

Lesson: Reading Comprehension Strategy

Subject: Literacy

Grade Level: Kindergarten/1st grade

Duration: 20 minutes during silent reading time

Lesson Objectives: In this lesson the student will learn a strategy to help him recall information read in text. He will learn how to reflect throughout a story in order to write or draw information on a recording sheet.

GLCE:

R.CM.00.02 Retell up to three events from familiar text using their own words or phrasing.

Materials: “In My Head” worksheet, Level A (reading a-z) book

Resources: Herrera, S. G., Perez, D. R., Escamilla, K. (2010). Chapter 6 Teaching reading to English language learners: Differentiated literacies. Boston: Pearson Education.

Rationale/Background: Student will work on reading books at their level. Although it is important for students to be able to read fluently it is also important for students to be able to remember and recall the information they are reading. If students cannot comprehend the information they are reading, how will they be able to remember important information in the future for different subjects? Students will need the skills to recall information as they get older and are asked to recall information even days after it has been read.

Opening: The teacher will share with students that although it is great that they are able to read quickly they also need to be able to recall information. “For example, if you had to take a test in science class about a chapter that you read earlier in the week, you have to be able to remember what you read.”

The teacher will then explain that there are strategies that can help in remembering this information. If a student cannot hang onto the information in their memory a strategy may be to write down the information they want to recall when they are done reading. The teacher will then show the students the “In My Head” worksheet (artifact 1). The teacher will model reading a familiar text and model how to fill out the sheet as she reads. While filling out the form it is important to think aloud so the students can hear the thoughts that should go through their minds to help support them through the task.

Middle: The teacher moves into guided practice next. The students practice how to fill out the “In My Head” form with another familiar text that has been read a few times in the past few days. As the students read 1-2 pages, the teacher may observe students stopping to write/draw on their own or she may have to suggest that they stop after page 2 so they can get into the routine of stopping after reading 1-2 pages of information and getting that information on the worksheet.

Conclusion: In the end, students will complete this task during independent practice. The teacher will give the students a new book to work on recalling information. Before asking the students to read independently and fill out a worksheet; the teacher will do a book walk for the students to become somewhat familiar with what they will be reading. The teacher will ask the students to work on reading the text and writing/drawing on their own. If they get stuck they can ask for assistance from the teacher but they are not to work in pairs as the teacher is trying to see who is understanding the concept and who needs more support.

Adaptations and Extensions: For students who are having trouble understanding this concept, the teacher should prompt them to stop after every page to get into a routine of stopping during reading so information is not forgotten. If students have trouble with writing they will be recommended to draw pictures instead to share their information. For students with fine motor challenges, the teacher can scribe for the student as long as the student is stopping on his/her own to show that he/she understands the concept.

Assessment: After independent practice is completed the teacher will have the students join her one at a time to share the information they recall from the story. If the student is able to recall 2-4 pieces of information from the text, this shows they have grasped the new comprehension strategy. For those who have not yet recalled 2-4 pieces of information, more modeling and guided practice will be provided on a one-on-one basis.

In My Head

Name: _____

What are you thinking about as you read _____ (name of book)?

I think . . .



Lesson: Word Reading—Dolch Sight Word List

Subject: Literacy

Grade Level: Kindergarten/1st grade

Duration: 10 minutes-during morning work

Lesson Objectives: In this lesson students will learn to automatically recall and say dolch sight words within 3 seconds of the word being presented.

GLCE:

R.WS.00.06 Make progress in automatically recognizing a few of the 220 Dolch basic sight words.

Materials: Dolch Basic Sight Word Lists, flashcards with sight words written on them

Rationale/Background: Students will work on automaticity of word reading. There are some words in the English language that are not able to be sounded out and therefore students need to be able to recall automatically. Basic sight words are the automatic words we like students to be able to read without having to pause or sound out the word. By knowing these frequently encountered words, students reading fluency will increase as well as comprehension because the text will be so much easier to understand if it is automatic.

Opening: The teacher will explain that words need to be read quickly without having to pause. The teacher will also choose sight words such as said, of, and the to model that not all words can be sounded out when they are unknown. It is important for students to understand that looking at a word and saying it is important because there will always be words we come across that cannot be figured out by using sounds. The teacher will then model the practice of reading words quickly and adding new unknown words. The teacher will model how new words will be added. The teacher should choose 5 known words and read through them to show the students they are known. The teacher will then add one unknown word to the front of the flashcards. She will then read the first unknown word. She will then read the new word and one familiar word. She then starts over again at the beginning with the new unknown word then reads 2 known words. This process continues until the teacher has read the new word and all 5 known words which means the new word is read 6 times by the time the whole stack is done. Eventually the teacher will take out one known word and add a second new unknown word and show this process until 3 new words are added.

Middle: The guided practice that will occur during this part of the lesson is having the teacher work one-on-one with a student to practice his/her 5 known words and add 2-3 new words. Students will be able to pick up on 2-3 new sight words in one lesson. This practice will continue on until students know how to practice this skill on their own.

Conclusion: Once all students have learned how to “administer” the new word reading strategy, partners will be paired up so the teacher can move around the room observing students be the ‘teacher’ as well as the student practicing new words.

Adaptations and Extensions: Students who are struggling with learning 2-3 words in one session will be taken down to only 1 new word at a time. If this is still not working the number of known words used will be taken down to 3. Depending on a student’s learning capacity and attention the number of words added and known words used can be adapted. If students are able to learn 3 new words without difficulty each lesson, that student will be given 4-5 new words at a time and increase the number of known words used to 9-10.

Assessment: The assessment after a few weeks of using this strategy will be the same used to gain baseline data. Students will be given the Dolch sight word list and asked to read as many words as quickly as they can. If students know 80% of the first list of words the second list will be administered. Keeping an eye on the “new” words and if they were read correctly in the assessment will be proof of this strategy working in memorizing and quickly recalling sight words.

DOLCH BASIC SIGHT WORD LIST

List 1		List 2		List 3	List 4
^{11/8}	^{12/8}	^{11/8}	^{12/8}		
1. <input checked="" type="checkbox"/> the	<input checked="" type="checkbox"/>	1. <input checked="" type="checkbox"/> at	<input checked="" type="checkbox"/>	1. ___ do	1. ___ big
2. <input checked="" type="checkbox"/> to	<input checked="" type="checkbox"/>	2. ___ him	<input checked="" type="checkbox"/>	2. ___ can	2. ___ went
3. <input checked="" type="checkbox"/> and	<input checked="" type="checkbox"/>	3. ___ with	<input checked="" type="checkbox"/>	3. ___ could	3. ___ are
4. <input checked="" type="checkbox"/> he	<input checked="" type="checkbox"/>	4. <input checked="" type="checkbox"/> up	<input checked="" type="checkbox"/>	4. ___ when	4. ___ come
5. <input checked="" type="checkbox"/> a	<input checked="" type="checkbox"/>	5. ___ all	<input checked="" type="checkbox"/>	5. ___ did	5. ___ if
6. <input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/>	6. ___ look	<input checked="" type="checkbox"/>	6. ___ what	6. ___ now
7. ___ you	<input checked="" type="checkbox"/>	7. <input checked="" type="checkbox"/> is	<input checked="" type="checkbox"/>	7. ___ so	7. ___ long
8. <input checked="" type="checkbox"/> it	<input checked="" type="checkbox"/>	8. ___ her	<input checked="" type="checkbox"/>	8. ___ see	8. ___ no
9. <input checked="" type="checkbox"/> of	<input checked="" type="checkbox"/>	9. ___ there	<input checked="" type="checkbox"/>	9. ___ not	9. ___ came
10. ___ in	<input checked="" type="checkbox"/>	10. ___ some	<input checked="" type="checkbox"/>	10. ___ were	10. ___ ask
11. ___ was	<input checked="" type="checkbox"/>	11. <input checked="" type="checkbox"/> out	<input checked="" type="checkbox"/>	11. ___ get	11. ___ very
12. ___ said	<input checked="" type="checkbox"/>	12. ___ as	<input checked="" type="checkbox"/>	12. ___ them	12. ___ an
13. ___ his	<input checked="" type="checkbox"/>	13. ___ be	<input checked="" type="checkbox"/>	13. ___ like	13. ___ over
14. <input checked="" type="checkbox"/> that	<input checked="" type="checkbox"/>	14. ___ have	<input checked="" type="checkbox"/>	14. ___ one	14. ___ your
15. <input checked="" type="checkbox"/> she	<input checked="" type="checkbox"/>	15. <input checked="" type="checkbox"/> go	<input checked="" type="checkbox"/>	15. ___ this	15. ___ its
16. <input checked="" type="checkbox"/> for	<input checked="" type="checkbox"/>	16. ___ we	<input checked="" type="checkbox"/>	16. ___ my	16. ___ ride
17. ___ on	<input checked="" type="checkbox"/>	17. ___ am	<input checked="" type="checkbox"/>	17. ___ would	17. ___ into
18. ___ they	<input checked="" type="checkbox"/>	18. ___ then	<input checked="" type="checkbox"/>	18. ___ me	18. ___ just
19. ___ but	<input checked="" type="checkbox"/>	19. ___ little	<input checked="" type="checkbox"/>	19. ___ will	19. ___ blue
20. ___ had	<input checked="" type="checkbox"/>	20. ___ down	<input checked="" type="checkbox"/>	20. ___ yes	20. ___ red
^{11/20}	^{12/20}	^{11/20}	^{12/20}	^{1/20}	^{1/20}