

**Sara St. John**

**Lesson:** Oral Reading- Comprehension

**Subject:** Literacy/ Language Arts

**Grade Level:** 2<sup>nd</sup> Grade

**Date:** June 9, 2011

**Duration:** 30 minutes- during guided reading groups

**Lesson Objectives:** In this lesson students will learn to self monitor what they are reading and determine if their word choice in oral reading/silent reading makes sense in the story. Students will learn one comprehension strategy, Click and Clunk.

**GLCE's:**

**R.WS.02.08:** Students will use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.

**R.CM.02.01:** Students will make text-to-text and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.

**R.MT.02.01:** Students will self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.

**Materials:** Oral Reading Record (Pre & Post Assessment) Click & Clunk for Meaning Worksheet, Click & Clunk Vocabulary Post Assessment, Book: Shopping Day.

**Resources:** Oral Reading (Michigan Literacy Progress Profile, 2003)

**Rationale/ Background:** Students will self-monitor their reading and use strategies to improve their comprehension of the text. Students need strategies that they can use to help make meaning of what they are reading. Children do not automatically and without specific instruction understand whatever they read. Researchers are beginning to recognize the need for a specific instructional focus on comprehension (Williams, 2005, p. 6). By instructing students on strategies for comprehension they will better understand text they encounter and become stronger readers.

**Opening:** The teacher explains that each child is going to silent read the book Shopping Day. After all students have finished reading the teacher will explain and model how to complete the

Click & Clunk for meaning worksheet. The teacher explains to go back in the story and find five words that the student knows and understands to list on the paper under Click Words. Then find five words that the student does not know or understand and list them on the paper under Clunk Words. The teacher should give students time to go back in the story and each find their five Click and five Clunk words. During this time students are able to discuss with each other and the teacher, but pronunciations of words or meanings cannot be shared by anyone. After all students have recorded their ten words the teacher explains that each student needs to explain their knowledge of their click words on paper in the box named Click Descriptions. Students can create their own definition, list examples, or non-examples, anything can be written that shows the students understanding of the word.

**Middle:** After all of the students have the first three boxes completed, Click Words, Clunk Words, and Click Descriptions the teacher should explain to students that one at a time students will share a Clunk word and the group will help that student understand the word. After they have gained the understanding of the Clunk Word anyone who has the same word should record the description. As the group of students explains each word the teacher needs to bring attention to how the student determined the meaning of the word, and discuss a comprehension strategy that all students could use to determine that word in their own reading. Comprehension strategies to focus on include; look at the pictures, re-read, use context of the text, use prior knowledge and experiences, make text connections, and visualize the story in your head.

**Conclusion:** The teacher then has the students re-read the entire by buddy reading, using their new knowledge of the words to construct meaning and a high level of comprehension. The teacher should have students then choral read the story together. After reading the story the teacher should develop a discussion with the students about the different comprehension strategies that were discussed. The teacher should ask them when and why they should use these strategies. The teacher should ask the students to brain storm any more strategies that they could use to help them comprehend text. Have students reflect on the Click & Clunk comprehension strategy and decide if they like it and would use it on their own. Students should be able to notice that this strategy is great for buddy reading but may not always be the best strategy when reading alone.

**Adaptations and Extensions:** For students who are having trouble finding words that they know the teacher should provide support in guiding them in the conversation that should occur during their own reading. Walk the student through self-questioning to determine if they know the word and help the student make connections that would help him/her realize that they know the word. Students that finish quickly should extend their descriptions so they are in more depth, create a new sentence using the word, or find more Click Words.

**Assessment:** After independent practice is completed the teacher will give the vocabulary assessment. (See attached) The teacher will read all of the vocabulary words first, and then read each definition. The purpose of this assessment is to determine if the Click & Clunk activity helped students understand the meaning of the words that they identified as not knowing. The second assessment, Oral Reading Record, should be administered one-on-one with each student. The student should read the same story, Shopping Day, as the teacher records the words correct and the errors. The teacher should pay attention to self-monitoring, self-correcting, and fluency.

The teacher should take the total amount of words from the text and subtract the errors. The number of words correct should be divided by the total amount of words and multiplied by 100 to get the accuracy rate. This accuracy rate will determine if the text is easy, instructional, or hard for the student to read. After the student reads the text he/she should retell the story to the teacher.