Activating Prior Knowledge – Rethinking Misconceptions: New Information Changes Thinking

Standards-

Standard 1: Science as Inquiry The student will experience science as full inquiry. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1: The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing the results with others.

Indicator 1: asks questions that he/she can answer by investigating.

Standard 1: Reading The student reads comprehends text across the curriculum

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Indicator 3: The student will use prior knowledge and content to make, revise, and confirm predictions.

Indicator 4: The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

Resources-


Response-

The students will be creating a three column chart for before, during, and after reading. The first column will be completed before the text is read. In this column the students will write down questions they have. The second column will be entitled "What we think we know," in this section the students will write what they think they know about the question. The last column will be “New Learning,” this column will be filled out during the reading of the text. The students will write what they learned from the text for each of their questions they had prior to reading the text.

Description-

Explicit Instruction- Sometimes I think I know a lot about a topic but then I start reading and talking with other people and I find out that some of my information isn’t always the most
correct information. Has anyone ever seen something happen and then they went to tell their friend and then the friend goes and tells another person but not all of the information gets told to them? That last person is left thinking one thing when in fact it wasn’t all true or all correct. Let’s play the game Telephone. I will whisper a fact in one child’s ear and they will pass it on. Once it is at the end that person will tell what was said and I will discuss how things get changed and how we think we know something but sometimes it’s not always correct. Today I am going to introduce you to an activity called Rethinking Misconceptions. This is something that can help us dig deeper or clear up ideas or misconceptions we have about certain things. In order to do this you must focus on a specific topic. Then you ask yourself questions about the topic. Write them in the first of a three column chart. The next step is to answer those questions in the second column with the knowledge you have about the subject, it is okay if you don’t know everything or are even correct. That is why we are doing this. While we are reading and we learn new information or we confirm what we already knew, we will write down our answers to the questions in the last column called new learning. This will help us either confirm what we know to be true or help us understand and learn new information about something specific.

**Modeling** - I have chosen the story Building Blocks for Survival to read aloud and model to you what exactly I want you to be able to do. When I am reading I always think about what I already know about this specific topic. From the front of the cover I can tell that this is going to be a story about animals. Our unit theme is Animals and their Habitats and the title tells me that animals need to be able to survive. So I am going to think of some questions about animals and their habitats. The first question I have would be what is necessary for individual animals to survive? What happens to animals if they lose their home? How do wild animals and tame animals lives differ when it comes to their habitats? I will write my questions in the first column. Now, I am going to try to answer the questions to the best of my ability. I think that animals need food and water to survive. I will put this in the second column next to the question. I think that when an animal loses its home it would have to find a new home or it would probably die. Write this in the second column next to the question. I have two dogs at home and I have to feed and water them every day, a wild dog, like a coyote has to hunt for their food and drinks from ponds or streams. As I read aloud the story Building Blocks for Survival I will look for answers to my questions. Throughout the story it tells me that there are three necessary components for animals to successfully survive, food, water, and shelter.

**Guided Practice** - Before we I read the story aloud to the students I will ask them if they have any additional questions about animals and their habitats to add to our three column chart. If there are any additional questions I will have the students answer the questions and record it in the second column next to each question. As I read aloud I will model for students how I found answers to my questions and then together we will find the remainder of the answers to our questions.

**Collaborative Practice** - This step will be the follow up discussion about the answers to our questions. We will discuss what we thought we knew and what was actually the answer or confirm what we knew. If questions were asked that were not answered this would be a great time to discuss as a whole class and in teams what they think the answer may be after learning new information. If the question cannot be answered we can do more extensive inquiry about
the question to firm up new learning. **Independent Practice**- I have modeled this activity to help you with the strategy of comprehension and we have practiced using it together. Using the SIOP model we have completed the "I Do", We Do", and we have also added in the "Two Do." Now students need to complete the last step which is "You Do." I have Reading A-Z books on Crocs and Gators for 4 of the kids or about hibernation for the other two kids. I will give them a specific animal based on their independent reading level. They will use the three column chart to first write down the questions they have about the animal and then answer them in the second column. As they are reading about the animal they will write their new learning in the last column. Just because it works out so great that I have 4 kids on the same reading level and the other 2 on the same reading level, I am going to partner the kids with their same reading level and let them discuss the questions that they had and the answers they thought they knew and then discuss about the new learning they found. We will be able to post these in our room as a reminder.

**Application of Strategy in authentic reading situations**- My students are going to pick a specific animal that they don't really know all that much about and would really like to learn more about and research. After going to the library and finding books about the animals and printing off reliable resources off the internet, students will get to practice this strategy independently. Before any research is done they will fill out the questions they have about the specific animal on their own three column chart and answer what they know or think they know in the second column. As they are reading about their animal they will be filling out the last column for new learning to answer their questions.

**Assessment**-
I will be assessing the student using a rubric that will be handed out to them and discussed prior to working on the independent assignment. Students will be graded on completeness and staying on topic. Each column from the three column chart will be assigned specific points. Each will be worth 4 points. As follows will be the rubric:

<table>
<thead>
<tr>
<th>Column of Chart</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions:</td>
<td>The student asked at least 3 appropriate questions to the specific animal.</td>
<td>The student asked 2 or less questions appropriate to the specific animal.</td>
<td>The student asked only 1 question appropriate to the specific animal.</td>
<td>The student did not ask questions about the animal or they were not appropriate to the specific animal.</td>
</tr>
<tr>
<td>Things I think I know:</td>
<td>The student answered each question to the best of their ability.</td>
<td>The student answered at least 2 of the questions to the best of their ability.</td>
<td>The student only answered one of the questions.</td>
<td>The student did not answer any of the questions.</td>
</tr>
<tr>
<td>Facts I Learned:</td>
<td>The student wrote the new information</td>
<td>The student wrote new information for</td>
<td>The student wrote new information for</td>
<td>The student did not write any new information</td>
</tr>
</tbody>
</table>
This next table will be the actual three column chart that would be used for the modeling, guided practice, and independent practice. I will be using my SMART board because I am lucky enough to have one and I will be able to put this right into my SMART notebook presentation that I provide for my lessons.

<table>
<thead>
<tr>
<th></th>
<th>learned for each question.</th>
<th>at least 2 of the questions.</th>
<th>only one of the questions.</th>
<th>learned on the three column chart.</th>
</tr>
</thead>
</table>

Making Predictions – Inferring from the Cover and Illustrations as Well as the Text

Standards-

**Standard 1: Science as Inquiry** The student will experience science as *full inquiry*. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

*Benchmark 1:* The student will develop the skills necessary to do full inquiry. *Full inquiry* involves asking a simple question, completing an *investigation*, answering the question, and sharing the results with others.

*Indicator 1:* asks questions that he/she can answer by investigating.

**Standard 1: Reading** The student reads comprehends text across the curriculum.

*Benchmark 4:* The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

*Indicator 3:* The student will use prior knowledge and content to make, revise, and confirm predictions.
Indicator 4: The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

Indicator 5: The student uses information from the text to make inferences and draw conclusions.

Resources-

Response-
The students will use the illustrations and text to infer the books meaning and predict outcomes and infer ideas to construct meaning.

Description-
Explicit Instruction - When we read picture books we often use picture clues to gain or enhance the meaning of the story that we are reading. I know that when I am reading I sometimes find it hard to understand what the author is trying to say if I don't really examine the pictures. Authors don't always tell us everything, sometimes they leave it up to the reader to decide some things and sometimes the author assumes you will figure out what he is talking about by the clues and pictures given. This strategy is going to force us to really use the pictures clues in this story to gain a deeper or clarifying meaning. Modeling - Today I am going to read a wonderful story called The Great Kapok Tree. As I am reading I will stop and examine each picture to infer what the author doesn't come right out and say. Before I start reading I am going to infer that the tree that is located on the front cover must be in the rainforest and is home to many, many different animals. I will also infer that this is a very large tree if it is able to make a home for this many different animals. The man is holding an axe and I know that when I was younger I would go with my dad and grandpa to cut wood for our fire at home. I bet that this man is going to try to cut down this very large tree maybe for fire wood or maybe he is going to build something with the tree. As I am talking out loud I will also be recording this information on the SMART board. I will continue reading and recording my inferences that I make throughout the story. Guided Practice - When I get to the page when the anteaters climbed down I will have students turn to their shoulder partners to discuss what the anteaters mean when they say, “Senhor, you are chopping down this tree with no thought of the future. And surely you know that what happens tomorrow depends upon what you do today. The big man tells you to chop down a beautiful tree. He does not think of his own children, who tomorrow must live in a world without trees.” What would a world be like without trees? What would happen to the animals that live in that tree? We will come back together to write down as a group on our paper what our thoughts were. Collaborative Practice - As I read to the second to last page where it says that he was going to swing his axe but suddenly stopped and looked at the child and animals I will ask the students to turn to their shoulder partner once again and make an inference of why he stopped. Look at his face and look at the rest of the picture to
figure out why he might have stopped. I will then have those two shoulder partners group up with another group of partners to make a group of four. The new group will discuss what they think and what their group talked about. We will then share out as a class what we came up with and write down on our SMART board paper. **Independent practice** – Students will then get a copy of the book **Edward the Emu** and a piece of paper. The students will read the story and predict outcomes, infer ideas to help construct meaning to the story. The students will record their information on the paper.

**Assessment**

The students will be graded on their predictions and inferences made. A rubric will help guide the students on earning full credit.

<table>
<thead>
<tr>
<th>Inferring from the Cover and Illustrations as Well as the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td>The student made a total of 3 predictions / inferences</td>
</tr>
</tbody>
</table>

**Identifying Important Ideas – Building Background Knowledge of Nonfiction Features**

**Standards**

**Standard 1: Reading** The student reads comprehends text across the curriculum.

**Benchmark 4**: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

**Indicator 2**: The student will understand the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts.

**Resources**


**Response**
The students will create a small flip book to illustrate their knowledge of nonfiction text features one per page.

**Description**

**Explicit Instruction** - When we read nonfiction books there are features that help us understand the information, give us clues to what we will be reading, important words for us to know, or tell us about pictures or graphs that support the reading. Today we are going to be looking at the different text features and making our own text feature book so that we can refer back to it when needed. **Modeling** - I am going to be reading parts of the book *Animals Building Homes*. When I open the book I come to the first page, the Table of Contents. Boys and girls, as I am reading the information under the table of contents it must be telling me what is found in the book. I know that when I have read other books that have a Table of Contents it has told me what page I can read about specific information. I will make the first page and title it Table of Contents. I will write the information from the book and at the bottom I will write a definition of what the table of contents is used for. As I am reading I need to stop to look closely at the pictures and read their captions. I know that captions can give me more information or describe what a picture is about. I didn’t know that foxes move their home if a predator comes near, that is a very factual piece of information that is under a caption. Now I know how important captions are to learning new information or describing a picture. Today I have brought along with me a picture. Does anyone think they know who is in this picture? Of course that is me but who do you think that baby is and where do you think I am? I will paste the picture on the page and then tell the students exactly who the baby is. In this picture I am at the hospital visiting my friend’s baby, Grayson T. in November 2008. On my notebook that I have made here I am going to label the first inside page captions. I will continue reading until I come to a bold face word. Here I will tell the students that this word really sticks out compared to the rest. It must be really important to be so dark. I know that it must be important for me to understand. These dark words are called bold faced words. I will write bold face words on the second page of my book. I am going to copy this sentence with the bold face word into my book and make sure that I use a black marker to make the special word really pop out. Below that I am going to make a box around the word and its definition. I will continue to do this for Headings, Index, and Glossary. **Guided Practice** - I will print a picture off of kids playing on the playground. Together we will come up with a caption for the picture.

**Collaborative Practice** - Students will work with their table groups and cut a picture out of any magazine and work together to write a short caption of what is happening in the picture.

**Independent Practice** - Students will use the books *Rain Forest Animals: Animals in their Habitats*, *Dessert Animals: Animals in their Habitats*, *Ocean Animals: Animals in their Habitats*, or *Forest Animals: Animals in their Habitats* to create a nonfiction text features booklet. The students will create six pages one for table of contents, headings, captions, bold face words, glossary, and index. **Application of Strategy in Authentic Reading Situations** - I will remind my students that when they are reading their nonfiction books they will encounter these text features and they should make sure when looking for specific information to first look in the table of contents and also read the picture captions.
Assessment-
To assess the student's independent nonfiction books I will use a rubric. To be awarded full points students must have all six nonfiction text features discussed earlier.

<table>
<thead>
<tr>
<th>Nonfiction Text Features Booklet</th>
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<tr>
<td>3</td>
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<tr>
<td>The student has included all 6 text features and provided an example for all.</td>
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</tbody>
</table>

Questioning – Gaining Information Through Questioning

Standards-
Standard 1: Science as Inquiry The student will experience science as full inquiry. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1: The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing the results with others.

Indicator 1: asks questions that he/she can answer by investigating.

Standard 1: Reading The student reads comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Indicator 4: The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

Resources-


Response-
The students will be completing a wonder sheet about any animals even if it is not one that they are researching.

Description-
Explicit Instruction – As we have been researching our animals more in depth some of you have had questions about your animal, someone else's animal, and even animals that we are not studying. My brain is always full of questions about all different things. I think that is why I like to watch The Discovery Channel or The History Channel so much. It is very close to
Christmas and I have had my tree up and house decorated a couple weeks before Thanksgiving. I have always wondered why we put trees up as a decoration for Christmas. Have you ever wondered that? Many of us have questions that we think of as we are reading something or watching TV. Today we are going to do an activity that will help us gain new information about things that we really want to know about. Have you ever heard the saying, “Inquiring minds want to know?” Questioning is a strategy that we have been using all this year as we have been reading our reading series stories, read aloud books, guided reading, and independent reading time. This is an activity that is going to be very beneficial to you as you are working on your animal research project. **Modeling** - Today I am going to model for you what a wonder paper is. A wonder paper is just a simple piece of paper that I write down everything that I really wonder about. Such as how does a puffer fish puff up, why are moths attracted to light, what are enemies of sharks, or why do birds fly south? I will write down my wonder questions for my students to see and we can refer back to them. I will ask my students if they are able to answer any of my questions, we will talk about what we think and why. I am really not for sure if I have answered my questions with all the correct information. I know that there are many different ways that I can find the answer to my questions. We have internet, encyclopedias, and the library to search to find the answers. Now that I have my questions I am going to make a line down the middle of my paper, this blank side is going to be for my answers or facts that I find to my questions. I am going to read aloud this great poetry book about animals called Bees, Snails, & Peacock Tails. I may be able to find some of my answers to my questions in this book. As I read and if I find any answers I will record them in the facts column next to the appropriate question. **Guided Practice** - Together as a class I will have students brainstorm one question each that they have about any animal. Students will write their question on the SMART board under the question column. We will use the resources in the classroom and the school to locate the answers to our questions. I have dictionaries, encyclopedias, internet, animal books, and the library has lots of information. As answers are found, they will be recorded in the facts column on the SMART board. **Collaborative Practice** - Students will work with their table partners, each table will come up with a question that they all agree on and will research the question. Once each group has found their answer we will come together to discuss their answer and what resources they used to find the answer. **Independent Practice** - Because students already have an animal that they are researching and they are well into the it, I am going to have the students chose a new animal that they have wondering about. The students must write three wonderings about the animal in the question column and once their questions have been approved they will research the answers to the questions using the available resources in the classroom and school.

**Assessment** -
I will be grading the students on their wondering paper with the two columns using a rubric. Students must choose a different animal than their research animal and write three wonderings they have about the animal and locate the answers.

<table>
<thead>
<tr>
<th>Wonderings Rubric</th>
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<tr>
<td>3</td>
</tr>
<tr>
<td>The student has</td>
</tr>
</tbody>
</table>
written three appropriate questions and answered them on the sheet provided.

written two questions or has not answered all of the questions on the sheet provided.

written only one question or has not answered all of the questions on the sheet provided.

not written any questions; therefore, has no answers on the sheet provided.

<table>
<thead>
<tr>
<th>Wonderings</th>
<th>Facts</th>
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**Gaining Information through Questioning Worksheet**

**Visualizing – Visualizing in Nonfiction Text: Making Comparisons**

**Standards-**

**Standard 1: Reading** The student reads comprehends text across the curriculum.

**Benchmark 4:** The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

**Resources-**


**Response-**

The student will visualize for a better understanding of the size and weight comparisons of animals and will draw the comparisons.

**Description-**

**Explicit Instruction** – Today we are going to be reading a book about animals and their sizes. The sizes are compared to other objects that we are familiar with. I am going to teach you a strategy that will help you in have a better understanding of how big or small so animals really are. When I read books that tell me something is 20 feet tall I don’t really have an understanding of just how tall that is. If I was able to compare it to something else that was 20 feet tall I would be able to understand just how tall that was. **Modeling** – I am going to read some of the book Biggest, Strongest, Fastest to you today. This book gives some a really fun
and cool facts about all types of animals and it also compares the information to things that we really know about. Sometimes I find it hard to visualize in my mind so I am also going to draw a picture to help my understanding. As I am reading I read that an ant can carry five times its own weight. I am going to draw a picture of an ant and then make the ant carry five other ants on top of it, a human can only carry something that is about equal to its weight. This picture shows me that an ant is really strong compared to a human even though it is not carrying as much weight. Could you imagine carrying something that was 5 times your weight? I would estimate that a child at 8 years old weighs 75 pounds. It would be like you guys picking something up that was 375 pounds. I would continue to demonstrate on a few more animals. Guided Practice – The largest kind of spider is the bird spider. I will ask students how big they think the spider actually is and what it compares to. Students will discuss with their partner what they think and share out with the class. Now I will draw the picture to show that a bird spider is actually the size of an adult hand! Collaborative Practice – As I continue reading the story I read that a blue whale weighs as much as 20 elephants. Give partners of students a large piece of paper and draw a large blue whale on it. Instruct the students to draw 20 elephants inside of the blue whale. Does this help you understand that blue whales are very big and very heavy? We all know that elephants weigh a lot but now we know that blue whales weigh even more! Independent Practice – After we have finished reading Biggest, Strongest, Fastest I will give each student a copy of the instructions on how to make a birds nest from the book Animal Homes. Students will be using the instructions to actually build the bird house. There will be no pictures so that as they are reading the instructions they have to visualize what they think it should look like and actually build it. Application of Strategy in Authentic Text – As the students read any expository books I will remind them that if it starts talking about sizes to try to compare it to something that they already are familiar with.

Assessment-
I will assess the students by the nest that they make. Not every nest is going to be the same and I understand that but as long as they have followed the directions and have the basic shape they will be graded as complete.

Making Inferences – Inferring With Text Clues

Standards-
Standard 1: Science as Inquiry The student will experience science as full inquiry. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

Benchmark 1: The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing the results with others.

Indicator 1: asks questions that he/she can answer by investigating.
Standard 1: Reading The student reads comprehends text across the curriculum.
Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Indicator 5: The student uses information from the text to make inferences and draw conclusions.

Resources-

Response-

The students will be completing a BK+TC=I organizer. This is an organizer that will help the students to remember to think about what they know and merge it with text clues to draw conclusions and make an inference. The first column BK is where students write their own background knowledge, the second column is where the students write in the text clues, and the last column is for inferences that the students make about the books.

Description-

Explicit Instruction – Today I am going to show you a great activity that will help organize your thoughts to help you draw a conclusion and make an inference. When authors are writing stories they don't always include every single detail, if they did it would be a very long book! Sometimes as a reader you have to infer or decide what the author is trying to tell you, I call this reading between the lines. To help you organize your thoughts I have an organizer for you to use. It is called a BK+TC=I organizer. The first column BK is where you will write your own background knowledge, the second column is where you write in the text clues from your story, and the last column is for inferences that you will make about the books. The pictures in the book can also be useful as you are drawing conclusions and making inferences. The strategy of drawing conclusions and making inferences will help make the understanding or comprehension of the story much stronger.

Modeling – Today I am going to read aloud to you the story Annie and the Wild Animals. In order for me to understand what I am reading I want to make sure I stop and think about what I am reading. I will write down my thinking to help me remember and perhaps better understand what the author is writing. As I am reading I come to where it is really cold outside and Annie's cat, Taffy no longer wants to play. I am going to use my background knowledge about what people and animals do when it is very, very cold outside. I am also looking at the pictures of Annie's cat as I am thinking. Looking at looking at the pictures I see that the cat looks like she might be an adult cat that is looking for quiet places and Annie is a young girl that might like to be loud and play more. I am going to infer that the cat is getting older and because it is so cold outside she has less energy to be playful. As I continue reading aloud I come to the spot where there are three wild animals waiting where Annie left the corn cakes. I will use my background knowledge to help me understand why these animals would want to eat the corn cakes. It is winter time and it may be harder for these animals to find their own food. The text clues of the picture show more animals coming to eat the food left out. I am going to infer that as long as Annie continues to put the corn cakes by the edge of the woods, the animals will stay to eat. Guided Practice – I will continue reading the rest of the story aloud to the students and now they will help me make an inference when Annie didn't have any more corn
meal to make corn cakes and the weather was turning to spring, Annie was sad she may never have another friend. I will ask them to use their background knowledge about losing an animal that has been gone for a long time and use the picture clues around the page of Taffy the cat and other kittens with her. We will make an inference if Annie will ever see Taffy again or she has gone to find another home with other cats. We will record their ideas on the chart paper as I was doing for my own thinking. **Collaborative Practice** – I will pair students with their shoulder partner to discuss how using the organizer helped them to stop and think about what they already knew, use the pictures and words to help them understand and making an inference about what had happened in the story to gain a deeper understanding of the story. Students will be able to share out their ideas. **Independent Practice** – The students are going to read their reading series story *Wolf Island* to practice this strategy of making inferences and drawing conclusions. Each student will get the organizer so they can fill it in as they are reading the story. I am going to scaffold for my group even further by designating specific places for them to stop throughout the story and think about what they are reading to deepen their comprehension. **Application of Strategy in Authentic Reading** – I will encourage students to use this activity when reading their one narrative book that was a requirement over their animal report.

**Assessment**-
Because students come to school with different background knowledge I will assess my students by what they have on their worksheet. If they have stopped to record something relating to the story at each designated spot, they will receive full credit. If they fail to record something at each designated spot, points will be deducted for each blank entry.

<table>
<thead>
<tr>
<th>Inferring with Text Clues BK+TC=I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Knowledge</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
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<td></td>
</tr>
</tbody>
</table>

**Synthesizing – Summarizing the Content and Adding Personal Response**

**Standards**-
**Standard 1: Reading** The student reads comprehends text across the curriculum
*Benchmark 4:* The student comprehends a variety of texts (narrative, expository, technical, and persuasive).
**Indicator 4:** The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
**Indicator 10:** The student retells the main ideas or events as well as supporting details in narrative and expository texts.

**Resources**-
Response-
The student will write the most important information from what they read on the summary side of the paper and will write about the comprehension strategies that they used during reading to and how it helped them understand what they were reading on the response side.

Description-
Explicit Instruction – This activity is used to help you think about, understand, and remember what you were reading. It also makes you tune into the comprehension strategies you are using to understand the information. Modeling – Today boys and girls I am going to model for you an activity that will help you summarize what you have read and help you think about what comprehension strategies you are using as you read to help you understand. This strategy will help you when you are trying to pick out the main idea or ideas of a story and the supporting details. When I am reading I am always using different strategies to help me understand, sometimes I use picture clues to help me visualize. Other times I am using context clues to help me figure out a word that I don't know. Today as I am reading I am going to not only be just reading and thinking about the information but I am also going to be thinking about the comprehension strategies that I am using to help me. Today I am going to read an article out of the Scholastic News that is about bullfighting in Spain. The title of the article is called Ban on Bullfighting. I have a large piece of chart paper that I have folded in half. On one half I have written the word summary at the top, this is where I will write what this article was mostly about. On the other side I have written word response. This is the spot that I am going to tell what strategies I used to help me understand the article. I will make a connection to the word maneuvers by thinking of basketball. During a basketball game the players will maneuver the ball carefully so that the other team does not steal it. Guided Practice – As I finish up reading the article I will ask the students if they have a connection to this article. Many of my students are from Mexico and may have seen some bullfighting or may have heard of bullfighting through a relative or friend. Modeling – I will then go back to modeling for the students how to write their summary and response. As I was reading about bullfighting I found out that some people want bullfighting in Spain to stop and other want to continue because of tradition. Bullfighting is also becoming not as popular as it once was. I am going to write this on the summary side because it tells what the article was mostly about. Now let's think about what strategies I was using to help me understand the article. When I came to the word maneuvers I really didn't know what that meant but once I read the definition provided and saw the picture I was able to make a connection to a sport I really like to play, basketball. I know that players have to maneuver the ball around to the other players to score against the other team. I also asked if you had any connections to the word bullfighting because many of your family members are to help me better understand the article. I will write this
down on the response side. **Collaborative Practice** - Students will work in partners and read the short article entitled *Get Some Sleep*. Together they will read the article and stop to talk about any comprehension strategies they are using to understand the article. Once they are finished they will write a short summary and their response. As a class we will come back together to discuss what the article was mostly about and what they wrote on the summary. Then we will talk about the different strategies that were used and why they were needed.

**Independent Practice** - Students will read the article from the Scholastic News magazine entitled *Cats in Crisis* Lions and other big cats are in trouble. Why? Students will read the article and write a short summary and response as we have been practicing. **Application of Strategy in authentic reading situations** - I will encourage the students to use this strategy as they are reading their animal books for their animal reports; this is also a very helpful strategy to use when completing book reports or when taking the state assessments.

**Assessment**

I will grade the students on their summary and response. In order to earn full credit for the summary they will need to have stated the main ideas from the article in a complete sentence or two. Their responses will be given full credit if they stated the strategy they were using and where in the article and how it helped them have a better understanding of the article.

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<th>Summary</th>
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<th>Response</th>
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**Monitoring and Repairing Comprehension – Following Inner Conversation**

**Standards**

**Standard 1: Science as Inquiry** The student will experience science as *full inquiry*. In the elementary grades, students begin to develop the physical and intellectual abilities of scientific inquiry.

**Benchmark 1**: The student will develop the skills necessary to do full inquiry. *Full inquiry* involves asking a simple question, completing an *investigation*, answering the question, and sharing the results with others.

**Indicator 1**: asks questions that he/she can answer by investigating.

**Standard 1: Reading** The student reads comprehends text across the curriculum
**Benchmark 4:** The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

**Indicator 4:** The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

**Indicator 10:** The student retells the main ideas or events as well as supporting details in narrative and expository texts.

**Resources**

Scholastic Inc. (2010, September 6). Scholastic news: Saved from the oil.  

Scholastic Inc. (2010, September 20). Scholastic news: Will big cats survive?  

**Response**
The students will be reading articles and writing their reactions, questions, or thoughts on post-it notes. They are leaving their tracks of thinking by carrying on an inner conversation with the text on the post-it notes. At the end of the story students will get into groups and use their sticky note responses to fuel a discussion of the story.

**Description**
I will begin the lesson by explaining to my students that nothing is more important during reading than the reader's thinking. As you are reading you should also be responding with your own thoughts or questions or ideas. This is called monitoring and repairing your comprehension of what you are reading.

**Explicit Instruction** – The activity that I am going to teach you today is called Following the Inner Conversation. This is an activity that will help you with the strategy monitoring and repairing your comprehension of the text or what you remember and understand as you are reading. By using this activity you will learn to read the text and interact with it by listening to your inner voice telling you and writing down that thinking so that later you can discuss with your friends some of what you learned or questions you may still have. Monitoring your comprehension is a very important strategy because not only are you very aware of what you are reading but you are also making connections, asking yourself questions, learning new information, and really taking charge of your own comprehension. **Modeling** – I will be using the National Geographic Kids magazine article *Secret Life of Sea Turtles* to model this strategy for my students. I will display the digital version of the article on the SMART board and each of my students will receive their own copy of the article. Boys and girls when I am reading picture books or expository books or even magazines I am always talking to myself about what I am reading. Especially if it is really interesting I might say something like, "Wow, I can't believe that!" When I am reading my books for homework I find myself saying a lot "What, I don't understand, I better go back and reread that again." I also find myself making connections to what I already know by saying something like, "Oh yeah, I have heard of ... or we have something
similar...” As I am reading and thinking to myself I am usually not having this conversation out loud so that I don’t bug Troy or Kael, instead I am actually having this mini conversation in my mind with myself!!!! By doing this I am able to really think deeper about what I am reading and get a better understanding or ever be able to ask myself more questions. Today I am going to actually show you just how I “talk” to myself and I am going to be writing my thoughts, connections, or questions I have on some post-it notes. Later on the article I am going to ask you to talk with a partner about your thinking as I am reading that way you also have some practice and you will be able to use this activity and strategy as you are working on your animal report. I will begin reading the article aloud to the students and stop to not only talk out loud about what I am thinking but also write down my thoughts on post-it notes for the students to see. For example, 

**Guided Practice** – After I have read and modeled part of the article for the students I will give the students the opportunity to practice expressing their thinking with a partner. I will have the students share and discuss with their partner what connections, questions, or thoughts they are having in their own mind. The students will not be doing any writing at this time. I will call on a few students to share what they and their partner discussed and I will write down a few of the thoughts onto the post-it note. I will do this every so often when not only when I have something to add but to give the students a chance to think and discuss. **Collaborative Practice** – I will have the students work with a partner to try out this activity using a short article from another Scholastic News titled Saved From the Oil. Together they will be responsible for reading the article and discussing their own thoughts, connections, and questions they have and also writing them down on the post-it notes. Once each pair has finished will we come back together to discuss what was written on the post-it notes from each group. We will find the similarities and differences we have written. We will also discuss how using this activity has helped in our own understanding of what we were reading and how it can help us when we are working independently on their animal reports. 

**Independent Practice** – I will have the students work independently to try out this activity using the Scholastic News article Will Big Cats Survive? The student will be responsible for reading the article and discussing their own thoughts, connections, and questions they have and also writing them down on the post-it notes. Once students have finished will we come back together to discuss what was written on the post-it notes from student. We will find the similarities and differences we have written. We will also discuss how using this activity has helped in our own understanding of what we were reading and how it can help us when we are working independently on their animal reports. 

**Application of strategy in authentic reading situations** – After we are done discussing the strategy monitoring and repairing comprehension and how the activity is used to help I will have the students apply this activity to their own animal report. The student will be responsible for choosing one of their research books that they have checked out for their report. I will have each of the students read their animal book they will be required to record their thoughts, questions, or connections on post-it notes. Once they are finished they are going to pair up with a partner and discuss what they wrote down and learned. This will be a lot of fun for the students because they will get to share very cool and interesting information.

**Assessment**-
I will use the independent practice article *Will Big Cats Survive?* notes to assess the students and their understanding and use of the activity and strategy. I will use post-it notes to assess the students' ability to use the activity as a way to increase comprehension.

<table>
<thead>
<tr>
<th>Post-it Notes</th>
<th>3</th>
<th>2</th>
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<tr>
<td></td>
<td>The student has written at least one connection, one question, and one thought for a total of three post-it notes.</td>
<td>The student has only written two of the three required post-it notes.</td>
<td>The student wrote only one of the three required post-it notes.</td>
<td>The student did not write any thoughts, connections, or questions on any post-it notes.</td>
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