



BDA Lesson Planning

Training Starter Template

Objectives: All participants in the training will be able to:

- Understand the Before, During, and After Reading process
- Outline objectives, purposes, strategies and procedures in the BDA lesson planner

Total Amount of Time: _____

Number of Participants: _____

Preparation: _____

Materials: _____

Training Opening

- Engage Participants _____ minutes
(Ice breaker/warm up activity related to the topic)

- Introduce the Topic _____ minutes
(Motivate participants, show them why the topic is important, share objectives & agenda)

Training Middle _____ minutes

(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic)

- Ask participants what are the goals of reading (whether personally or with their students). In small groups, discuss what they do before, during and after reading to reach their goals. Groups will record their answers on chart paper and report out.
- Explain that the training will model the BDA process using an appropriate selected student text (e.g. book, excerpt, etc.) and focusing on a 1-2 specific purposes and strategies for each component. Use Sample BDA Lesson on *Otis* as an example of the BDA approach.
- Explain that there are ways to enhance the reading process by planning out the objectives and steps, including preparing the questions and activities in advance. Distribute copies of the BDA Lesson Planner tool. Briefly go over the “Before Reading” component and have





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participants complete 1-3 of the sample strategies (e.g. brainstorm predictions, KWL chart) as a whole group.

- Read aloud the text and have participants engage in the “During Reading” process as a whole group using comprehension questions and modeling reading fluency. Briefly go over the “During Reading” component and have participants re-read the text independently using 1-3 of the sample strategies (e.g. graphic organizer, post-it notes, or double entry journal). Have some participants share their responses and then debrief the benefits of the “During Reading” process.
- Briefly go over the “After Reading” component and ask participants to brainstorm and list other strategies or activities their students have done or could do after reading to demonstrate comprehension.
- Divide participants into small groups and allow for time for them to plan out a sample BDA lesson using the BDA Lesson Plan Outline. Have a collection of sample reading texts that participants can use to plan out a lesson if needed. Compare and discuss as a whole group to give feedback.

Training Wrap Up and Closing

- Summarize, consolidate _____ minutes
(Connect back to the objectives, check for understanding, and discuss questions)

- Plan Next Steps _____ minutes
(Be specific about application to immediate practice.)

- Closing Comments _____ minutes
(Acknowledge, motivate and inspire)

Post-training assessment and revision

- Formal or informal assessment of effectiveness of training
- Note changes to make
- Note areas for additional training





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Use this checklist as a pre-planning tool to determine the purpose(s) of the before, during and after comprehension strategies and activities to be used in the lesson.

BDA PURPOSE CHECKLIST

“BEFORE READING”

Purpose(s):

- activate prior knowledge
- discuss new vocabulary
- establish a purpose for reading
- build background knowledge
- make predictions
- generate questions
- other _____

“DURING READING”

Purpose(s):

- engage with the text
- integrate new information with prior knowledge
- summarize text
- self-monitor comprehension
- construct graphic organizers
- verify and formulate predictions
- visualize text
- other _____

“AFTER READING”

Purpose(s):

- reflect on the content
- answer questions related to text
- respond to text through discussion
- respond to text through writing/drawing
- evaluate predictions
- retell or summarize
- other _____





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Sample Lesson Plan

Description/theme of lesson: Reading lesson on the book, Otis	Grade Level: K-2	Time Period: 45 minutes	Date: 6/27/2014
Learning Objective(s):			
<ul style="list-style-type: none"> • Make predictions, learn new vocabulary, and demonstrate comprehension of the story • Participate in discussion and respond to text in meaningful ways through writing or drawing • Develop group work skills by working together and listening to others 			
Materials Needed: A copy of the book Otis, chart paper, writing or drawing paper and crayons/colored pencils, resources about farms and/or farm animals			
Preparation:			
<ul style="list-style-type: none"> • Read the book Otis, and develop questions for discussion. • Begin a word wall or chart of the new vocabulary words that the story introduces. • Create a KWL Chart for recording students' prior knowledge, questions, and what they learned 			

BEFORE READING	DURING READING	AFTER READING
Purpose: Activate prior knowledge, make predictions, discuss vocabulary	Purpose: Engage with the text, self-monitor comprehension	Purpose: examine questions that guided reading; respond to text through writing/drawing
Strategy: Preview, KWL Chart, Using a Vocabulary word wall or chart	Strategy: Read Aloud, Asking during-reading questions	Strategy: Discussion, Using a graphic organizer to summarize
Procedure: 1. Preview the cover of the book by pointing out the title, author and picture. Ask students about background knowledge about farms, cows, and tractors to record students' answers on a KWL chart. 2. Ask students to make predictions about what will happen in the story. 3. Introduce new vocabulary words and add new words to a word wall or chart while reading the book, e.g. bales, bawl, calf.	Procedure: 1. Read aloud the book. 2. Ask questions to promote comprehension, e.g. Why did the farmer buy the new tractor? 3. How did Otis feel when the new tractor came to the farm? 4. Ask students for additional questions or responses to the text.	Procedure: 1. Discuss the themes of the story, e.g. friendship, and ask students what they learned to complete the KWL chart. Ask students for questions or initial responses to the ending. 2. Have students complete an illustrated response to reading (e.g. Story Map). Ask students to draw out the story map or favorite parts of the story. 3. Extend learning if time permits. Continue to read books about farms and/or farm animals and students work in groups to write a sequel to Otis.

Evaluate (Outcomes to Look For)/Additional Notes:
<ul style="list-style-type: none"> • Students show an understanding of the characters, setting, plot and themes of the story. • Students increase in background knowledge and vocabulary related to the reading content. • Students grow in understanding of the before, during and after reading process. • Students work together to create a response to reading.





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Description/theme of lesson:	Grade Level:	Time Period:	Date:
Learning Objective(s):			
Materials Needed:			
Preparation:			

BEFORE READING	DURING READING	AFTER READING
Purpose:	Purpose:	Purpose:
Strategy:	Strategy:	Strategy:
Procedure: 1. 2. 3.	Procedure: 1. 2. 3.	Procedure: 1. 2. 3.
Evaluate (Outcomes to Look For)/Additional Notes:		

