

Reading Comprehension Lesson Plan

Grade: First	Subject: English Language Arts/Literacy
Materials: Anchor chart, favorite scene page, and coloring materials (crayons, markers, colored pencils)	Technology Needed: None
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) RL.1.1 - Ask and answer questions about key/supporting details in a text before, during, and after reading RL.3.1 – Describe characters, settings, and major events in a story, using key/supporting details RL.7.1 – Use illustrations and details in a story to describe its characters, setting, or events	Differentiation Below Proficiency: For students who may struggle with answering the questions being I would like to hear from every student, I would rephrase the question so the students will better understand what I am asking. Above Proficiency: Answering all questions asked by the teacher and developing their own questions to ask Putting great detail into their drawing of their favorite scene along with stating great detail of why that is their favorite scene and what is taking place during the scene Help their peer if needed Approaching/Emerging Proficiency: Students are able to complete all tasks/activities throughout the lesson Modalities/Learning Preferences: Auditory – Listening to the directions/content throughout the lesson Visual – Seeing the teacher read the book The anchor chart for the Five-Fingers Retell Materials used during the lesson Kinesthetic – Movement during the true/false activity of going from zone to zone and the exercises Moving back to whole group afterwards for the small independent activity
Objective(s) Students will express questions/answers about key/supporting details in the story <i>Room on the Broom</i> before, during, and after reading the story. Students will retell the story using the five-finger method which includes the setting, characters, and major events that took place during the story. By the end of the lesson, students will illustrate their favorite scene from the book including the setting and characters from the story. Bloom’s Taxonomy Cognitive Level: Remembering, Understanding, & Applying	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - The students will stay seated during the whole group lesson - Students will only get up when prompted - If a student has a question, they will raise their hand and will wait to be called on - When a student is answering a question, they must raise their hand and wait to be called on and answer the question at a voice level 1 - The students must not blurt out any answers (voice level 0), they must raise their hand - The students must be at a voice level 0 during the lesson - The students will demonstrate “whole body listening” during the lesson, when the teacher is talking, and when they their peers are talking - The students will respect the space they are in and their peers around them - The students must participate
Classroom Management- (grouping(s), movement/transitions, etc.) For this lesson, we will be in a whole group where the students will be sitting at the group rug for most of the lesson. During one part of the lesson, the students will be moving throughout the room for a true/false activity. The students will be prompted when this activity takes place so they know what areas they are supposed to move to. During the activity, the students will also be doing small movement exercises where they must be at least an arm length away from one another so they don’t bump one another. After the true/false activity, the students will return to the group rug for further instruction of what they will be doing next independently at their table spots.	

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Minutes	Procedures
1-2	<p>Set-up/Prep: The teacher will gather the needed materials for the lesson: anchor chart, favorite scene page, and coloring materials (crayons, markers, colored pencils).</p>
3-4	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) The teacher will say, “First we are going dive into our memory and use our thinking skills. I want us to think about all the books we have read and I want you to choose one book that is your favorite book. Once you have your favorite book in your mind, give me a thumbs up.”</p> <ul style="list-style-type: none"> • Allow for think time and wait for all thumbs up • The teacher will say, “Now that I see that each of you have your thumbs up, you are going to turn to the person next to you and tell them what your favorite book is. I know this can be exciting but I want our voices to be at a voice level 1 which means we are whispering because our partner is right next to us.” <ul style="list-style-type: none"> ○ Model what a voice level 1 sounds like ○ “What level are our voices supposed to be at?” ○ If students are unsure of who their partner is, I will assign them. • Bring students back in to gain attention and have three students share their favorite book
20-25	<p>Explain: (concepts, procedures, vocabulary, etc.) The teacher will say, “Today we are going to work on our comprehension skills while we are reading a story. Does anyone have an idea of what comprehension means?”</p> <ul style="list-style-type: none"> • Understanding what you are reading <p>The teacher will say, “Comprehension helps us put our thinking caps on where we make connections to what we have already learned from school and helps us remember what already know from reading stories. Today I want you guys to put your thinking caps on so we are all able to become great readers!”</p> <p>The teacher will say, “While we are working on our comprehension skills, we are also going to work on answering questions about the book before, during, and after we finish reading the story.”</p> <p>The teacher will say, “Today we are going to read a book titled <i>Room on the Broom</i> by Julia Donaldson and is illustrated by Axel Scheffler.”</p> <ul style="list-style-type: none"> • The author of our book is Julia Donaldson. Does the author write the words or draw the pictures? • The illustrator of our book is Axel Scheffler. Does the illustrator write the words or draw the pictures? • Ask these questions BEFORE reading the book: <ul style="list-style-type: none"> ○ Looking at the cover of the book, what do you think the story is going to be about? ○ Where does it look like the story is taking place? ○ Who do you see on the cover of the book? How would you describe her? <p>Read the story and ask these questions DURING the story:</p> <ul style="list-style-type: none"> • Page 3: What animal came out of the bushes and what did the animal find? – Dog and Witch’s hat • Page 6: What item did the witch lose the second time? – Bow from her braid • Page 7: What animal found the bow and where did the animal come from? – Green bird and the tree • Page 10: Where did the witch lose her wand? – In the reeds and river • Page 11: What do you think is going to happen now as they are flying over the moors and the mountains? • Page 14: Why did the witch’s broom snap in two? – Too much weight, not big enough, too many people on there <ul style="list-style-type: none"> ○ What do you think made the roar sound? • Page 16: How do you think the witch felt when she saw the dragon? • Page 17: The dragon saw a horrible beast! What was it? – The witch’s friends: cat, dog, bird, frog • Page 19: Why was the witch grateful towards the animals? – They saved her from the dragon <p>Ask these questions AFTER reading the story:</p> <ul style="list-style-type: none"> • What objects did each animal put in the cauldron? <ul style="list-style-type: none"> ○ Frog – Lilly ○ Cat – cone ○ Bird – stick ○ Dog – bone • Can you remember the spell that the witch said? – Iggety, ziggety, zaggety, ZOOM! • What came out of the cauldron after the witch said the spell? – A truly magnificent broom! • Why do you think the author wrote this story? – To show us that if you help your friends when they need help, they will help you when you need help <ul style="list-style-type: none"> ○ The witch lost items and the animals helped find them so they were able to come on the broom ○ The witch almost got eaten by the dragon, but her animal friends saved her

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	<p>The teacher will say, “Now that we have read the story <i>Room on the Broom</i> and answered some questions before, during, and after reading the story, we are now going to do a group activity called Fiver Finger Retell. (Put up poster: Appendix A). For this activity we are going to work as a group to retell the story using five fingers (one hand).”</p> <ul style="list-style-type: none"> • The teacher will say, “When we are retelling a story and using our five fingers, each finger represents a different part of the story.” <ul style="list-style-type: none"> ○ Setting – The time and place the story took place ○ Characters – The people or animals who act out the story ○ Problem – What went wrong? ○ Events – What happened in the beginning, middle, and end of the story ○ Solution – How the problem was solved, the solution • As a class, we will go through the chart by retelling each of the parts using our five fingers to see if the students comprehended what took place in the story <ul style="list-style-type: none"> ○ Setting – In the woods, at night, with lots of animals ○ Characters – Witch, cat, dog, bird, frog, dragon ○ Problem – The dragon was trying to eat the witch and she was in danger ○ Events <ul style="list-style-type: none"> ▪ Beginning – Witch picks up animals to ride on her broom after they found items she lost ▪ Middle – The witches broom broke and they all went falling down. The dragon came and tried to eat the witch, but her animal friends scared the dragon away ▪ End – The animals each put an item in the cauldron and the witch said a spell and out came a magnificent broom with seats for the witch and her animal friends ○ Solution - Her friends tricked the dragon into thinking they were a monster and scared him away
<p>10-15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>The teacher will say, “Now that we have read the book, answered questions, and retold the story using five of our fingers, we are now going to do a quick true and false activity where we are going to move around the classroom. Do we know what true and false means?”</p> <ul style="list-style-type: none"> • True – Something that is correct <ul style="list-style-type: none"> ○ EX: Mrs. Lucas is your first-grade teacher • False – Something that is wrong <ul style="list-style-type: none"> ○ EX: You guys are in fifth grade • For this activity, we are going to have a TRUE Zone and a FALSE Zone and each zone will be in opposite corners of the classroom • The teacher will read true and false questions about the book <i>Room on the Broom</i> and the students will move to the zone that they think is the correct answer of true or false, they will not say the answer until every one is in a zone and the teacher counts down 3, 2, 1, answer • We will discuss the correct answer then the students will do a few movement exercises whether the answer was true or false after each question • True and false questions: <ul style="list-style-type: none"> ○ Did the witch lose her hat first? – True ○ Was the bird the first animal she met? – False ○ Did the frog try to eat the witch? – False ○ Is this the spell that the witch said: Iggety, ziggety, zaggety, ZOOM! – True ○ Did the dragon make a little “squeak” sound as the broom broke in two pieces? – False ○ Was the witch grateful that her animal friends save her? – True <p>The students will move back to their desks and will now do a small independent activity to check their understanding of comprehension from the book:</p> <ul style="list-style-type: none"> • The students will receive a page titled, “Room on the Broom: Draw your favorite part from the story!” (Appendix B) • The students will pick a scene/favorite part from the story and will draw it on this page <ul style="list-style-type: none"> ○ The students will write their name at the top and draw their favorite scene from the story ○ The students will include: <ul style="list-style-type: none"> ▪ Setting – where the scene took place ▪ Characters – who are in the scene ▪ Must be colored ○ The students will write why they chose that scene below their picture
<p>2-3</p>	<p>Review (wrap up and transition to next activity):</p> <p>The students will hand in their work and clean up their desk area (students will be reminded when they have only a few minutes left to finish up their work)</p> <ul style="list-style-type: none"> • If students do not finish, they may finish at another time <p>Review:</p>

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- What does comprehension mean and how did it help us today?
- Why do you think I asked you questions before, during, and after the story?
- How did the five fingers retell activity help us today?

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- Answering any questions the students may have throughout the lesson
- Questions that are asked before, during, and after the story is read
- Five-Fingers Retell activity
 - Knowing if students are able to state what the setting is, who are the characters, events that took place, and the problem/solution
- Observing the students while they are creating their favorite scene
 - If they are able to include the setting and characters
 - Explain why they chose that scene verbally
 - Add color

Consideration for Back-up Plan: If the students are unsure of what to illustrate for their favorite scene, we will discuss what all took place in the book so then they are able to choose their favorite scene. If the students are not able to fully visualize what the scene looks like, I will show them the page(s) in the book so they have a better visual representation of the scene.

Summative Assessment (linked back to objectives)

End of lesson:

- True/false large group activity to check for student comprehension/understanding
 - Students know what is true to the story and what is not true (false) by answering the questions through moving throughout the classroom
 - Students will explain why the answer is true/false after the question is asked and the answer is stated

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

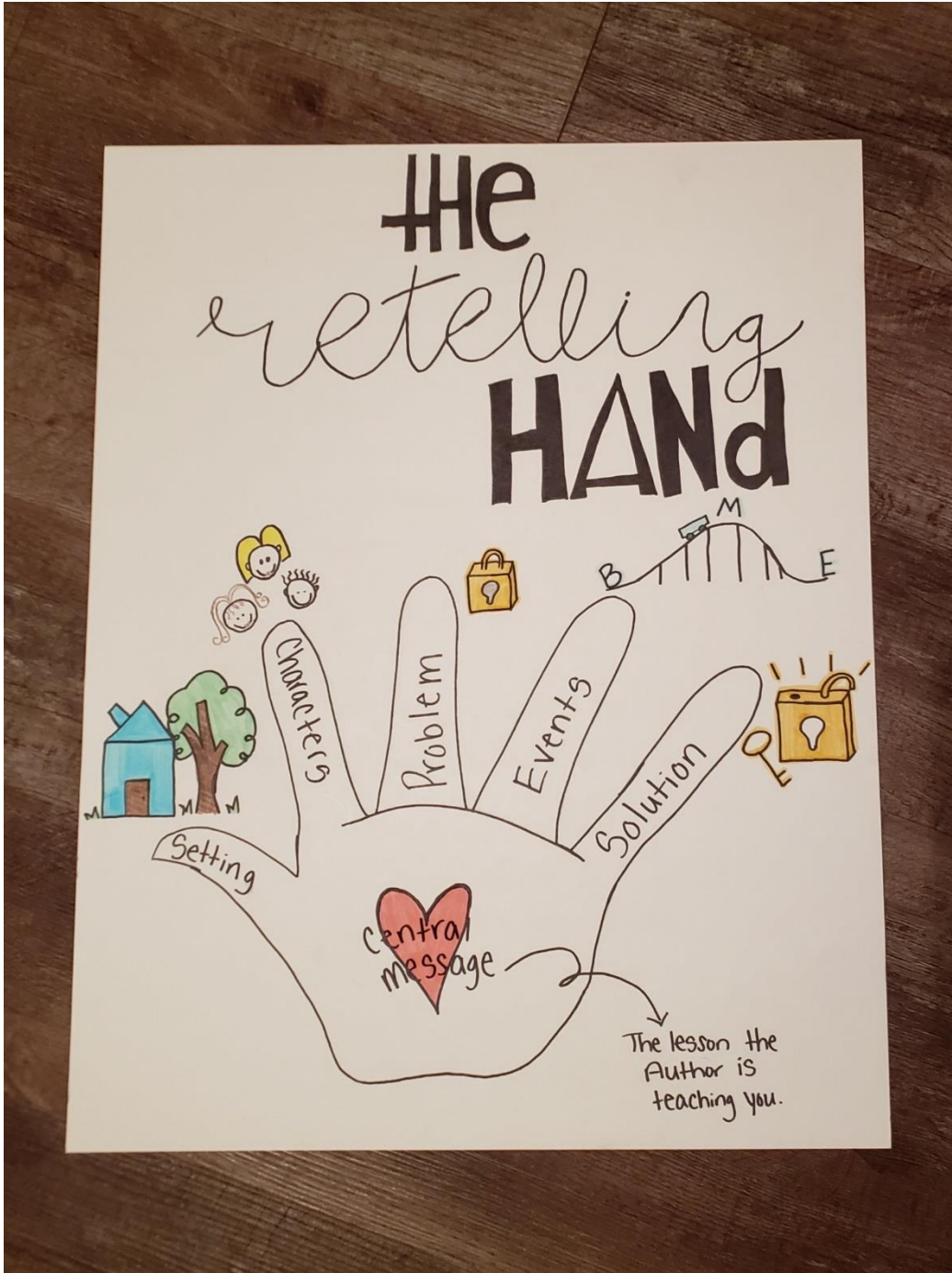
Looking back at how this lesson went, it went well for a few different reasons. I enjoyed teaching this lesson as I was able to incorporate the upcoming holiday which is Halloween into the lesson along with teaching reading comprehension which I have not done before and was a new experience to me. The students have previously learned about comprehension so they had some understanding of what comprehension means, but I was able to further their learning which I enjoyed doing. The lesson went well for a few reasons. First, the read aloud I did with students on the book *Room on the Broom* went extremely well and the students participated throughout the whole read aloud. The students were engaged with the questions I asked before, during, and after I read the story which was great because it allowed me to know that they were comprehending what was happening throughout the story. I did have to adjust/rephrase some of the questions so the students would better understand what I was asking them to answer which contributed to the outcome of the lesson. When I began reading the book, I would pause after reading a page or two and ask the students a question and their hands would go up in the air and were eager to answer the questions. This helped me know that the students were paying attention and were wanting/waiting to answer the questions. Second, going through the five finger retell activity went alright as the students were able to describe/answer each part of the story using their five fingers after I explained the concept using the anchor chart (**Appendix A**). From this activity, I knew the students were comprehending what took place in the story as I was asking similar questions to what I was asking during the read aloud when we were going through the anchor chart and they were able to describe each part of the story corresponding to the anchor chart. Third, the true/false activity went well, better than I expected as the students enjoyed moving from zone to zone within the classroom. When I was first explaining the activity, I do not think the students quite understood what true and false means so I decided to model it for them. I said, "True or false, is Ms. Lucas your 1st grade teacher?" The students answered true and I moved to the true zone. Next, I said, "True or false, are you students in 5th grade?" The students answered false and I moved to the false zone. Modeling for the students of what was expected of them contributed to the positive outcome of this activity as the students were able to correctly answer the questions along with moving to the correct zone. Lastly, the students were able to draw their favorite scene from the book which depicted the characters and the setting from the scene they chose. It was interesting seeing what scene the students chose and how they drew their pictures. Some students chose to draw a scene whereas other chose to draw just one character which was okay because it allowed me to know that they did comprehend something from the book whether it was a full scene or just a character.

From this lesson, the students learned a couple of new things as well as furthering their knowledge of reading comprehension. The students learned how to retell a story using the five finger retell anchor chart which gave them a visual of what is needed to retell a story. From this the students were able to take their knowledge from the book and the questions I asked before, during, and after the reading and apply that knowledge to this activity. Each student used their hand as I did along with pointing to the chart and were able to complete this retell activity as a whole group. While and after this activity took place, I learned about the students by seeing who was paying attention during the read aloud and answering the questions that were asked because the information from the read aloud carried over to this activity which was needed to partake in the activity. The students furthered their knowledge of reading comprehension by participating in the read aloud through answering questions and participating in the retell activity which allowed the students to learn of a new way of how to retell a story. Like I previously stated, I know the students learned because they were able to answer the questions I asked along with participating in the retell activity and the independent activity of drawing their favorite scene from the book.

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After teaching my lesson, there are a couple of things I would change or add if I were to teach this lesson again. The first thing I would change would be better explaining the five finger retell activity. When we moved to this activity, I just dove right in and did not really explain what each finger represented, I just briefly explained it then asked the students what each finger represented from the story. We did talk each one through, but I feel it would have been better if I would have explained each finger first before bringing in the story and tying it in to the anchor chart. The second thing I would change would be figuring out a better way to explain the true and false activity so the students are able to better understand the difference of true and false. I would do this by incorporating more examples of true and false instead of just using the one example I included in my lesson. Once I did include the example and modeled it, I feel the students did understand it, but once we started the activity, I feel the students were not fully listening to the question I was asking and would just follow their peers to the correct zone or they knew I was rotating between true and false questions. To change this, I would reorder the questions so they are not true and false right after each other. Also, I would keep the true and false activity, but I may then take the true and false activity and incorporate an assessment piece as well that the students would complete on their own at their desks which would allow me to know who has fully comprehended the story and who may need some further guidance in reading comprehension.

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Appendix A



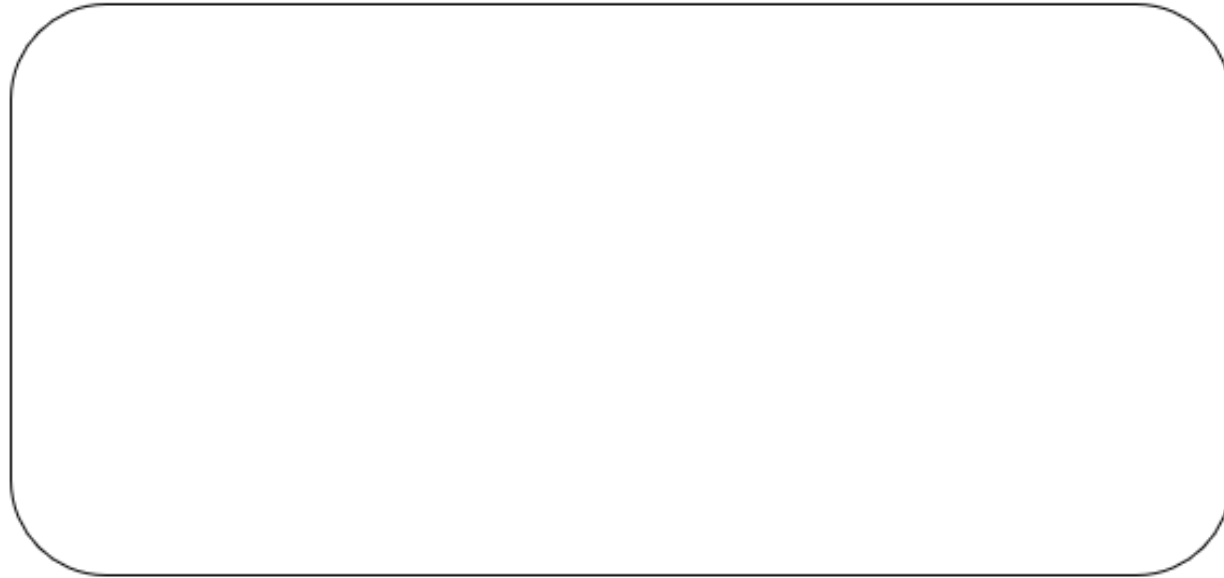
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Appendix B

Name: _____

ROOM ON THE BROOM!

Draw your favorite SCENE from the story!



Why is this your favorite scene?



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