

Items selected from the **WINTERGREEN** Elementary catalogue unless otherwise indicated

- Reader's Workshop Writer's Workshop

Title of Lesson: Using Reading Strategies to Improve Comprehension

Focus of Study: Comprehension Strategies

Curriculum Expectations: What skills, knowledge, attitudes/values do I expect my students to learn?
1.3 Comprehension Strategies; 1.4 Demonstrating Understanding; 1.6 Extending Understanding.

Assessment: How will I assess the learning expectations?

- Observation Anecdotal Notes Work Samples Conference Checklist Rubric
 Oral Report Self-Assessment Peer-Assessment Presentation Project Journal
 Other _____

Materials Required: What will I need to prepare in advance?

TEACHER RESOURCES: Word Families Overhead Tiles - KRR323, Favourite Picture Book CD Read-Alongs - Set 3, "The Relatives Came" by Cynthia Rylant - KRE754.

CENTRES: Literacy Centres Management Centre, Read and Respond Prompt Cards - KDD738, Research and Report Centre - KDD131, Read for Comprehension Fiction Listening Centre - KDD709, Build-a-Story Flip Book - KAA977, New Information I Learned Read & Respond Student Bookmark - KLL778, Small Group Nonfiction Comprehension Folders - Gr. 1-2 - KFF211, Multilevel Nonfiction Book Sets - Gr. 1-2, "Weather" - KDD864.

Differentiated Instruction including Modifications/Accommodations: How will I change the lesson to meet the needs of the individual students?

- Open ended activities provide opportunities for students to start where they are.
- Provide prompts to support students as required.
- Individual and small group instruction using multilevel text.

Time To Teach	Word Study:	Focus: Word Families Overhead Tiles - KRR323 <ul style="list-style-type: none"> • Work as a class to build words using word families. • Brainstorm other words they know in that word family and write them on the board/chart paper.
	Mini Lesson: <ul style="list-style-type: none"> <input type="radio"/> Direct Instruction <input type="radio"/> Shared <input type="radio"/> Read Aloud <input checked="" type="radio"/> Modelled 	Focus: Read Aloud "The Relative Came" by Cynthia Rylant (Favourite Picture Book CD Read-Alongs - Set 3 - KRE754) <ul style="list-style-type: none"> • Stop during the read aloud to think aloud in order to demonstrate the thinking that is done while reading...questions you have (i.e., I wonder...), predictions (i.e., I think...), reread parts that don't make sense, make connections (i.e., The ideas in this story remind me of...), use context clues to solve unfamiliar vocabulary, etc. • Explain how this helps you to understand the text as you are reading (prepare the text in advance using sticky notes). On chart paper have students list what they noticed the teacher did as a reader. These will serve as anchor charts.

Time To Practise

Independent Activities:

- Self-Selected Reading
- Literacy Centres
- Literature Circles
- Other

Guiding Question (to be discussed during Time To Share)

What did you learn about yourself as a reader today?

After explicitly modelling the activities at the centres with the class, students will work independently or with a partner to practise the following skills:

LITERACY CENTRES

Literacy Centres Management Centre

Reading Response Centre

Read and Respond Prompt Cards - KDD738 support the following activities at the centre:

- In order to further develop their understanding of story elements (character, plot, setting) students will practise responding to the text using the prompt cards selected for use at the centre. (This resource also supports nonfiction text and making connections).

Nonfiction Centre

Research and Report Centre - KDD131

- Choose a topic card.
- Read about the topic.
- Write facts they learned about the topic on the graphic organizer.

Listening Centre

Read for Comprehension Fiction Listening Centre - KDD709

- Choose a fiction feature that students need to practise (identifying characters, setting and mood, problem and solution, cause and effect, reading for detail, drawing conclusions, summarizing or genres of literature).
- Students will listen to the activity on the CD.
- Students will complete the follow-up activity.

EXTENSION ACTIVITY: Have students identify the fiction feature they practised in other text, such as their self-selected/independent reading text.

Writing Centre

Build-A-Story Flip Book - KAA977

- Students will have an opportunity to choose the elements of their story prior to writing (character, setting, event, conclusion).

Computer Centre

Provide students with a website which supports the science unit. Have them work with a partner to practise finding important information. Once they have found new information they have learned, they will complete the New Information I Learned Read & Respond Student Bookmark - KLL778.

Vocabulary/Word Study Centre

Word Patterns Practice Cards - KEE107

- Students will build words using word families.

Guided Instruction:

Yellow Group

Multilevel Nonfiction Book Sets - Gr. 1-2, "Weather" - KDD864
Focus: Making connections and using evidence from the text to support our thinking.

Green Group

Small Group Nonfiction Comprehension Folders - Gr. 1-2 - KFF211
Focus: Using features of nonfiction text.

Time To Share

Mini Lesson:

- Partner
- Small Group
- Whole Class

Focus:

Guiding Question

What did you learn about yourself as a reader today?

Lesson Planning Template adapted from:
Ontario Ministry of Education (2006) A guide to effective literacy instruction, Grades 4 to 6, Volume 3.
Planning and classroom management.