**COMPREHENSION STRATEGY LESSON PLAN**

**Strategy: Monitor Comprehension**

**Lesson: Monitor Your Thinking**

**Lesson Focus:** Students will notice and record their thinking while listening to a read-aloud.

*This lesson is based on “Think About the Text” from The Primary Comprehension Toolkit by Stephanie Harvey and Anne Goudvis.*

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| **Lesson Segment** | **Plans** |
| **Preparation:** Materials Needed | *Ira Sleeps Over* by Bernard Waber  Anchor chart with different kinds of thinking; Turn and Talk chart  Paper for drawing/writing  Clipboards with post-it notes, pencils |
| **CONNECT/ENGAGE** |  |
| * Explain strategy/practice and how it/they will be used (thinking) * Engage students with the read-aloud by showing the front cover, sharing the title, and helping them connect to the text - activate background knowledge and spark interest | Do you remember the book we read *A Weekend With Wendell* by Kevin Henkes? *(Show the text here)* It was about Wendell and Sophie having a sleep over? Well, today we are going to read this book called *Ira Sleeps Over* by Bernard Waber*. (Show text here)* This is a story about a little boy named Ira. He is invited to his friend Reggie’s house for a sleep over! (Gauge this interest here…ask questions to ensure children are engaged before reading, e.g, Have you ever been to a sleep over?)  When we read this book together, I am going to pause throughout and ask you to share your thinking with your partners! We all know that reading and thinking go hand-in-hand! We know if we are not thinking then we are not really…. READING (hopefully children will complete this sentence! We really promote this notion of thinking and reading daily!). When we are reading, it is important that we pay attention to our thinking. This helps us understand the story.  Before we start reading this story together, I want us to practice turning and talking to our partners. When we talk to our partners we have a grand opportunity to share our thinking with someone else and hear what someone else is thinking! This helps us all understand the story better. *(Select two students to demonstrate turn-and-talk. As students demonstrate, ask classroom to share what they notice the partners doing (one person talking at a time, eyes on partner, ears listening…) Draw attention to the turn-and-talk anchor chart).* |
| **MODEL** |  |
| * Read aloud portions of text and think aloud use of strategy(ies) * Record thinking (sticky notes, anchor chart) * Turn and Talk | Now, let’s take a look at the front cover and notice our thinking. When I hear the title *Ira Sleeps Over*, I think about a time I went to sleep over with one of my friends. I’m going to try to draw that on my sticky note! Remember, I’m not going to spend too much time making my picture perfect, because I don’t want to lose track of my thinking! I’m just going to jot something that helps me remember my thinking…(Stick this under the reminds me…part of the thinking chart…) What are you thinking? Turn and talk to your partner about your thinking (While talking, I will listen and quickly record some conversation on sticky notes…I will ask students if I can share what I heard them say. We will place on our thinking chart). |
| **GUIDED PRACTICE** |  |
| * Read the text aloud, pausing to ask students to turn and talk to one another about their thinking. Place sticky notes on thinking chart when appropriate * Circulate and listen to thinking, guiding and prompting as necessary. * Ask students if I can share their thinking with the classroom. | (Hand out clipboards with sticky notes.) Now, we are going to read this story together. I can’t wait to hear what you are thinking as we read! I bet your partners are excited too! Remember, when we record our thinking, we don’t spend too much time making it perfect because then we lose track of our thinking! Instead, just jot a word or picture that helps you remember your thinking. Remember, you can write or draw a picture or use a combination of both.  (Refer to the thinking chart and remind students that they may have a connection, or a question, or a feeling, or may just be visualizing the story.) I’m going to keep reading and then give you a chance to talk with your partner about your thinking and jot it down.  Read through page 15 (I decided not to take my bear…) Oh, I’m wondering something here! I’m wondering if Ira is going to be afraid without his bear…he’s never slept without his bear before! Let’s see how I can draw that on my sticky note. (Demonstrate and post on the chart.) What are you thinking? Now, I want you to spend a moment and jot your thinking…now let’s turn and talk to our partners about what we’re thinking (listen, support, and find students to share).  Read through page 33 (Reggie’s dad tells them it’s time for bed.) I’m thinking something here! I’m going to jot down my thinking. What did it make you think of? Take a moment and jot your thinking…(listen and support. Share thinking and post some on chart.)  Read through page 36 or 39 (Reggie has to get something…or Ira has to get something…) (Ask students to share their thinking, record and share).  Read through the end of the story. ( Record our feelings…e.g., I feel happy that Ira went to get his teddy bear.) |
| **INDEPENDENT PRACTICE** |  |
| * Have students write or draw what the story mostly made them think about (for differentiation, encourage students to draw a picture, draw a picture and write words, etc.) | Now, I would love for everyone to spend a few minutes drawing and writing about this story and what it made us think about. Remember, I don’t want you to tell me what the story was about, but rather what it made you think about. You could write about how it made you feel, something you’re wondering, or how it reminded you of something you’ve experienced.  Let’s turn and talk quickly about what the story made us think about. This will help us to get our thoughts organized. Turn and Talk with your partner about your thinking about the story that you want to draw and write about. If you aren’t sure what you will write and draw about, that’s ok! Stay on the rug and we will think together.  (Students will go to tables and write or draw. I will confer first with those who stay on the rug to help them get started; then circulate around the room and listen, support.) |
| **SHARING** |  |
| * Students share their thinking * Teacher provides closure | (When students return to the rug, we will sit in a circle; I will ask a few students if they would like to share their thinking.)  Today, we learned that when we are reading we are thinking! We learn a lot about ourselves and about the story when we pay attention to our thinking. We were able to record our thinking on a post-it note. It is also important to talk to one another about our thinking. This helps us understand the story better! So remember, any time we read, listen, or look at a story, your thinking is very important! |