

Explicit Comprehension Lesson

Explicit Lesson Focus:

Student Learner Expectation(s) (SLE):

Materials

Direct Explanation

Explain why and when to use this strategy.

Model or Demonstrate

Explain how to use the strategy.

Guided Practice

Scaffold the use of the strategy.

Apply the Process

Use the strategy.

Explicit Comprehension Lesson

Explicit Lesson Focus: Review of Story Elements -- *Big Al*

Student Learner Expectation:

R.10.1.14. Identify story elements in simple stories

Materials

Big Al Andrew Clements

Chart with story frame

Sample:

Title

Author

Setting

Characters

Problem

Events

Solution

Direct Explanation

Explain what the strategy is and why and when to use it.

*Authors of fiction always follow a structure or plan for a story. If you know what to expect when you read fiction, then you'll know how best to go about reading and making sense of what you read. Look at my chart. Story elements that authors use in fiction are **setting, character, problem, events, and solution**. Once you understand these elements, you will recognize them in the stories you read.*

Model or demonstrate

Show how to use the strategy.

*I've read the story *Big Al* to you already. Listen as I talk about the story elements and find them in the text.*

Title: *The author always names his book. A lot of times the title gives a clue about what the story will about. It also helps you to talk with others about the story because all of you know which story you're discussing because you know the title.*

*The title of this story is **Big Al**. (Fill in chart.)*

Author: *The author is the person who wrote the story. This is important to know because some books have the same title. Also, if you like one story by an author you might like another book by the same author. The author of this story is Andrew Clements.*

(Fill in chart.)

Setting: *The setting of a story is where and when the story takes place. Sometimes the setting will affect the characters and how they act and what they do. The setting of this story is the ocean.*

Everything will take place in the water and the characters can only do things that they can do in the water. (Fill in chart.)

Characters: *The characters are who is in the story. Depending on the story, the characters can be people, animals or objects. The genre of the story lets you know something about how the characters will act. In the fiction story *Big Al*, the characters are fish. They live in the ocean like real fish, but think and talk like people. (Fill in chart.)*

<p>Guided Practice Scaffold the use of the strategy.</p> <p>Apply the Process Use the strategy.</p>	<p>Problem: <i>The problem in a story is really what the story is about. Something will happen in the story and the character doesn't know what to do to make things better. Once you know what the problem is, you know what to expect from the rest of the story because they will be trying to solve the problem. In Big Al, the problem is that Big Al wants friends but he doesn't have any because he's so big and scary. (Fill in chart.)</i></p> <p>Events: <i>The events in a story tell what things the characters do to solve their problems. Sometimes there will be a few events and sometimes many events. In our story today, Big Al disguises himself, puffs himself up, hides himself, and changes his color. (Fill in chart.)</i></p> <p>Solution: <i>The solution is what finally happens to solve the problem in the story. It helps to make the story feel complete. Once the problem has been solved, the story will either end, or there will be another problem. Big Al's problem was solved when the other fish were caught in a net. Big Al bit through the net to rescue them. Now the other fish aren't scared of him and he has more friends than anyone. (Fill in chart.)</i></p> <p><i>Now I'm going to read another story to you. As I read it, I'll stop at different places so you can help me identify the elements of this story.</i></p> <p>Use a different story to guide the students to identify the story elements.</p> <p><i>As you read stories, think about characters and setting. Decide what the problem is. Then you can read to see what the characters do to try to solve the problem, and how the problem is finally solved. If you know to expect these things, it will help you to think about your reading, and to understand the story better.</i></p> <p><i>Sample Chart:</i></p> <p>Title: Big Al Author: Andrew Clements Setting: in the ocean Characters: Big Al Small fish Problem: Big Al wants friends, but doesn't have any because he's so big and scary. Events: Big Al disguises himself. He puffs himself up. He hides himself under the sand. He changes his color. Solution: When the small fish are caught in a net, Big Al bites through the net and saves them. Now they aren't afraid of him and has more friends than anyone.</p>
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Explicit Comprehension Lesson

Explicit Lesson Focus: Summary/Main Idea	
Student Learner Expectation: R.9.1.11. Create a main idea statement about a selection	
<p>Materials</p>	<p>Big Book <i>Wetlands</i> by Marcia Freeman Chart tablet Markers Sticky Notes</p>
<p>Direct Explanation Explain what the strategy is and why and when to use it.</p>	<p>Read <i>Wetlands</i> as a shared reading.</p> <p><i>When good readers read, they think about what they are reading. One way to help remember what you read is to summarize the text. Summarizing is deciding what is most important about the text. The main idea of a text is the most important thing the author wants the reader to remember about the text.</i></p>
<p>Model or Demonstrate Show how to use the strategy.</p>	<p><i>When I read the story Wetlands, the author wrote many things about wetlands. The last page says: “Wetlands prevent floods, provide food and clean water, and are home to many plants and animals. Wetlands are for everyone.”</i></p> <p><i>When I think back to the story, the author did tell us about the many plants and animals who live in the wetlands. (Show pages.) She tells us about people and animals getting food from the wetlands. (Show page.) On this page the author also tells us about how wetlands help prevent flooding. I think the sentence, “Wetlands prevent floods, provide food and clean water, and are home to many plants and animals,” is the main idea of the selection. (Write on a chart.) This sentence summarizes the most important thing the author wants us to remember about this selection.</i></p>
<p>Guided Practice Scaffold the use of the strategy.</p>	<p>Use another nonfiction text previously used during shared reading or read aloud.</p> <p><i>What do you think the main idea of this selection is?</i></p>
<p>Apply the Process Use the strategy.</p>	<p>Lead a discussion, listening and responding to all answers. Guide the students to summarize the text by deciding what the main idea is.</p> <p><i>As you read today, think about the most important thing in the selection. Put a sticky note on the page so you will be able to remember what page it is on. In your journal, write down the summary, or main idea, of the text. This will help you to remember the main idea.</i></p>

Sample Think Aloud During Read Aloud

Sheila Rae, the Brave

Materials: *Sheila Rae, The Brave* by Kevin Henkes

EXPLAIN

Good readers ask themselves questions before they read, while they are reading and sometimes have even more questions when they finish a book. Asking questions help you to think about the story as you read.

*I am going to read a story. As I read, I will pause to **think aloud** about some questions that I have about the story. When I am reading, I will hold the book like this. (Demonstrate). When I am thinking aloud, I am going to put the book in my lap. I really want you to watch me as I think out loud and notice what I do as a reader.*

MODEL

*The name of our story is Sheila Rae, the Brave by Kevin Henkes. To be brave means not to be scared. The first question I have is, I **wonder why** Sheila Rae was called Sheila Rae, the Brave. I am going to read to see if I can find out.*

Read page 1: Sheila Rae wasn't afraid of anything.

That answer to my question is right there in the book! They call her Sheila Rae the Brave because she is not afraid of anything.

Continue to read through, One day, Sheila Rae decided to walk home from school a new way. Louise was afraid to. "You're too brave for me," Louise said.

I have another question. I wonder if something is going to happen to Sheila Rae on her way home that will make her afraid. Continue to read up to, She crossed streets.

Do you notice that in every picture Louise is following her? I wonder why Louise is following her.

Continue to read up to, Mother! Father! Louise! she cried.

Sheila Rae is lost and she is AFRAID! That answers my second question. I am going to read on because I still want to know why Louise is following her.

Continue to read up to, "I know the way home. Follow me!"

Boys and girls it does not say right in the book, but I think in my head that Louise was following Sheila in case she got lost so she could help her.

Let's finish the story and see what happens. After reading, discuss the story with the students.

Boys and girls good readers ask themselves questions about the story as they read. These questions help them to think about what is happening in the story and helps them understand it better.

When you are reading, I want you to think about some questions you have about the story that would help you understand it better.

Explicit Comprehension Lesson

Explicit Lesson Focus: Asking and Answering Questions

Student Learner Expectations:

R 9.1.5. Ask and answer questions before, during, and after reading

R 9.1.6. Locate information within the text to answer literal questions

R 9.1.9. Make and explain inferences from text, such as making predictions and drawing conclusions

<p>Materials</p>	<p>Catch The Wind, by Linda Johns Wright Group, big book Overlays for highlighting text.</p>
<p>Direct Explanation Explain what the strategy is and why and when to use it..</p>	<p><i>Good readers have questions as the read and after they read. Some answers are found in the book and some answers come from our heads or what we know. By asking questions and thinking about the answers, we can learn more about what we are reading.</i></p>
<p>Model or Demonstrate Explain how to use the strategy.</p>	<p><i>Listen as I reread this part of Catch the Wind. Read page 2, “Blustery Beginnings”. I am looking for the answer to this question: “When the trees rustle, what is their message?”</i></p> <p>Model searching for the answer. <i>Right here in the poem, I see the answer! “It’s almost here.” Highlight this section of the text. This answer was in the book. Say, “In the Book”.</i></p>
<p>Guided Practice Scaffold the use of the strategy.</p>	<p><i>My next question is, “Can you catch the wind?” Model reading aloud, looking for the answer. This answer is not in the book, but I am going to say that you can not catch the wind because it is invisible and not something you can hold on to. This answer was in my head. Say, “In my head.”</i></p> <p><i>Now you are going to try to answer some questions and tell whether the answer is in the book or in your head. The question is, “How can you tell the wind is coming?” Let’s reread page 2 to see if the answer is in the book or in our head. Reread. Have students answer the question and tell if the answer is in the book or in their head and explain by showing text to answer or point out the answer is not in the text.</i></p>
<p>Apply the Process Use the strategy.</p>	<p>Practice with other questions: <i>When might air be on the move? What do we call “air on the move”? How do you know wind is coming? Reread page 6, Wind Chimes.</i></p> <p><i>Ask your partner a question about the text. They will show you if the answer in the text or tell you if it is in their head.</i></p>

Questioning During Shared Reading
Sample Lesson Reading a New Text – *Who’s in the Shed?*

<p>Materials</p> <p>Direct Explanation <i>Explain what the strategy is and why and when to use it.</i></p> <p>Model and Guided Practice</p> <p>SLEs R.9.K.1 Preview the selection and use prior knowledge to make reasonable predictions</p> <p>R.9.1.1 Access appropriate prior knowledge to enhance and monitor the understanding of the text</p> <p>R.9.K.8 Ask and answer questions about the text</p> <p>R.9.1.5 Ask and answer questions before, during and after the reading including who, what, when, where, why and how</p>	<p>Big book: <i>Who’s in the Shed?</i> Parkes (1986)</p> <p><i>We have been learning how good readers ask themselves questions before they read, while they are reading and sometimes have even more questions when they finish a book. We are going to read a new book today and think about questions we can ask that will help us understand the story. As we look at the front cover I want you to help me search for clues the author and illustrator provide to help us read this book.</i></p> <p>Point to the illustrations and say, <i>What animals do you see here?</i> Allow students to respond.</p> <p>After a brief discussion, point to the animals and say, <i>I wonder why the animals’ eyes look so big. What do you think the illustrator wants us to think?</i> Allow students to respond.</p> <p><i>You have some really good answers. They do look scared!</i> <i>Let’s read the title and see if it helps us know why they are scared. <u>Who’s in the Shed?</u> A shed is a small building where a farmer keeps his tools or his feed for animals on the farm.</i></p> <p><i>Boys and girls, the title of our book is a question. Who do you think is in the shed?</i></p> <p>Possible student response: <i>Maybe it is a ghost.</i></p> <p><i>It could be. Let’s read to find out who’s in the shed.</i></p> <p>Read, <i>Down at the farm on Saturday night the animals woke with a terrible fright. There was howling and growling and roaring and clawing as something was led from a truck to the shed.</i></p> <p><i>Are you wondering what could be making those noises in the shed? Do you still think it is a ghost? (Based on earlier prediction) Are there any clues in the picture that would help us answer our question?</i> Students may notice the truck is a circus truck.</p> <p><i>Let’s continue reading. Read down to, So the sheep had a peep through the hole in the shed. What did she see?</i></p> <p>Continue reading through, <i>So the pig had a peep through a hole in the shed. What did she see?</i> As more holes are visible in the door of the shed, allow students to make predictions about who’s in the shed.</p> <p>Read, <i>HOW DARE YOU STARE! Roared the circus bear.</i> <i>What do you think? Did we get our answer to Who’s in the Shed?</i></p> <p><i>Boys and girls do you have any questions about what you think is going to happen next?</i></p> <p>Allow students to respond. You are looking for a response such as:</p> <ul style="list-style-type: none"> • I wonder why they put the bear in the barn. • I wonder what they are going to do with the bear. • I wonder what the animals are going to do when they see the bear. <p><i>Let’s finish the story and see what happens.</i> After reading, discuss the story with the students.</p> <p><i>Boys and girls good readers ask themselves questions about the story as they read. These questions help them to think about what is happening in the story and helps them understand it better.</i></p> <p><i>When you are reading, I want you to think about some questions you have about the story that would help you understand it better.</i></p>
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