

Reading Comprehension Lesson Plan

I. Reading Comprehension Lesson

- *Henry's Wrong Turn* by Harriet M. Ziefert, illustrated by Andrea Baruffi (Sterling, 2006)
- Focus: Predicting and Summarizing
- Students will participate in partner discussion groups to create prediction ideas and summarize key events.

II. Information about the Class

- Grade Level – Kindergarten
- Reading Levels – The students were most recently benchmarked at the following reading levels:
 - Students reading below A – 1
 - Students reading at A – 5
 - Students reading at B – 4
 - Students reading at C – 3
 - Students reading at D – 2
 - Students reading at F – 1
 - Students reading at G – 1
 - Students reading at M – 1
 - Students reading at N – 1
- Diversity –
 - Gender – 10 males, 9 females
 - Linguistic Diversity – 3 ELL students (Spanish)
 - IEP: 2 students (speech)
 - Race/Ethnicity – 9 Hispanic, 9 Caucasian, 1 African American
 - Socioeconomical Status – 11 students receive free or reduced hot lunch
 - Title 1 Students – None
 - Gifted Students – None
- Background Knowledge –
 - Students have some knowledge base on developing predictions and verbally summarizing plot. Observations include practicing partner predicting and sharing.

III. Rationale (Theory to Practice)

- Slinger (1978), as cited in Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon (2009), states that “teachers encourage active comprehension when they ask questions that elicit questions in return.” In a comprehension reading lesson, students should not only be asked to recall key literal information from the story, but should also be expected to begin thinking critically by answering inferential and evaluative questions. Through this specific comprehension plan, students will objectively approach two benchmark

standards. These will allow them to first verbalize their literal comprehension interpretation, and then approach inferential questioning by producing their own predicting statements.

IV. Objectives and Assessment Plans

- To achieve benchmark CC.K.SL.1a – Comprehension and Collaboration: Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
 - Objective 1: Students will be able to suggest predictions and provide summarizations to pre-determined questions in a partner discussion scenario.
 - Assessment Plan: A partner discussion checklist will be used to assess whether students have sufficient skills in making predictions and summarizations (see Assessment/Outcomes).
 - Objective 2: Students will be able to orally recite a summary from listening to their partner’s response on a predicting or summarizing question.
 - Assessment Plan: A partner discussion checklist will be used to assess whether students can recall and recite the information that their partner has provided during the discussion (see Assessment/Outcomes).
- To achieve benchmark 1.C.1a – Use information to form questions and verify predictions.
 - Objective 3: Students will be able to construct a minimum of one “I wonder…” statement using the illustrations and text read to predict future events in the book.
 - Assessment Plan: A partner discussion checklist will be used to assess whether students have sufficient skills in creating “I wonder…” statements based upon information provided (see Assessment/Outcomes).

V. Materials

- *Henry’s Wrong Turn* by Harriet M. Ziefert, illustrated by Andrea Baruffi (Sterling, 2006)
 - *Henry’s Wrong Turn* is based on the true story of how a humpback whale accidentally swam the wrong way into New York Harbor. The humpback whale became in danger because of the amount of boating traffic in the harbor and the lack of food for the whale. The coast guard attempted to help the humpback whale get out of the harbor, but he always disappeared below the water’s surface. Finally, Henry changed directions and led himself out of the busy harbor and back out to sea.
 - *Henry’s Wrong Turn* is provided by the Making Meaning (Developmental Studies Center, 2008) Kindergarten Edition. According to the Flesch-Kincaid readability test, this specific text scores 2.1 which would place it at a low second grade ability level.

Because the book will be read aloud by the teacher and vocabulary words will be previewed and discussed prior to the reading, this selection will be appropriate for this specific classroom.

- Technology
 - The use of technology is not necessary for this lesson.
- Supplies
 - No additional supplies needed.

VI. Grouping Techniques

- This lesson will initially be conducted on the center carpet where students will be seated in their usually rows. These rows were constructed based on each student's behavior to help create a positive learning environment. The rows allow students to be 'paired up' for partner discussion time.

VII. Procedures

- Introduction
 - Tell students that we will be working with our partners again today as we read a new story. Recall the partner discussion rules (face knee-to-knee, take turns talking & listening). Remind students how we stopped at parts when we read *A Letter to Amy* last week to recall the story and make wonder statements. Remind students that it is important to think on their own and be able to share with their partner.
- Lesson Steps
 - Show the cover of *Henry's Wrong Turn*. Read the title, the author's name and the illustrator's name aloud. Introduce the story, explaining that it is based off of a true story about a humpback whale that got lost in a city's harbor.
 - Model wondering by thinking aloud. Examine the cover of the book and say, "I wonder if Henry made a wrong turn because he was confused by all of the boats?"
 - Have the students partner discuss "What do you wonder about the story?" Have one partner announce what the other partner said during the discussion.
 - Begin reading the story. After page 4, pose the following partner discussion questions, "What has happened in the story so far?" and "What do you wonder about the story now?" In between questions allow for one partner to announce what the other partner said during the discussion.
 - As students are discussing with their partners, use the partner discussion checklist to assess the student's "I wonder..." statements for objective 1.
 - Continue reading. Stop at the following pages (p.11, 17). Ask partner discussion questions and repeat the same procedure.
 - As the students are announcing their partner's response, use the partner discussion checklist to assess objective 2. * A minimum of 5

students should respond at each partner discussion break in order to assess all students.

- Closure
 - Facilitate a final discussion using the following questions, “What has happened in the story so far?” and “Why do you think Henry disappeared?”
 - Remind the students that the skill they were working on today was retelling a part of the story and wondering about the story.
 - Address any issues that stemmed from the partner discussions. If necessary, discuss the problems and future ways on how to avoid them.

***This lesson plan is based upon the reading comprehension instruction derived from *Making Meaning* (2008).

VIII. Assessment/Outcomes

Student Name	Constructing "I wonder..." Statements			Verbalizing Partner's Response			Additional Comments
	Student is able to construct a minimum of one "I wonder..." statement.	Student is able to verbalize a predicting thought, but does not phrase it in a "I wonder..." statement.	Student is unable to verbalize a predicting thought	Student is able to verbalize partner's response with sufficient detail.	Student is able to verbalize partner's response with limited detail.	Student is unable to verbalize partner's response.	
A	X				X		Needs practice on retelling a partner's response. Lacks details and usually mimics his own personal response
B	X			X			
C		X				X	Needs to practice phrasing as "I wonder" and does not remember any of partner's response
D	X			X			
E	X			X			
F	X			X			
G	X			X			
H	X			X			
I		X			X		Usually mimics his partner's response to fit his own, should practice predictive phrasing
J	X				X		
K		X				X	Needs to practice listening during partner discussions, can only share his own thoughts
L	X				X		
M	X			X			
N	X			X			
O		X			X		Needs practice phrasing "I wonder" statements and does not include much detail on partner's responses

P	X				X		Could use more practice with rephrasing her partner's response
Q		X		X			Gives excellent partner responses, needs practice on predictive phrasing
R	X			X			
S	X				X		Can provide excellent personal responses, should practice with partner listening skills

- Overall, the class does very well at working in partner discussion groups. When it comes time to discuss all students are eager to share their ideas with their partners, as well as with the entire class. Most of the time the students are on-task and if are found off-task, will return to discussion after brief prompting. All of the students are successful at making predicting statements, where some students struggle is in the phrasing of their statements. Students are asked to start their statements with, “I wonder ...” or “I think that...”, instead a handful of students are found to be making statements is a questioning matter. An example being, “He will be mad?” Over time, it will be important that students add more reasoning from the details provided from the story into their predictions.
- When assessing student’s listening and reciting skills, the class is split almost equally with students who can recite their partner’s full response and with those who provide responses that lack sufficient detail or who completely forget their partner’s response. Those students who do remember their partner’s response are prompted to phrase their statement with, “My partner said” or “My partner thinks that”.

IX. Reflection

I believe this lesson is extremely appropriate for this grade level and this particular class. These particular students are excited and eager to share their ideas about anything and everything. Allowing students the time to talk and listen to other students builds a sense of community and recognition in one another. Overall, the students followed the guidelines and directions very well. It was clearly seen that the students were interested, engaged, and gained better comprehension of the story from this activity.

There are some elements that I would like to change having implemented this lesson plan and I believe that most of them are centered on the fact that this particular lesson plan was based upon a comprehension reading series. I believe that the lesson would have gone better if there were fewer interruptions with partner discussions. The story selected for this lesson was one that was highly relatable to the children and I could see that they wanted to continue reading, instead of stopping to discuss all the time. During one partner discussion, a student even asked if we could just continue reading because she really wanted to find out what happened next. I understand that the objectives of this particular lesson all revolved around the partner discussion sessions, but I think that a few lesson would suffice. The class seemed to being less interested with the more partner discussions performed.

After assessing each student's ability to verbalize their partner's response, it was evident that some students were struggling with either fully listening to their partner's ideas or they were forgetting. I think that a lesson plan that included partner discussion would benefit with further practice on listening skills. As teachers, we assume that our students are trained in listening but at such a young age I do not think that all of these students are on the same level of listening. Some students in this class would be able to take great advantage of another lesson that focused on their listening and recalling skills, both verbally and audibly.

References

- Developmental Studies Center (2008). *Making meaning. Grade K: Strategies that build comprehension and community (2nd ed.)* Oakland, CA: Developmental Studies Center.
- Ziefert, H.M. (2006). *Henry's wrong turn*. New York, NY: Sterling Publishers.