

The Lesson in Real Time

Strategy: Determine Importance

Lesson: Finding Important Information, Grade 1, Melody Blackwell, Teacher
Watkins Nance Elementary School, Richland One School District, Columbia, SC

Videos of lessons shown in the Reading Comprehension modules have been edited so that they can be viewed in short segments. As it is helpful to know how time is used in a complete lesson, the approximate actual times spent in each segment are given below. This does not imply there is a specific amount of time that should occur for any part of a comprehension lesson, as time of course will vary depending on the lesson focus, familiarity of the students with the strategy(ies) being taught/applied, complexity of the texts, etc.

Lesson Segment ~ Real Time	Teacher and Student Actions (T = teacher, S=students)
Connect and Engage (15 minutes)	S. turn and talk about famous Americans they have been studying and share out. T. explains idea of remembering important information about why these people are famous. T. introduces GW Carver and models entering information shared about him on the anchor chart. T. reads the book through once before going back to decide on important information and interesting details.
Modeling (10 minutes)	T. reads section of the book, models thinking about what is important, recording it on anchor chart and putting a sticky note beside it in the book. She then models finding interesting information and recording it on the chart. T. reads another section of the book and does the same. T. reads next page and has children turn and talk.
Guided Practice (15 minutes)	T. hands out books and sticky notes to partners. S. read the next page and work in partners to decide what is important information and place their sticky note next to it. T. confers. S. share out and T. guides discussion of why some information shared is actually interesting details, not important information. S. continue to read next two pages, place sticky notes, and T. and S. discuss important information and add to the chart. Interesting details are also added.
Preparation for Independent Practice (3 minutes)	T. sends students back to seats and hands out paper for writing and drawing. T. explains that students will write and draw what they think was most important about GW Carver. She asks 1-2 children what they are planning to write and how to draw it as examples for the class.
Independent Practice (25 minutes)	S. write and draw about what was important about GW Carver. T. confers. She brings some students who do not have anything written yet to the board to consult the anchor chart.
Sharing and Closing (7 minutes)	S. and T. make a circle on the rug with their papers. T. calls on a student to share and then S.'s use a sharing protocol of calling on each other to share. T. sums up the idea of important information and interesting details.