

- Reader's Workshop ○ Writer's Workshop

Title of Lesson: Using Reading Strategies to Improve Comprehension

Focus of Study: Making Inferences

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 Reading Response Journals

Curriculum Expectations: What skills, knowledge, attitudes/values do I expect my students to learn?

1.3 Comprehension Strategies; 1.4 Demonstrating Understanding; 1.5 Making Inferences.

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

TEACHER RESOURCES: Great Kids' Poetry Paperback Library: "The Frog Wore Red Suspensers" - KRE557, Comprehension Strategies Teaching Chart - Gr. 4-6 - KDD369, Vocabulary Building Prefix and Suffix Magnets - KJJ807.

STUDENT RESOURCES: Classic Composition Book - KFG445, Reader's Response Notebook - KGG186.

CENTRES: Literacy Centres Management Centre, Tricky Words and Phrases Teaching Cards - KLL405X, Multilevel Nonfiction Book Sets - Gr. 3-4 "Amazing Plants and Animals" - KDD867, Read and Respond Student Bookmarks: Questioning - KLL778, Research and Report Writing Centre - KDD131, Readers' Theatre Script Boxes - Gr. 3-4 - KDD860X, Nonfiction Reading Overhead Kit - Gr. 2-5 - KEE782.

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:	<p>Focus: Prefixes and Suffixes</p> <p>Vocabulary Building Prefix and Suffix Magnets - KJJ807</p> <ul style="list-style-type: none"> • Discuss common prefixes and suffixes and how they change the meaning of a base word. • Use the magnets to build common words while students discuss with a partner to determine the meaning of the word before sharing with the group.
	Mini Lesson:	<p>Focus: Inferring using "In a Winter Meadow " from Great Kids' Poetry Paperback Library: "The Frog Wore Red Suspensers" by Jack Prelutsky - KRE557</p> <ul style="list-style-type: none"> • Copy the poem onto chart paper or an overhead transparency so that it can be used for shared reading. • Read the poem to the class. • Ask the students questions that require them to infer and read between the lines of the poem, i.e. "What is the author trying to tell us about snowshoe hares?", "Why do you think the poem is called 'In a Winter Meadow'?", "What could another title for this poem be? "Why?", "Why do you think the snowshoe hare is running?", "Why does the author use the word 'darting'?", "What word(s) could he have used instead?" • Ask students how using inferring and answering these types of questions help them to better understand the text.

Time To Practise

Independent Activities:

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

Guiding Question (to be discussed during Time To Share)

What strategies did you use in your reading today and how did they help you to understand what you were reading?

Self-Selected/Independent Reading

Students will begin by reading independently for the first 20 minutes of the "Time to Practise", while the teacher is doing guided reading. They will write about their reading in the Reader's Response Notebook - KGG186 or Classic Composition Book - KFG445 focusing on the reading strategies, then they will go to the literacy centres for 20-30 minutes.

Literacy Centres

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 Management Centre supports the following activities at the centre:

Overhead Centre

Nonfiction Reading Comprehension Overhead Kit - Gr. 2-5 - KEE782

- Students will practise the text structures of cause and effect, and compare and contrast.

Science Centre

Multilevel Nonfiction Book Sets - Gr. 3-4 "Amazing Plants and Animals" - KDD867

- Students read the book at the appropriate reading level while learning the same content.
- Following their reading, students use the Read and Respond Student Bookmarks: Questioning - KLL778, to respond to the text.

Readers' Theatre Centre

Readers' Theatre Script Boxes Gr. 3-4 - KDD680X

- Students will have an opportunity to practise reading familiar text to develop accuracy, pacing, intonation and expression.

Writing Centre

Research and Report Writing Centre - KDD131

- Students read the nonfiction text, complete the graphic organizer, and then write their own report.

Vocabulary/Word Study Centre

Tricky Words and Phrases Teaching Cards: Idioms - KLL405

- Students develop an understanding of idioms and figurative language through targeted practice.

Guided Instruction:

Yellow Group

Comprehension Strategies Teaching Chart - Gr. 4-6 - KDD369
Focus: Summarizing.

Green Group

Comprehension Strategies Teaching Chart - Gr. 4-6 - KDD369
Focus: Visualizing.

Time To Share

Mini Lesson:

- Partner
- Small Group
- Whole Class

Focus:

Guiding Question

What strategies did you use in your reading today and how did they help you to understand what you were reading?

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

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.