Reading Comprehension Lesson Plan

Lesson: Reading Comprehension- Activating background knowledge and finding answers within the text.

Date: March 19, 2014

Grade Level: 4th Grade

Objective(s) for today's lesson: In this lesson the student will learn how to activate their background knowledge and answer reading comprehension questions. Additionally, they will learn strategies to find and cite their answers within the text.

Common Core State Standards:

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Rationale The student will learn how to activate his background knowledge before reading and apply this information to a given text. Good comprehenders refer to their prior knowledge while reading as well as utilize graphic organizers to help recall and organize the ideas in informational texts (McKenna & Stahl, 2009). The child will then use this background knowledge, along with citing his answers within the passage, to answer comprehension questions since "the ability to look back in the text and locate information is a characteristic of effective readers" as well (Leslie & Caldwell, 2011, pg. 36).

Materials:
- 3 copies of the graphic organizer (see artifact 16.5)
- Two pencils
- 5 separate colored highlighters
- Grade leveled non-fiction comprehension passage and multiple choice questions (see Artifact 18, 20, & 22)

**This lesson is tailored to a particular fourth grade student with individual special needs. You can modify this lesson for whole group instruction and use a K-W-L (What I Know, What I Want to Know & What I Have Learned) graphic organizer in replace of the K-W (I Know…I Wonder...) graphic organizer provided in this lesson.

<u>**Introduction to the lesson:**</u>

- The teacher begins the lesson by asking the student(s) "what does it mean to show your work on a math assessment?" Student will explain how they have to

show how they solved their answer. The teacher will proceed to ask them how they check over their work before turning in an assessment (by reviewing their work). The teacher will go on to explain how today they will be learning how to "show their work" when answering reading comprehension questions.

- The teacher will have the student complete a given graphic organizer based on their reading topic (about what they previously know and what they want to learn) to activate their background knowledge and motivate the students to be eager to read about the given text. The teacher will model sitting next to the child how to fill out the graphic organizer and explain to the students they will be reading a mini-passage about The Titanic. The teacher will have the student fill out the "I Know" column while providing scaffolding opportunities for help activate their background knowledge (i.e. provide think aloud strategies).
- Afterwards, the teacher explains how to fill out the "I wonder…" and encourages the student to write down anything he wonders about The Titanic.

Middle of the lesson:

- Take turns reading the assigned reading passage (artifact 18) with the student (note: provide comprehension passages on students' instructional reading/comprehension level or read the passage aloud to provide the necessary support).
- Pass out five different colored highlighters to the child to utilize while answering the comprehension questions. Highlight the first question in a colored highlighter and encourage the student to do the same. Refer back to the passage to find the answer and highlight the answer in the same colored highlighter. Switch to a new highlighter to answer the next question and continue to model how to find your answer within the text.
- Pass out new graphic organizer (I know… & I wonder…) to student. Explain how we are going to read a text on beavers. Provide think aloud opportunities for the student to gain information about beavers by asking, "Have you ever seen a beaver before? If so, where have you seen one? What did it look like?" After this conversation encourage him to fill out the "I know" and "I wonder" column independently but be available to scribe for the student if necessary. Fill out your own graphic organizer based upon your background knowledge to model to the student. Upon completion, review the graphic organizer with the child, provide positive reinforcement, and discuss what you wonder the passage will be about.
- Take turns reading the assigned reading passage (artifact 20) with the student. While reading, pause and make connections to the students' background knowledge. Provide fix-up strategies if the sentence does not make sense (i.e. encourage student to reread the sentence).

End of the lesson:

- Answer comprehension questions with student using multiple colored highlighters

and referencing back to the text when needed. Continue to use explicit comprehension strategies during the lesson by "explaining the text, modeling, engaging in think-alouds" (Morrow & Gambrell, 2011, pg. 268).

- Provide positive reinforcement and discuss possible ways to use the modified KWL chart in the future. Explain how you can use this chart in other content area subjects when assigned a reading topic.

Assessment (Note: Do not give this assessment in the same day. Administer on the following school day)

- Pass out graphic organizer to child and let him know he is going to read a passage on Starfish. Ask him to just fill out what he knows about starfish independently. Provide additional support if needed; however, if additional support is required make a note on the worksheet. This is an indication that further support is required and needs to be covered more in depth. Once finished, provide positive reinforcement and let the child know how proud of him you are. Encourage the child to fill out the "I wonder…" column to let you know what he would like to learn about Starfish.
- Pass out 5 multiple colored highlighters and read the passage together (Artifact 22). Continue to model any information you read in the passage which relates to the child's background knowledge. Also model when you come to a sentence which you can relate to (i.e. Starfish are often yellow, orange, or brown state "Oh, I already knew this fact. When I went to the beach last weekend I found a starfish which was yellow.").
- After reading the passage aloud, let the child answer the questions independently. Note: The child is being assessed on the following:
    o Ability to pull information from his background knowledge to fill out the graphic organizer.
    o Ability to highlight each question with a different colored highlighter and highlight the answer within the passage (do NOT assess on students accuracy).