

Reading Comprehension Sample Lesson:

Strategy: Monitoring Comprehension

Lesson: Monitor Your Thinking

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## LESSON TRANSCRIPT

(T=Teacher, S = student)

### CONNECT and ENGAGE

T: OK, boys and girls, today we are going to read one of my favorite books, I'm so excited to share it with you. It's called *Ira Sleeps Over*. Now, do you all remember this book we read, *A Weekend with Wendell*, do you remember it? And it was about when Wendell and Sophie and they were having a sleepover? Well this book is kind of like that. It's about a sleepover too. But in this book, we've got a little boy named Ira, and a little boy named Reggie. Now when I look at this, when I hear that title, *Ira Sleeps Over*, I think about a time when I was little and I went to a sleepover party, and I had lots and lots of fun.

T: Now what I think I want to do, before we get started, I want to practice how we turn and talk to one another. It's always great to practice to make sure we've really got it. So we know when we turn and talk that's a great time to share our thinking with one another, it's a great time to hear what somebody else is thinking, and it's a way we can understand the story better. So, U\_\_\_\_ and J\_\_\_\_, do you mind showing us how we turn and talk? Now let's remember all of these things that we've talked about and I want them to show us and then I want us to talk about what we see them doing that good thinkers and good listeners do when they turn and talk. So U\_\_\_\_ and J\_\_\_\_, why don't you turn and I want you to talk about what you're thinking, OK? Alright, go. (kids all start to turn) So everybody watch them.

S1: This front page made me think about one time when I had a sleepover with my cousin \_\_\_\_\_. S2: It made me think about when I had a sleepover with my cousin \_\_\_\_\_

OK, wonderful. Now guys, talk to me about what you noticed U\_\_\_\_ and J\_\_\_\_ doing when they were talking to one another.

I love how we're raising our hands. H\_\_\_\_, what did you notice?

S: They were talking about when they had a sleepover.

T: And was it related to what Ms. DuBose asked? (child shakes head yes). It was, wasn't it! K\_\_\_\_, what did you notice?

S: They was listening to each other, they wasn't talking when the other one was talking.

T: They were, they were listening. Their ears were – (students chime in) – listening, and their mouth – only one mouth was moving at a time.

Only one person was talking just like K\_\_\_\_ said. Great job.

A\_\_\_\_, what did you notice?

S: They weren't looking around.

T: They weren't looking around. And why is that important?

S: Because – you're not paying attention.

T: Yes, if you're looking around, you're not paying attention to your partner, and that's not respectful, is it? (children nod). No. What else did we notice? J\_\_\_\_?

S: Their knees were to each other.

T: Their knees were to each other! Why do we do that in kindergarten? Why do we turn our whole bodies and put our knees to each other?

S: So we can hear each other.  
T: Really, it's so we can hear.  
S: They was listening.  
T: And so we can listen. All right, anything else that we need to talk about, about turning and talking.  
S: Their eyes were on each other.  
T: Absolutely. (referring to her chart). Their eyes were on their partners.

T: H\_\_\_\_\_?  
S: You should listen to your partner because they might have something very important to say. (caption this)  
T: That's exactly right, they might have something really important to say.

T: All right, guys, so today we're going to read *Ira Sleeps Over* and while we read it I want you to do lots and lots of thinking, and really pay attention to your thinking, because we know that when we read we need to ....(kids chime in ) think. We need to pay attention to what we think. If we don't pay attention to what we think, are we really reading?  
S (in unison) – NO!  
T: No. Thinking helps us understand the story better. And when we talk about our thinking, then we get a chance to talk about our thoughts, we get to hear somebody else's thoughts, and that helps us what –  
S: Learn  
T: learn and it helps us – understand the book.

### MODELING

*Ira Sleeps Over* – I told you at the beginning when I see this front cover and I hear the title I think about a sleep over I had when I was little, and all the fun that I had at my sleep over. So what I want to do, since I'm already thinking about it, if it's OK with you, I want to record that quickly on one of my sticky notes. Because we know that when we put our thoughts on our sticky notes, it's a way we can remember what we're thinking. (shows her clipboard and sticky notes.) Now, I'm gonna do something quick, I'm not going to worry about it being super pretty, I'm not going to worry about it being really neat, I'm just going to put something on this sticky note that helps me remember my (waits for students to respond) – thinking. So it's me, and Mrs. DuBose isn't really that great of an artist, but is that OK? (S – yes). It is, it's me and my friend, and we're happy and we're at a sleep over. And maybe I'll put us in sleeping bags because we slept in sleeping bags at the sleep over. So that's what the front cover reminds me of. (close-up of her drawing).

T: Where should I stick this on our chart guys? (refers to anchor chart) Remember, we have different kinds of thinking – things we're reminded of, things that we're wondering, things that we think, and things that we're feeling. Where should I stick this?

S: The black

T: And what's the black again? Reminds me. Good. Guys you don't have to just say the colors, you can say the kind of thinking it is. So it reminds Ms. DuBose of the sleep over I had. I drew that and I stuck it. So now, what I want you to do, when you hear this, *Ira Sleeps Over*, and you see this front cover, I want you to practice turning and talking to your partner about what you're thinking right now, like U\_\_\_ and J\_\_\_ did. (raises her hand for signal). So turn and talk with your partner about what you're thinking. (gives a second of wait time and puts her hand down. Students turn and talk.)

(T listening to kids) –A make-up party? So you're thinking about a sleep over that you had that started out as fun but later turned out to be scary? Do you mind if I share that with the group? Do you mind if I write it?

T: Ok, boys and girls, one, two, three – Alright, T\_\_\_\_, do you mind if I share quickly what you shared with your partner? T\_\_\_ said that she thought about this time – now tell me if I'm doing it right – where she went to this sleepover and it was supposed to be fun but it turned out to be really scary.

S: And then we played games

T: So did you end up having fun? (S nods). OK. So I kind of drew that T\_\_\_\_, I hope this is OK – I drew that you were scared at your sleepover. Do you mind if I put that on our chart? All right, so T\_\_\_\_ was reminded of a time when she was at a sleepover and she thought it would be fun and then she got scared but she wound up having fun again. So where should I stick this, T\_\_\_\_? (student comes up) Well, while you're here, why don't you go ahead and stick it for us. Thank you. (puts under "reminds me".) I heard lots and lots of good thinking while you all were turning and talking. Thank you, thank you.

### GUIDED PRACTICE 1

T: Now, I'm ready for you to practice jotting your thinking on sticky notes, to practice turning and talking. We're going to stop while we read so we can jot down our thoughts. Remember, pay attention to your – (students say "partner") Pay attention to your partner, and pay attention to your – (students: brain!) – to your brain, to your thinking. Pay attention to what you are thinking. All right, so Ms. Davis and I are going to pass out your clipboards, and pencils, be patient, don't mess with them, you know what to do. When we give you your pencils, put it right by your side, but make sure you put it right by your side, so you don't lose it. (hear a few "thank you" as clipboards come around.)

T: Thank you, Ms. Davis. OK boys and girls, are you ready? (Yesss!) I'm so excited to share this book with you. It has lots of twists and turns. So I can't wait to hear what you're thinking and I bet your partners are excited to hear your thinking too. Remember, while we read, we can either be reminded of something, we could be wondering about something, it could make us think something or it might make us think something is going to happen, or could feel something. A\_\_\_\_?

S: I don't have a pencil.

T: Oh my goodness, thank you A\_\_\_\_. (gives her pencil).

T: (reading aloud): "I was invited to sleep at Reggie's house. I was happy. I had never slept at a friend's house before. But I had a problem. It began when my sister said, 'Are you taking your teddy bear along?' 'Taking my teddy bear along?' I said, to my friend's house. Are you kidding me? That's the silliest thing I've ever heard. Of course I'm not taking my teddy bear.' And then she said, 'You never slept without your teddy bear before. How will you feel sleeping without your teddy bear for the very first time?' Hmmm. But now she had me thinking about it. Now she really had me thinking about it. I began to wonder, suppose I won't like sleeping without my teddy bear? Suppose I just hate sleeping without my teddy bear. Should I take him? 'Take him, said my mother. Take him, said my father. Reggie will laugh. He'll say I'm a baby. He won't laugh, said my mother. He won't laugh, said my father. He'll laugh, said my sister. I decided not to take my bear.

T: Oo, guys, I'm kinda wondering something here. I'm wondering, is he going to be afraid if he goes to a sleepover and he doesn't take his bear and he's never slept without his bear before? That's what I'm wondering? Is he really going to go through with this? Is he going to be scared? So I am going to jot that down real quick on my sticky note. So – is he going to be scared – how can I draw that? I could draw little Reggie's [sic] teddy bear – and guys remember, is there a wrong way to draw your thinking? Is there? (children – no). Because whose thinking is this? It's yours. So here's his teddy bear, and here's Reggie [sic], and maybe I'll draw kind of a scared face. It's a little silly looking, but it helps me remember what I'm thinking. So I'm wondering, is he going to be scared. So where should I stick this? "It reminds me, I'm wondering..." M\_\_\_\_?

S: wondering

T: yes, I'm wondering if he's really going to go through with this and is he going to be scared.

T: Now, I want you to pick up your pencil and spend a few minutes jotting down your thinking right now in the story. (students write on their sticky notes on clipboards)

T: Ms. Davis, I see some good thinking, don't you? OK, boys and girls, I want you to turn and talk to your partner. (puts hand up). If you're not finished, that's OK, turn and talk about what you wrote, about your thinking. (Kids start turning and talking)

T. kneels by 3 kids: It reminds you of a time when you were scared at a sleepover? A_____, do you mind – do you want to share this? You do, OK.
(T. listening to girls at end of rug) –Oh, so his bear isn't going to be happy. Oo, that's a different perspective. Do you want to share that or do you want me to? You want me to, OK.
T: OK boys and girls, one, two, three. Now I heard some fantastic thinking. A___ said she would like to share what she thought, so do you want to share real quick what you were thinking? Ok, go ahead.
S: I went to a sleep over and I was scared. T: A___, she kind of made a connection, she thought about a time she went to a sleepover and she was kind of scared. So where should be stick that?
T: A___, where do you think we should stick it? OK, do you want to come up and do it real quick? OK, come on. Make sure our pencils are by our side. (While A___ is coming up, T talks about next child). Now H____ do you mind if I share yours real quick? Because I thought this was real interesting. H____ said that she was kind of worried, she feels kind of worried, because if he doesn't take the teddy bear, then the teddy bear is going to feel sad. So not only is Reggie [sic] going to be sad, but the Teddy Bear is going to be sad too. And H____ said she felt kind of worried about that. So I love how H____ felt not only would Reggie [sic] be sad if he didn't take the teddy bear, but the teddy bear might be sad too. And she feels worried about it. So where should we stick this, U____? S: I feel T: I think so too, because it made H____ feel something. OK, let's keep reading. Great thinking.
<b>GUIDED PRACTICE 2</b>
T: Everybody cross your legs, everybody put your clipboard in your lap, and look, my pencil is down, so guess who else has to have their pencil down? (Kids – us). Yeah.
T (reads) That afternoon, I played with Reggie. Reggie had plans, big plans. Tonight, when you come to my house, we're going to have fun, fun, fun. ... And after that he said he said what we can do after that, after the lights are out, guess... we can tell ghost stories, scary, spooky... and I began to think about my Teddy Bear. Does your house get very dark, I asked? ... very, very dark? Uh-huh, he said. ...I decided to take my teddy bear. Good, said my mother... but my sister said, what if Reggie wants to know your teddy bear's name – Tata is a silly baby name ...he won't ask, I said. – he'll ask, she said. I decided not to take my teddy bear. ... After that we had a wrestling match, after that we had a pillow fight, and after that Reggie's father said, bedtime. ... Good night. T: Oh, guys, I'm thinking here – I don't know about you, but I'm thinking. So I think I'm going to take a few minutes and jot that on my sticky note. Now I want you to turn and talk to your neighbor, but before you turn and talk, spend a few minutes writing down your thoughts, so go ahead and do that. (Children write)
T: Alright, boys and girls, turn and talk to your partner about your thinking and what you wrote on your sticky note.
T: (to group of children) What did you write about, U____? S: I wrote about a feeling, because I got a worried feeling that he's going to be scared. T: Do you mind if I share that with the group, that you're feeling kind of worried? Don't worry too much, it will be OK. S: (while turning and talking to partner) I wrote about how she was scared and she forgot about her teddy bear and she was crying. S: I said that she was scared when she don't have her teddy bear. T: 1, 2, 3: U____ do you mind if I share or do you want to share? (she comes up) I'm feeling worried that he's going to be sad – and scared because he wants his Teddy bear.

<p>T: U____'s feeling worried and scared – because she knows he wants his teddy bear to go to sleep. She's feeling worried. OK, where would you like to stick that? (child points to "I feel). OK, go ahead. So she's feeling worried.</p>
<p>Excellent thinking. So let's go ahead and get ready and I'll finish reading the story. So let's cross our legs, make sure our pencils are in our laps, great job.  T: H____?  S: Is it OK if I share mine?</p>
<p>T: Well, how about this – you got to share with your partner, do you mind if we keep reading? Because sometimes if you wait too long before you start reading, you lose all your thinking. So I want to make sure we don't wait too long, OK. But H____, I'm proud of you for wanting to share. And you did get to talk about it with your partner, right? OK, perfect.  C: she didn't really listen.  T: Oh, that's something on our chart (she holds up T&amp;T chart) – our ears are supposed to be listening – so just make sure you are being a good partner, Ok guys. Make sure you're listening.</p>
<p><b>GUIDED PRACTICE 3</b></p>
<p>T: (reads) Reggie began to tell a ghost story...He would go around looking for people to scare because that is what he liked to do, he liked to scare people, oh was he scary to look at. Reggie stopped. Are you scared?, he asked. Uh huh, I said. Are you? What? Said Reggie. Are you scared? Just a minute, said Reggie. I have to get something. .. Is that your teddy bear? I asked. What? Is that your teddy bear? You mean this teddy bear? The one you're holding, I said. Uh-huh, Reggie answered. Do you sleep with him all of the time. What? Said Reggie. Do you sleep with him all of the time? Uh-huh. Does your Teddy Bear have a name. does he have a name? I said louder? Uh-huh. What is it? You won't laugh, said Reggie. Promise? It's Fufu. Did you say Fufu? Just a minute, I said. I have to get something. What? Oh, just something.  T: OK, I'm going to stop right there. What are you thinking right now? Write about it. Jot it down. (Students write)</p>
<p>T: On your bottoms, cross your legs, pencils down, my pen is down so yours is – by your side. I'm going to share H____'s – do you mind? H____ made an inference – she said I think this is going to happen. So she took what she was thinking, what she was hearing in the story, and she's thinking that Reggie [sic] might go back home to get his teddy bear. So that's what H____ thinks is going to happen.</p>
<p><b>GUIDED PRACTICE 4</b></p>
<p>T: (reading) The next minute, I was ringing my own doorbell. Ira, everyone said. I changed my mind.... I decided to take Tata after all. I came back to Reggie's room. I have a Teddy Bear too, do you know his name? I waited for Reggie to say, "uh-huh", but Reggie didn't say anything – he was fast asleep. After that, well, there wasn't anything to do. Goodnight, I whispered to Tata, and I fell asleep too.</p> <p>T: All right guys, that's the end of the story, didn't you like that. OK, before we talk about it, what are you feeling right now? What's going on in your brain? What are you thinking? Shh, don't tell me yet – spend a few minutes and jot it down on that last sticky note you have.</p>
<p><b>INDEPENDENT PRACTICE</b></p>
<p>T: Great job today guys. So now what I want you to do – first is to put your pencils down and put your eyes on Ms. Dubose. You've done a wonderful job this morning thinking and recording your thinking. Now, I'm going to want you to go to your tables, and spend a few minutes writing and drawing about what you think – what you think about the story, how the story made you feel, what the story reminded you of, maybe something you're still wondering now that we've finished the story. But before we go to our tables, I do want to give you one more moment to talk</p>

with your partner about what you're thinking, because when you have an opportunity to talk to somebody, it helps you organize your thoughts, so when you go to your table you can get busy. We do the same thing in writing workshop, we always talk about what we're thinking before we write. So let's do the same thing. Turn and talk with your partner about what you're thinking, what can you write. And remember when we go we'll take our clipboards with us, that might help us. So, turn and talk, one last time. (Students turn and talk)

T: 1,2,3,Now, you're going to go to your tables and write your thinking – write, draw, you can use your writing workshop boxes with your crayons in them. Take your pencil that you have now, take your clipboards because you put lots of great thoughts on those sticky notes and that might help you when you go to your table to write. If you don't quite have anything yet, just stay on the rug and I'll help you through it. If you have something that you're thinking, I want you to go ahead and get started. Remember you can write, draw, do both. If you are a girl and you are ready, you may go to your spot. Take your pencil with you and your clipboard (kids get up, a few girls stay).

T: You guys still need help. Ok, you're not thinking anything or what?

S: I'm thinking about - I feel sad (caption)

T: You feel sad – why do you feel sad?

S: Because he forgot his teddy bear (caption)

T: Well that's something you could write, you feel sad because he didn't take his teddy bear. Why don't you go write about that, R\_\_\_\_? (He gets up to go) Perfect

S: I'm thinking about the teddy bear, I'm thinking about his being mad

T: Who is mad?

S: The boy because he couldn't take his teddy bear

T: So do you think he was mad because he couldn't take his teddy bear?

S: Cause he didn't want to take his teddy bear because – because the girl gonna laugh Cause Reggie gonna laugh at him.

T: What are you thinking?

S: I think if they get along with each other, if they play with each other, when they wake up in the morning, they will be friends and when he get ready to go home,, he could tell his sister that he had a great day at his friends. )

T: So you know you're kind of making an inference, you're taking what we read about in the story, and you're saying what you think is going to happen which is perfect. You said they'll wake up and be friends, and he'll go home and tell his sister and then what –

S: And they'll talk about how he had a good time.(caption)

T: So that's a perfect thing to write about. Remember you're making – what do we call it?

S: A connection.

T: Well, its kind of like a connection, It's an inference. Can you say that?

S: Inference

T: You are taking what we read and saying what you think is going to happen. That's excellent, go write.

(Kids at seats now and teacher confers)

T: Who are all these people?

S: My family we were camping

T: Did it make you think of that? (nods) Tell me about it.

S: It was on a mountain, and we didn't have that much fun, it was cold.

T: How did that story make you think of this?

S: Kind of sad

T: Y\_\_\_\_, what have you got?

S: How do you spell sleepy?  
T: We could stretch it out together, you want to? Sleep –y.  
S: ss  
T: Say it slow – sleep y  
S: p  
T: do you hear anything else?  
S: b  
T: read it to me  
S: sleepy  
T: OK, so what are you thinking?  
S: It made me think about the boy had his teddy bear and he was telling ghost stories.  
T: OK, so why did that make your write “sleepy”?  
S: Because he was sleeping and he was sleeping  
T: So everybody was asleep. OK

T: OK what you all got? What are you thinking?  
S: We had a sleep over and we had a fashion show and we had a birthday.  
T: So you were thinking it reminded you of a time you had a sleep over and you had a fashion show. What are you (different child) thinking?  
S: I had a sleep over with my friends, and we had a fashion show and we had balloons.  
T: Oh, so you were thinking about a sleep over too.  
S: And we had snacks.  
T: Yum.  
T: (new student) What did you write here?  
S: When Dad came in the room, they was already laying down, when Dad said “Lay down”  
T: OK, remember though, don’t tell – this is excellent how you told me something that happened in the story, but remember, that’s different than what we’re thinking, OK? What’s we’re thinking in kind of like what we’re wondering, or how we feel, or what we think will happen, OK? I’m glad that you could tell me something in the story. Thank you, S\_\_\_\_\_.

### **SHARING AND CLOSURE**

(Kids assemble at rug). T: All right, boys and girls, 10, 9, 8....1, 0.  
Make sure your bottom’s flat on the rug, your paper is right in front of you, and your hands are off of it. I\_\_\_\_, paper down, thank you. We will go around quickly, and if you want to share, please do, and if you don’t want to, just say no thank you. OK? Let’s start with Z\_\_\_\_\_  
S: I wrote about me and my brother outside in a tent with the stars and the clouds in the sky and the moon and the house.  
T: Hold it up so we can see it. So it reminded you of a time you had a camp out with your brother?  
S: No thank you.  
S: Me and my family had a sleep over and we had balloons and marshmallows and snacks.  
T: So it reminded you of a sleepover you had with your family. A\_\_\_\_\_  
S: It made me think about when they both had a teddy bear but I couldn’t write anything.  
T: That’s OK you thought about how they both had their teddy bears, excellent.  
S: No thank you

T: R\_\_\_\_?

S: I was thinking about - He left his teddy bear at the house.

T: And how did it make you feel?

S: Sad.

T: Oh, he felt sad because he left the teddy bear at the house.

S: I changed it a little bit.

T: That's OK.

S: He was walking home and his sister was right there and he talked a little bit about what he did at the sleepover.

T: It's kind of the same – do you mind if I say that a little bit louder so everybody can hear?

When N\_\_\_\_ and I talked on the rug, she was kind of having a little bit of trouble thinking, and that's Ok, it happens to all of us, so we just talked it out, and she just told me now that she kind of changed it up a little, and that's OK, she said that she decided to write about when he got home from the sleepover and he woke up and he went home and he would tell his sister how much fun he had. And what do we call that, when we take what we read and we say what we think might happen – you remember what it's called. We're making an inference. Thank you N\_\_\_\_ – that's perfect.

S: When the Dad came in the room, they was already in the bed.

T: Thank you for sharing that detail.

T: So great thinking, guys. When we're reading, it's important that we pay attention to our thinking. We could be reminded of things, we could feel things, we could think things are going to happen, we could have questions and wonder things. This helps us do what – this helps us – understand (child – the writing) – understand what we read. And it's important that we have a turn and talk, and have a chance to talk with our partners, because that's where we can kind of get our thoughts straight. You all did a great job sharing your thinking today. I look forward to reading lots more books in here and lots more thinking.