*Reflection:*

 *This artifact demonstrates my understanding of the reading comprehension strategy ‘making predictions’ and provides a detailed lesson plan of how I would approach teaching 1st graders how to improve their comprehension by making predictions while they read.*

 *This task taught me that new readers can learn reading strategies that experienced readers may take for granted, as long as I explicitly teach them the specific skills. I modeled this lesson after an author of one of our texts who challenges teachers to set a very high bar since her students routinely “amazed” her when she did so. I also now appreciate that a reading curriculum needs to expand beyond simply word study and fluency. Ultimately, new readers need to find meaning in what they read.*

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| Name | Mike Cecere | Current Grade Level | 1st grade |
| Name Clinician |  | Instructional Reading Level | 1st grade |
| Lesson Plan # | Comprehension - Making Predictions | Date  | 11/10/08 |

**Overview:**

1. The purpose of this three-day lesson is to introduce the comprehension strategy of making predictions using prior knowledge. The texts used in this lesson are *One Dog Canoe* by Mary Casanova and Ard Hoyt and *Yoko* by Rosemary Wells. Specifically, the lesson will introduce the term schema, provide a demonstration of how a reader makes predictions using their schema, and give students an opportunity to make predictions about the book *Yoko* during a read-aloud and their individual reading books during an independent reading session.
2. Materials for this lesson include:
* The books
* Flip chart and markers
* Pencils and student journals
1. Making predictions from prior knowledge is a key reading comprehension strategy. Readers constantly tap into their schema to think about what will follow in the texts they read. Once readers learn to use their schema, they can naturally progress to making connections while they read, another comprehension strategy.

**Objectives:**

1. Student Objectives:
2. Students will learn the term schema, and understand that everyone has their own unique schema based on their life experiences (including the books they have read).
3. Students will practice making predictions during a read-aloud, and record those predictions on a prediction form. They will get a chance to share their predictions with a buddy during the read-aloud.
4. Students will continue making predictions during an independent reading session. They will record their predictions in their personal journals and share their predictions with the rest of the class after the independent reading session.
5. Instructional (teacher) Objective:
6. Teach students what schema is and emphasize that each person’s schema is unique.
7. Teach students how readers use their schema to make predictions while they read. I will demonstrate this and record my predictions while reading *One Dog Canoe* during a read-aloud.
8. Review the previous prediction lesson and then have students make predictions while I read *Yoko* to them during a read-aloud.
9. Provide students the opportunity to make predictions during read-to-self and share their predictions at the end of reading workshop.

**Standards:**

Standard 1 Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

The performance indicator for this standard is that students make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.

**Lesson Procedures: The Gradual Release of Responsibility Framework (The Big 3)**

1. Before Reading: Connect and Engage (Day 1)
	* I will introduce the word schema, and ask the students to pronounce the word after me. I will define schema as an individual’s knowledge base that s/he accrued over her/his lifetime. It is made of things s/he has seen, heard, and experienced (including things s/he has read). I will write the word schema and it’s definition on a piece of construction paper and put it up in the classroom.
	* I will inform students that strong readers use their schema while reading and ask them if they can think how a reader might use prior knowledge to read.
	* I will then explain that one way a reader can use her/his schema is by making predictions about what will happen next while s/he reads. I will share with them that I will demonstrate how to make predictions while reading.
	* I will intentionally skip the picture walk since it would give away what happens throughout the book.
2. Model (Day 1)
* I will tell them that I will stop at two different points in the story to make a prediction of what will happen next.
* I will begin reading the story and stop once the third animal has jumped into the canoe.
* I will think out loud, “Huh? What do I think will happen next? I predict that the little girl will encounter more animals that will hop into her canoe despite her protests. What schema am I basing this prediction on? Well, three animals have already got into the canoe and I think the author is trying to be funny by having every animal the girl encounters jump into the boat with her and her dog. I also know now that her canoe is no longer a ‘one dog canoe’.” I will document my prediction (as well as the schema I based it on) on a piece of chart paper and post it in the room.
* I will continue reading the story to see if my prediction is correct. Once they encounter the frog, I will stop and again think out loud as follows, “Well my first prediction was correct - a bear, and a moose have hopped on board since I last stopped reading. Now I will make a second prediction. I predict the frog will jump on board and cause the canoe to sink. What schema am I basing this prediction on? Well, again I think the author is trying to be humorous and wouldn’t it be funny if the smallest animal caused the canoe to overturn? I also have canoed a fair bit and I know from experience that an overloaded boat is easy to tip.” Again I will document my second prediction and my schema for making it on a piece of chart paper and post it in the classroom.
* I will then finish reading the story and comment on whether or not my second prediction was correct.
1. Guide (Day 2)
	* The next day I will ask the students to come to reading workshop with a pencil and their student journals.
	* I will then review yesterday’s lesson on making predictions by looking at the postings in the classroom (the definition of schema and the two predictions from *One Dog Canoe*) and remind the students that the reason readers make predictions is to improve their comprehension.
	* I will explain to the students that during the read-aloud today, they will get a chance to make predictions based on their own schema, record their predictions on a piece of paper, and share those predictions with an elbow buddy.
	* I will introduce the book *Yoko*, but again forgo the picture walk since it would give away some of the story.
	* I will begin reading the book and stop at the point where the students have made fun of Yoko’s lunch and the playtime whistle has blown. I will instruct the students to take a minute and predict what will happen next based on what we’ve read so far and their own schemas. After students have finished writing their predictions and the schema they used to make them, I will ask them to share their predictions with an elbow buddy. Afterward, I will have 2-3 students share their predictions aloud based on the following questions – “What was your prediction? What schema did you based your prediction on? How did your prediction compare to your partner’s?” I will make a point to stress that each of our predictions is based on our own schema.
	* I will then continue reading *Yoko* and stop at the point in the story when Yoko realizes that no one tried her mom’s sushi during International Food Day. Again I will ask the students to predict what will happen next, write their prediction down (including the schema it was based on), and share their prediction with a new elbow buddy. I will have 2-3 students share their work with the class based on the same set of questions listed above.
	* I will then finish the story and remind students that making predictions based on schema is a strategy to improve reading comprehension.
2. Collaborative Practice (Day 3)
* Provide a quick review of the previous two lessons on making predictions.
* Instruct students to make at least two predictions during a 15- minute independent reading session. They are to write their predictions along with the schema they used to make the predictions in their writing journal.
1. Share the Learning
* After 15 minutes, have students’ pair up and share their predictions with a buddy.
* Gather the group as a whole and have 4-5 students share the books they are reading, the predictions they made in the book, and the schema they used to make those predictions.

**Follow-Up:**

1. During reading workshop on the 4th day, I will gather the group together and ask them what they learned this week about making predictions.
2. I will specifically ask them what new word they learned this week. I will follow that up by asking them to define the word schema. Then I will ask them why we make predictions using our schema while we read?
3. I will then summarize the key points of the three day lesson, referring to key predictions made by the students that were shared with the class on days two and three. I will encourage students to continue making predictions based on their schema when they read. I will facilitate that by periodically referring to this comprehension strategy and asking students to record predictions in their journals during independent reading sessions.

**Evaluation:**

1. Clearly the predictions (and the schema they were based on) shared by the students during days 2 and 3 will provide me data on how well they understood how to make a prediction based on schema.
2. I will also spend time after day 3 reading everyone’s predictions in his or her personal journals. This will enable me to determine both who is and is not understanding this comprehension strategy. I will then make comments in the journals of the students who are getting it, and personally follow-up 1:1 with students who need more or different instruction.
3. Ultimately, given this is a comprehension strategy, I will need to assess students’ ability to comprehend what they read.

**Reflection:**

1. I enjoyed creating this lesson plan. It required me to break down this comprehension strategy into bite size chunks that could be taught using a progression over the better part of a school week.

References:

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Fountas, I. C., Pinnell, G. S. (2006). Teaching for comprehending and fluency. Portsmouth, New Hampshire: Heinemann, Ch. 3-5.

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primary grades. Markham, Ontario: Pembroke Publishers Limited

(Standards)http://www.emsc.nysed.gov/ciai/ela/elastandards/elamap.html

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