

Reading Comprehension Sample Lesson:

Strategy: Determine Importance

Lesson: Finding Important Information

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(T=Teacher, S = student)

Segment	Transcript
CONNECT AND ENGAGE	T: This week we've been learning about famous Americans. Can somebody give me an idea of who we've been learning about? S: George Washington T: George Washington S: Rosa Parks T: Rosa Parks S: Susan B. Anthony T: Susan B. Anthony S: Benjamin Franklin T: Benjamin Franklin S: Rosa Parks T: Good, we said that one. Can you turn and talk and tell your partner something that you learned about that famous American. (a couple of seconds of them turning and starting to talk) 4:09 S: (to others) And the bus was crowded and she was supposed to give up her seat but she said no and so she go to jail S: Rosa Park did not give up her seat. T: And why didn't she give up her seat? S: Because she was tired of people treating her that way. T: Yes. Give me 5 turn back. Boy, you were able to tell me a lot of information about those important people that we learned about. S: I learned that George Washington was the first President of the United States of America. T: Yes he was. S: Benjamin Franklin was a writer and he could write all the stuff he liked. T: And Benjamin Franklin, he was also a what? S: Benjamin Franklin, he invented glasses. T: He did. He invented glasses. He was a – S: Inventor.

Segment	Transcript
	<p>T: He was an inventor. S: Also he made the rocking chair. T: He sure did. T: Everybody, give yourselves a pat on the back. Love that good information. And that's what good readers do when they're reading, they learn more what? S (chorus) Information. T: Guess what, we're going to learn about someone else. Because we know when we're learning about famous Americans, they have done something important in our country to make it a better place. T: Hmm (shows peanut picture). S: peanuts! T: Cause we're talking about inventors. Hmm. Can anybody tell me what this is? S: a peanut. T: A peanut. Somebody actually invented something they can do with peanuts. S: peanut butter T: But did you know – guess what – remember I told you a story about my daughter, and she's allergic to what? S: peanuts T: But guess what I learned. Peanuts – there's so many things that are made from peanuts. (unrolls scroll). S: Ohhh. T: Oh, my goodness. Over 100 things are made from peanuts. That's a lot isn't it. You ready? Let me give an example. Everybody say "dry coffee." S; dry coffee T: buttermilk S: Buttermilk T: Even some hand lotions. Oh,oh, one more. Face powder. S: Laundry soap. T: Laundry soap! So a lot of things come from what? S: Peanuts. T: So today we're going to learn about the person who actually invented things, and he has a name sort of like a person we've been talking about so far. His name is George Washington Carver. Let me hear you say it. S: George Washington Carver. T: As we're reading George Washington Carver today, today we're going to learn about how, when we read books, they have lots of details, don't they? But today we're going to learn how we have some interesting stuff, interesting details, and then we have what we really want to know about that inventor, or that famous person, or that activist. So today we're going to learn about some interesting details, and we're going to learn about that important information. Now the important information about the first thing I just said, is that George Washington</p>

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	<p>Carver was able to make over 100 things from peanuts. Everybody say, “that’s important.”</p> <p>S: That’s important.</p> <p>T: When I start picking out the little things, for example, the gas, cheese, all of that – say, “it’s interesting”, it’s just a little detail.</p> <p>S: It’s just a little detail.</p> <p>T: But what’s really important, how many things were made from peanuts? Over 100! That’s important, I want to remember that. Let’s see who’s ready, because I’m ready to learn more about George Washington Carver. Now what I’m going to do first is, I’m going to read the story entirely and then we’re going to go back and pick out that important information. Now as I look through my book, let me flip it really quickly, do you think we can remember all that information?</p> <p>S: No</p> <p>T: So that’s why today Ms. Blackwell is going to teach you how to find that important stuff that we really want to know about George Washington Carver.</p>
MODEL	<p>T: Now first Ms. Blackwell is going to model. Everybody say, “model.” That means it’s my turn, because I want to show you how to do it. OK? So all hands are down, because I want you to pay close attention, because I’m going to give you a chance to do it in a few minutes. (reads) “George Washington Carver was born in 1864 in Missouri. He was a slave. He lived on a large farm. George liked to grow plants, and studied them. He wanted to learn more about plants. He left the farm in 1875 to go to school.” Hmm. I think that’s pretty interesting that he wanted to – important information – that George, he grew plants. He studied about plants. (writes)</p> <p>I think that’s very important because I think we’re going to end up learning that he actually, hmm, if he liked to grow plants, and he studied them, that’s going to be important since we’re talking about that he invented lots of things from peanuts. So I think I want to remember that part. Now when I go over here to the interesting details, it told us that he was born in 1865. That’s detail, but that’s not something that I really want to channel in on. That didn’t make him famous, did it? Being born, did that make him famous?</p> <p>S: No</p> <p>T: No, but he studied about plants, and I’m thinking that when he studied about those plants, that’s going to give me a little more information about why he was famous. And I’m going to take my sticky note, and I’m going to place my sticky note on that very important information that I want to remember.</p> <p>T: Let’s see if I can find some more important info –</p> <p>S: mation!</p> <p>T: about George Washington Carver.</p>

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	<p>T: (is reading) "Tuskegee was a school for black people. George taught students about plants and farming." Hmm, I think I found something important about George Washington Carver that I want to what, boys and girls? S: remember. T:What? S: (all) remember. T: And I think I want to write that down in my "Important Information." He taught students about – S: farming. T: So not only did he learn information, but he taught others about that information too. But then when I look back, I found some information that they gave us, but it's just not information that we have to keep. For example, that he finished high school. T: (reading) "George wanted to make the soil fertile again." Hmm, I see that there's a problem. What do you think George Washington Carver is going to do about that problem? Turn and talk to your partner. (kids turn) T: Can you talk with him? What do you think he's going to do? S: I think he'll make it grow. T: Oh, you think he's going to find a way to make it grow? Oh, talk to your partner. That's good information. S: I think he's gonna make it grow back. T: P____ S: I think he'll make more soil. T: You think he's gonna make more soil. T: Yes, E____ S: I agree with P_____</p>
<p>GUIDED PRACTICE</p>	<p>T: Now Ms. Blackwell is going to give out books, but today, I don't have enough for everybody to have their own book, so what are we going to do today? S: Share! T: And you're going to work to- S: gether! T: Very good, because two heads are better than – S; One. T: Now as you are looking and reading with your partner, I want you to look and see if you can find some important information about George Washington Carver. What is important about George Washington Carver on this page? Go ahead, talk with your partner. And stick your sticky note right in that spot. T: Can someone help me add some more important information - remember we're looking for that important information . What was important on page 17 about George Washington Carver? S: George taught farmers about other crops</p>

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	<p>T: Other crops that would help S: That would help things grow. S: George showed farmers how people could use peanuts and sweet potatoes.</p>
	<p>T: We got the important information, what were some interesting details? S: He made stuff, he made peanuts out of cheese and soap. T: So things that he made. He made cheese, and what was the other one? S: Soap. S: And ink. T: OK, that's nice to know, but the important thing was "He showed farmers how to use peanuts and sweet potatoes." Let's go to the next page. Let's see if you can find one more piece of important information about George Washington Carver.</p>
	<p>T: (walks over to kids) What did you put, P___? S: He died in 1943 T: Did that make him famous? That he died? S: Nod T: Do you think so? Do you think they remember him because he died? Or because of what he did while he was living? S: What he did while he was living. T: OK, so what did he do? Can you find something on there? S: People remember him for helping farmers. T: Oh, that's a good one, very good P___. Now you're thinking.</p>
	<p>S: People remember him for helping farmers. T: R_____ S: He died in 1943. T: He died, but do you think that's why he was famous? Cause he died? S: Shakes head no. T: Everybody, take a look at the last sentence. Let's read that one together. S: "George was famous for inventing new ways to use crops." T: Oh, I think that's important, what about you? S: Yeah T: OK, I think I'm going to add that T: Gimme 5 – Boy, you all had your brains working today, weren't you? Let's give yourselves a pat on the back. We were trying to find the interesting details, and the difference between the interesting details and the</p>

Segment	Transcript
	important information
INDEPENDENT PRACTICE	<p>T: Today I want you to show me what you learned about George Washington Carver, that important information. What did you learn about George Washington Carver? I also want you to show me, using a picture if you like, what was so important about George Washington Carver</p> <p>T: A___,</p> <p>S: He studied about plants.</p> <p>T: Good. What could you draw right here to show Ms. Blackwell that he studied about plants?</p> <p>S: Him studying plants.</p> <p>T: So you'd draw a picture of him studying plants. How would that look?</p> <p>S: Him with a plant inside his (inaudible).</p> <p>T: OK</p>
	<p>T: Ronald, what are you going to write about?</p> <p>S: I'm going to write about –</p> <p>T: Why was he important?</p> <p>S: He studied about plants.</p> <p>T: OK, good. Who was "he"?</p> <p>S: George Washington Carver.</p>
	<p>T: What are you going to write about? Why was George important?</p> <p>S: ummm</p> <p>T: Need some help? Let's look up here. On the important information side.</p> <p>S: (inaudible)</p> <p>T: Let's look on this side. That's on the other side. That was just the little details. This side has how he was important. What made him famous? Being born made him famous?</p> <p>S: shakes head no.</p> <p>T: What made him famous.</p> <p>S: He made stuff.</p> <p>T: Out of what? What was that picture I showed you?</p> <p>S: Out of peanuts</p> <p>T: He made stuff out of peanuts, didn't he? Very good. That's good information. So how would you put that in a sentence?</p> <p>S: George Washington</p> <p>T: Carver</p>

Segment	Transcript
	<p>S: Carver made stuff out of peanuts. T: Very good. Good job. (high five) T: Can you show me, can you illustrate what you just said?</p>
	<p>T: And why are you changing this information that you already have? S: It's not important. T: It's interesting, but it's just not what? S: Important. T: Good job. And what did you say was important? S: GWC studied about plants. T: OK. (Students working on their own)</p>
	<p>T: Want to go take a look at my chart over there? S: (nods yes; they walk over to the chart) T: Remember, this was all the important information we got out of the book. So which one would you like to talk about? (reads) He studied about plants. S: (points to the chart). T: Let's put an "s" on plants. You want this one? OK</p>
	<p>T: What did we learn about – what made GWC famous? S: (pause – thinking) T: What did we talk about. What was the important thing about GWC? If you had to remember something, what was one thing? S: (pause) T: Need some help? Let's go this way. (t and s walking to chart) T: Remember we talked about important information? Do you remember what was important about George Washington Carver? It says, "he studied about plants, he taught students about plants and farming, ...he helped farmers. What was important about George Washington Carver to you? S: (inaudible) T: George Washington Carver S: George Washington Carver (pause) teach T: Uh, huh, what did he do? T: (reading) "How other crops helped the soil". You want to write or draw that one? S: (nods yes) T: OK</p>

Segment	Transcript
	<p>T: Read yours for me, S: George Washington Carver taught students about plants and taught students about farming. T: And what are you drawing? S: Some plants</p>
SHARING AND CLOSURE	<p>T: Were you able to find some important information about George Washington Carver? 1:18:03. Good, let's see how many hands are in your lap. Who would like to share something about George Washington Carver. I love the way those that are showing me they know something about important information. T: P____, would you like to share? S: Yes, I would like to share, thank you. (reading): People remember him for helping farmers. George showed farmers how people could use peanuts and sweet potatoes. These crops helped make the soil fertile again. S: A____, would you like to share? S: Yes, I would like to share, thank you. George taught farmers about other crops. They help make the soil fertile again. (shows picture) S: M____, would you like to share? S: George Washington Carver is important because he studied plants. T: Show your picture. T: Boy, you all learned a lot of important information about S: George Washington Carver! T: Very good. Give yourselves a pat on the back. And I can't wait to learn who we're going to learn about tomorrow. S: Ohhh!</p>
SMALL GROUP FOLLOW-UP	<p>T: Today we're going to talk about the important information, let me hear you say it S: Important information T: And we're going to learn why Susan B. Anthony was so important. And look at her, she's on the dollar coin. She's not on the dollar bill, but she's on the coin. Let's see who's ready. Hands are in your what? S: Lap T: Good job. And then we're also going to talk about the interesting details. Everybody say interesting details. S: Interesting details. T: Because when authors are writing books, they are going to give you some interesting details – let me hear you S: Interesting details</p>

Segment	Transcript
	<p>T: and then they're going to give you some important information. And when we're listening to those interesting details, we're saying, ohh, OK, but then, sometimes we have to stop with that important information and say, ooh, that's some good information, that's why they're so important. That's why we want to remember them, isn't it? I'm going to read it first. It says, "Susan Brownell Anthony worked for rights for women. Susan was born February 15, 1820."</p> <p>T: Let's see if we can try to figure out what was the important information and what was interesting details. Her parents. Her parents were Daniel and Lucy Anthony. Is that going to make you say, "Hmm" or is that going to make you say, "Oh that's important information."</p> <p>S: It's important information.</p> <p>T: You think so. You think they put her on this coin because we learned about her parents?</p> <p>S: Yes – no</p> <p>T: No. Everybody say, "that's interesting details."</p> <p>S: That's interesting details.</p> <p>T: Let's go to another one. "Susan was born February 15, 1820 in Adams, Massachusetts."</p> <p>S: Oh yes, important information.</p> <p>T: All right, let's take a look at that. It says she was born February 15. Did she do something important?</p> <p>S: No</p> <p>T: No. So where do you think it should go?</p> <p>S: Right here.</p> <p>T: Now what is that right here?</p> <p>S: Important—</p> <p>S: Interesting details.</p> <p>T: That's interesting details.</p>
	<p>T: Susan Brownell Anthony worked for the rights of women.</p> <p>S: Oh, interesting details</p> <p>S: Interesting details</p> <p>S: Nooo! That isn't –</p> <p>S: Important information</p> <p>T: Why do you think it's important information?</p> <p>S: Because I think Susan is working for rights of women.</p> <p>S: Important information</p> <p>T: What did you say?</p>

Segment	Transcript
	<p>S: Important information T: Important information. What do you think? S: (thinking) important information T: Why are you all saying important information? It says “Susan thought slavery was wrong.” S: Interesting details. T: But why? S: Susan B. Anthony T: Hold on, she’s talking. S: (thinking) T: Is it something just nice to know, or is it something we need to put on this side? S: Important T: Ok. Cause she thought it was wrong, so if you think she thought it was wrong, what do you think she’s going to do? S: She’s going to – maybe be mad? T: What do you think she’s going to do if she thought it was wrong? (child raises her hand) Remember we said she was a reformer. She thought it was wrong. S: (thinking) I think she’s right because her S: she, she’s T: She thought it was unfair that everybody wasn’t treated equally. So she said it was wrong.</p>
	<p>T: As I’m reading, I want you, when you find why it’s so important for us to learn about Susan B. Anthony, why she was so important and what did she do for our country, I want you to take your sticky note and place it there.</p> <p>T: (reading) Susan worked for the women’s rights her entire life. Can you find, what was the important information? Put it in, get your sticky note. T: (leans towards boy and girl) T: OK. Where are you going to stick yours? T: Where did you stick yours? On the last one? He said his important information was “Susan worked for women’s rights her entire life.” Is that important? Yes. She worked her entire what? S: Life. T: Wow. T: Let’s see, what did you find that was important, M____? M: (tries to put the sticky note in) T: Do you have the same one he has? M: Shrugs T: Well let me see, where are you putting it? Good, the last sentence. It says, “Susan worked for women’s rights her entire life.”</p>

Segment	Transcript
	<p>T: (reading) "This law is known as the Susan B. Anthony Amendment. It says women can vote. Susan's work has given millions of women this important right." What's important information? Which one?</p> <p>S: Here</p> <p>T: Where it says?</p> <p>S: "The Susan B. Anthony"</p> <p>T: This is the law known as the Susan B. Anthony Amendment?</p> <p>S: nods</p> <p>T: OK, put it there. That's yours. Good job. Good information What does yours say?</p> <p>S: Mine says, "Susan's work has – (teacher and student read together) millions of women this important right."</p>
	<p>T: Now who can tell me what did we just talk about today?</p> <p>S: Susan B. Anthony</p> <p>T: We did. And what did we want to know about Susan B. Anthony, there were two terms we were using</p> <p>S: Interesting information. Interesting information</p> <p>T: Interesting details</p> <p>S: And I know. Important information.</p> <p>T: Very good. So we're trying to tell the difference between interesting details and important information. Can you turn to your partner and say those words real quick for me. I'm your partner. Go. Let me hear you say, (T and S together) important information and interesting details.</p> <p>T: Which one helped her to get on this coin?</p> <p>S: Important information</p> <p>T: The important information helped her to get on this coin, right?</p>