is about what life is like for a 9-year old girl named Aadila living in Tehran, Iran.

2. Aadila states that in Iran, men and women are not treated equally. Write two details from the text that prove men and women are not treated equally.

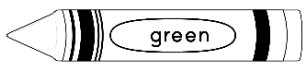


3. What is the purpose of the photograph of Aadila on page 1?



a. This photograph shows how Aadila prays.
b. This photograph shows how Aadila dresses.
c. This photograph shows what all Muslims look like.
d. This photograph shows how Aadila puts on her hajib.

4. How does Aadila's Muslim religion play an important role in her daily routines? Use two details from the text to support your answer.



©Julie Bochese

Name: _____ Date: _____

Summarize!

Fill out the graphic organizer. Afterwards, use the graphic organizer to help you write a summary of the text.

Who is this text about? Where does she live? Why is this important?	
What is her morning like?	
What is her school day like?	
What is her afternoon like?	
What is her evening like?	

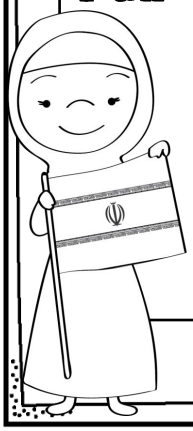
©Julie Bochese

Name: _____ Date: _____

Compare & Contrast

How is your daily life similar to Aadila's daily life? How is it different? Complete the graphic organizer to compare and contrast your routines and customs.

	Me	Aadila	Both
School			
Family			
Food			
Fun			

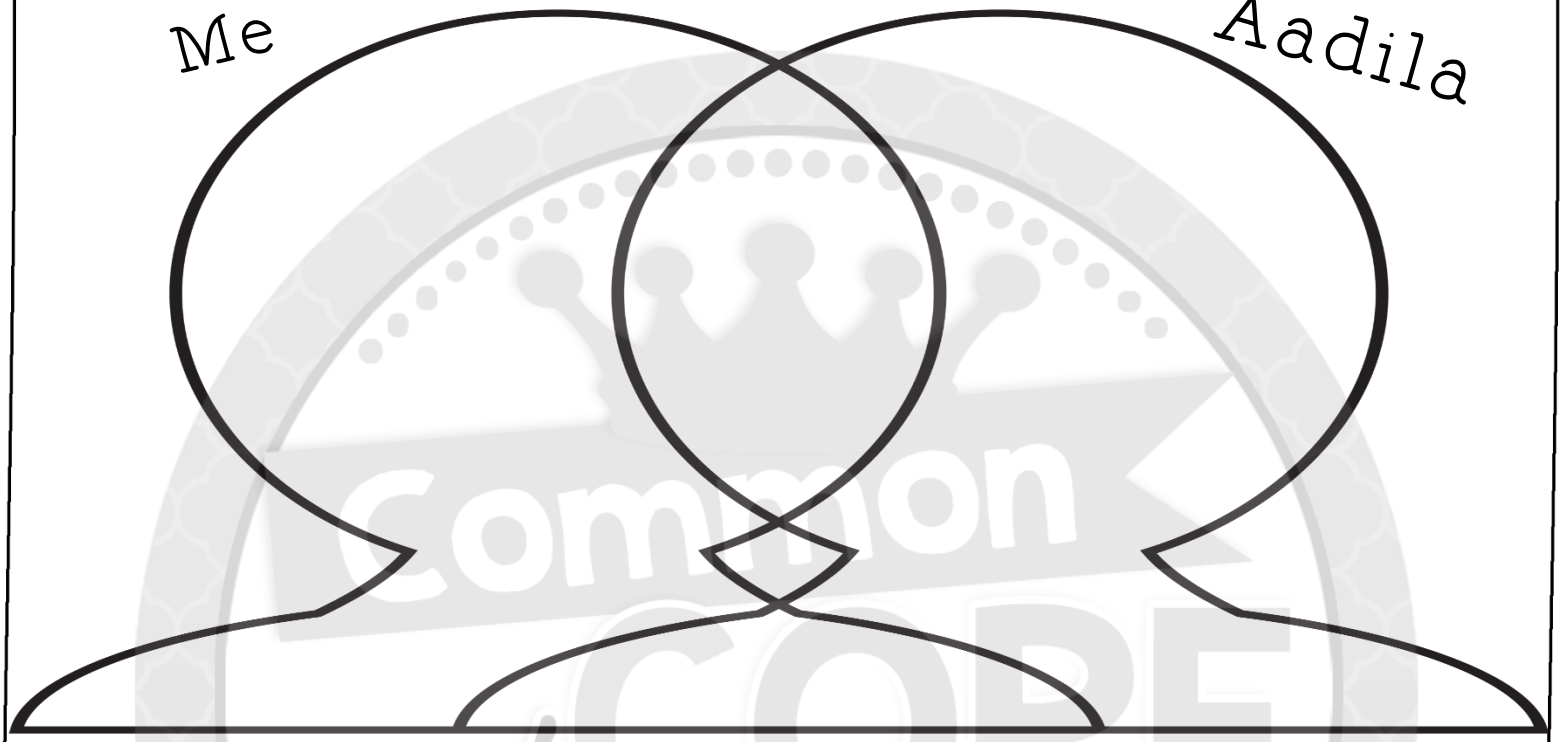


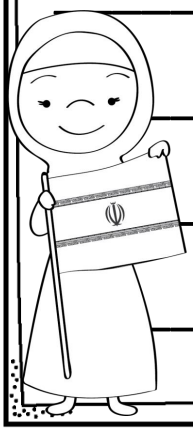
©Julie Bochese

Name: _____ Date: _____

Compare & Contrast

How is your daily life similar to Aadila's daily life? How is it different? Complete the graphic organizer, and then write a paragraph comparing and contrasting your routines and customs.

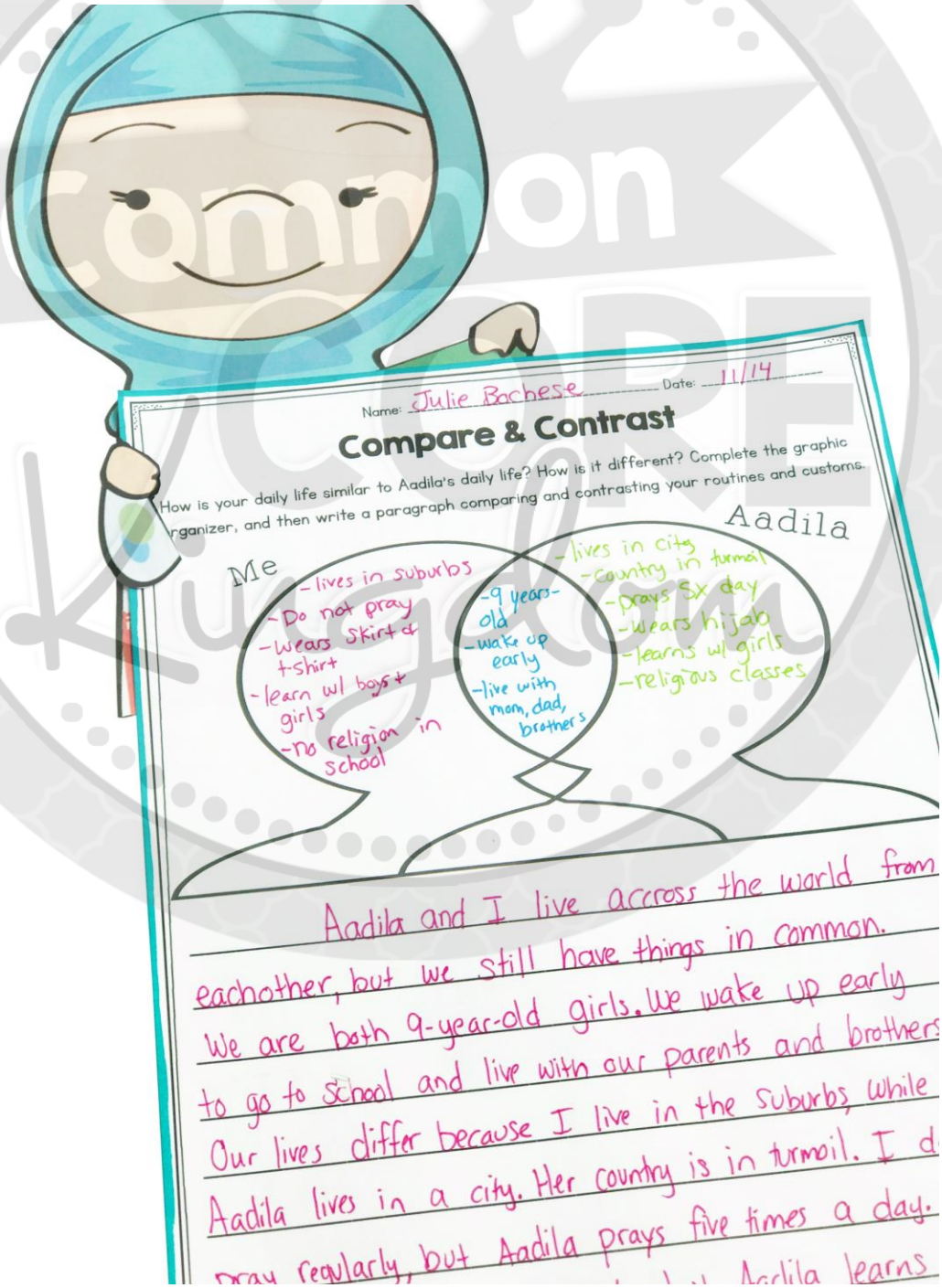




©Julie Bochese

Craftivity Instructions

1. Have students complete Compare & Contrast or Summarize sheet.
2. Print out the topper of Aadila.
3. Have students color.
4. Tape or glue the topper to the prompt sheet.





Name: _____ Date: _____

Exit Ticket

Why is it important to use text evidence to support your thinking when you read?

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Exit Ticket

Why is it important to use text evidence to support your thinking when you read?

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Exit Ticket

Why is it important to use text evidence to support your thinking when you read?

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Exit Ticket

Why is it important to use text evidence to support your thinking when you read?

_____

_____

_____

_____

_____

_____

©Julie Bochese

Thank you for your purchase!

Please note that this product is for classroom use by a single teacher. If you would like to copy this product for more than one teacher, please download additional licenses available at 50% off the original price. We understand the collaborative nature of teachers. If you would like to share this product with friends or colleagues, please return to your "My Purchases" page, and download unlimited additional licenses at 50% off the original price. Purchase orders are welcome.

You May:	You May Not:
• Use this item for your own personal use. • Use this item for your own classroom and/or students. • Copy this item for use in your classroom by your students. • Review this item for the purpose of recommending it to others, provided you include a link for it to be purchased directly from https://www.teacherspayteachers.com/Store/Common-Core-Kingdom.	• Give this item to others. • Copy this item for use by others. • Post this item on a website, including a personal website, classroom website, or district website. • Copy or modify any part of this document to offer for free or for sale.

© Copyright 2018. Common Core Kingdom. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Posting without permission is a violation of the Digital Millennium Copyright Act (DMCA).

Credits:

Credits

https://commons.wikimedia.org/wiki/File:Iran_(orthographic_projection).svg

https://commons.wikimedia.org/wiki/File:Kebab_Bakhtyari.jpg



