

## Reading Comprehension Lesson Plan

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Grade Level: 1<sup>st</sup>

### 1. Introduction

**Purpose of the lesson:** A small group of students are struggling with the reading strategy: comprehension. For this reason, the teacher has decided to give these students a mini-lesson on the comprehension strategy: asking questions. Through this lesson, about asking and answering questions while reading texts, the teacher hopes that these students will comprehend the texts they read better.

**Content Objective:** Students will be able to apply their knowledge of asking and answering questions while reading as they read a book with a partner and complete a questionnaire in partners.

### 2. Explicit Reading

#### Instruction Focus:

Comprehension Strategy:  
Asking Questions

#### Interesting Texts:

Teacher reads with students: *Sally's red bucket* by Beverly Randell and Meredith Thomas

Students read with a partner: *Where are the sunhats?* by Beverley Randell and Elspeth Lacey

### Teacher Modeling:

What: Today I will be teaching you the comprehension strategy: asking questions. Asking questions is different than telling about a story because when you ask questions you want to gather information from a story. The information that you gather can then be used later when telling about a story.

Why: Asking questions is an important strategy because when you ask questions, especially before, during, and after reading, you are engaged in the story. Also, when you find the answers to your questions while reading, your understanding of the story increases. The strategy of asking questions can also help you increase your background knowledge for future comprehension strategies that require deeper thought.

How: We are going to read the story, *Sally's red bucket* and practice the strategy of asking questions. First, I will show what asking questions sounds like as I ask an "I wonder" question after I read the book's title. Next, we will read the book's title and I will show what asking questions looks like as I write our "I wonder" questions on a double-entry journal called our "Question and Answer Chart." Then, we will do a book walk (we only look at pictures in the book and do not read any text) and see if we can answer our "I wonder" questions together. Next, we will read the book together and stop to ask and answer more questions again on our "Question and Answer Chart." Finally, you will use a questionnaire to ask and answer your own questions about a new book you will read in partners.

### Guided Practice:

#### Before Reading:

- 1) I will read the title of the book: *Sally's red bucket* by Beverly Randell and Meredith Thomas. As I look at the picture on the front cover, I have an "I wonder" question about this book. I wonder, will Sally make a sand castle with her bucket? When I ask an "I wonder" question, I use the words "I wonder" at the beginning of my sentence. Then I make my voice go up because I know that a question ends with a question mark.
- 2) Now, let's read the title together: "*Sally's red bucket* by Beverly Randell and Meredith Thomas." I will now ask each of you what your "I wonder" questions are about this book and write them in the question column on our "Question and Answer Chart."
- 3) Great "I wonder" questions! We will now take our book walk where we only look at pictures in the book and do not read any text. When you are finished with your book walk, you are welcome to close your book so I know you are finished with your book walk and are ready to move on.
- 4) Thank you for closing your book after your book walk. We are now ready to move on. Did we answer any of our "I wonder" questions as we took our book walk? If so, let us put the answers next to our questions in the answer column of our "Question and Answer Chart."
- 5) I am glad we answered some of our "I wonder" questions. It's time to chorus read *Sally's red bucket* by Beverly Randell and Meredith Thomas. Just as a reminder a chorus read is when we all read the book together, out loud. Also, remember as we read, I will stop on certain pages to ask if anyone has a question about the book. If you have a question you are welcome to raise your hand and when I call on you, you may ask your question. On the other hand, if you have an answer to a question and I have not stopped, you are welcome to raise your hand and I will call on you for your answer. As another reminder, I will write your questions and answers on our "Question and Answer Chart."
- 6) Are we ready? Let's begin our chorus read of *Sally's red bucket* by Beverly Randell and Meredith Thomas.

During Reading:

7) Does anyone have a question about the book so far? If so, again you are welcome to raise your hand and tell me your question.

8) Thank you for raising your hand. Do you have question about the book? What is your question?

9) Thank you for raising your hand. Do you have an answer to one of our questions? What is the question you want to answer? What is your answer?

After Reading:

10) What great reading! Thank you for reading all together, raising your hand, and asking and answering questions.

11) Well, our chart is full of wonderful questions and answers, but did we answer all of our questions? Sometimes we ask questions that are not answered in a book because the book is telling us something else, and that's alright.

**Independent Practice:**

1) Now it's your turn to use the strategy of asking questions as you read *Where are the sunhats?* by Beverley Randell and Elspeth Lacey in partners and complete a questionnaire with your partner as you read.

2) As a reminder, when you partner read you will read every other page and your partner will read the pages you do not read. Also, a good partner is following along as his or her partner reads, so he or she knows what is going on in the book and can comprehend the book better.

3) Just like we did with the book *Sally's red bucket*, make sure you first read the title, look at the picture on the front cover, and write down your "I wonder" question. Second, go on a book walk where you only look at the pictures of the book and not the text. Last, if you can answer your "I wonder" question after your book walk please do.

4) As you read, when you have a question or an answer to a question, stop reading and write your question or answer on your questionnaire. To help you know when to stop, it is a good idea to read the questions you have on your questionnaire first and then read the book. Also, just like in our chorus read you will not find the answers to your questions until you have read at least some of the book, all of the book, or sometimes you will not find an answer at all.

5) Well, have fun reading *Where are the sunhats?* by Beverley Randell and Elspeth Lacey and completing your questionnaire with your partner as you read.

**3. Engagement**

Collaboration:

- Students help the teacher ask and answer questions about the book *Sally's red bucket* as they help her fill out the "Question and Answer Chart."
- Students will read with partners and together apply their knowledge of asking and answering questions by completing a questionnaire about the book *Where are the sunhats?*

Building concepts:

- Students will apply their knowledge of asking and answering questions, as modeled by their teacher, as they read *Where are the sunhats?* and complete a questionnaire about the book with a partner.

**4. Differentiation**

Activity Simplified: Students will answer the questions on "Questionnaire #1." On this questionnaire the student is only required to write down their "I wonder" question, and answer, about what they saw during their book walk or their reading, and the answers to the provided questions on the questionnaire.

Activity Challenged: Students will answer the questions on "Questionnaire #2." On this questionnaire, students are required to write down their "I wonder" question, and ask and answer 2 more questions, as they do a book walk and read the book. They are also required to answer the provided questions on the questionnaire.

**5. Assessment Tool:**

Students will participate in asking and answering questions in a small reading group as they chorus read *Sally's red bucket* by Beverly Randell and Meredith Thomas. After the chorus read, students will read *Where are the sunhats?* by Beverley Randell and Elspeth Lacey with a partner and answer a questionnaire that goes with the book. The teacher will listen to the collaborating of her students as they read both books (*Sally's red bucket* and *Where are the sunhats?*) to see if the comprehension strategy of asking questions is understood. If the strategy is not understood, she will help student-partners during their partner read. The teacher's observation, "Question and Answer Chart," and her student's questionnaire will help the teacher determine what students understood about the lesson.

**6. Reflection:**

After completing this lesson, I realized that students need more understanding about what a question is and how one is asked. During the guided practice when students were asking "I wonder questions," many students said telling sentences instead of asking a question. With this information, I believe that the next step is to reinforce what a question sounds like and what it looks like. For instance, a question begins with who, what, where, when, why, or how, and ends with a question mark. Luckily, my mentor teacher and I will be giving a lesson next week that reinforces the asking of questions.

As for the lesson, the guided practice was successful because the book, *Sally's red bucket* by Beverly Randell and Meredith Thomas, was meaningful and the students were engaged. However, during the independent practice, completing the questionnaire took students a long time because students became caught up in their spelling and handwriting skills instead of the skill of asking and answering questions as they read the text. My mentor teacher had the idea that I should separate the lesson into two days—the first day having the guided practice and the second day reviewing the guided practice, and then letting students do the independent practice. I like this idea, but I really think that if I had modeled how to complete the questionnaire, the outcome of the guided practice would have been different. All and all, it was a good lesson, but I need to be more explicit when teaching how the independent practice is done.

**Guided Practice  
Question and Answer Chart**

<b>Questions</b>	<b>Answers</b>

Name \_\_\_\_\_

### Questionnaire #1

My I wonder question:

I wonder \_\_\_\_\_

Answer: \_\_\_\_\_

Where is the family going?

\_\_\_\_\_

Where is Mom's sunhat?

\_\_\_\_\_

Where is Kate's sunhat?

\_\_\_\_\_

Where is James' sunhat?

\_\_\_\_\_

Where is Nick's sunhat?

\_\_\_\_\_

Where is Dad's sunhat?

\_\_\_\_\_

Name \_\_\_\_\_

## Questionnaire #2

My I wonder question:

I wonder \_\_\_\_\_

Answer: \_\_\_\_\_

Two questions about the book:

1. \_\_\_\_\_

2. \_\_\_\_\_

Where is the family going?

\_\_\_\_\_

Where is Mom's sunhat?

\_\_\_\_\_

Where is Kate's sunhat?

\_\_\_\_\_

Where is James' sunhat?

\_\_\_\_\_

Where is Nick's sunhat?

\_\_\_\_\_

Where is Dad's sunhat?

\_\_\_\_\_

Answers to my two questions:

1. \_\_\_\_\_

2. \_\_\_\_\_