

The Lesson in Real Time

Strategy: Monitor Comprehension

Lesson: Monitor Your Thinking, Kindergarten, Irby DuBose, Teacher
Pate Elementary, Darlington, SC, November 2014

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 Approximate Real Time	Teacher and Student Actions (T = teacher, S=students)
Connect and Engage (5 minutes)	T. introduces the book by connecting it to a previous read-aloud. Procedures of turn and talk are reviewed through modeling by selected students and debriefing by the class. T. explains strategy expectations for the lesson and purpose for the strategies.
Modeling (4 minutes)	T. thinks-aloud from book cover and shows how she records her thinking and posts it on the anchor chart. S. turn and talk, T. circulates listens, identifies a student's thinking to share with the class. T. shares the student's thinking, posts it on a sticky –note, and works with children to decide where to place it on the anchor chart.
Guided Practice (33 minutes – divided into 4 segments of reading aloud, jotting thinking, turning and talking, sharing and posting of thinking)	T. introduces guided practice, passes out clipboards and pencils, and reviews types of thinking from the anchor chart. T. reads aloud first portion of the book, stops to think aloud and model drawing her thinking and posting it on the chart. S. record their own thinking on sticky notes. T. cues students to turn and talk about what they wrote/drew; S. turn and talk; T. circulates, supports. T. asks specific students if they want to share their thinking or want her to share for them. S. share and T. shares for some of them; their sticky notes are placed on the chart. This process is repeated with text portion of text. For last two text segments, after reading aloud, T. cues students to jot their thinking without modeling her own thinking first. The rest of the process is repeated.
Independent Practice (16 ½ minutes)	T. explains that students will write or draw their thinking about the book at their tables. S. turn and talk about what they plan to write or draw. T. cues students to return to tables or to stay at the rug if they need help deciding what to write/draw; students return to seats and some stay on the rug. S. at seats begin working; S. at carpet discuss their ideas with the teacher who helps them formulate ideas. S. work at seats; teacher confers.
Sharing and Closing (8 minutes)	T. gives directions to come to circle to share and S. congregate on rug. S. share around the circle. T. sums up importance of what S. did today and praises S. thinking.