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How Can I Be a Good Reader? Lessons in Understanding Books (1st-2nd grade)

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Unit: How Can I Be a Good Reader? Lessons in Understanding Books.

Grade: 1st grade/ 2nd grade

By Tara Vaughan

Understandings

Students will understand that...

- *Good readers do specific things to monitor their comprehension before they read, while they read and after they read.*
- *Reading is fun!*
- *We read for different purposes.*
- *There are specific steps good readers take to unlock meaning and comprehend a piece of text.*

Essential Questions

- How can I be a good reader?
- What can I do when I'm not understanding what I'm reading?

Knowledge & Skill

(NEISD scope & sequence; TEKS; Core; etc.)
1.4 Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: (A) confirm predictions about what will happen next in text by "reading the part that tells"; (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
1.7 (A) connect the meaning of a well-known story or fable to personal experiences
1.12 Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read

independently for a sustained period of time.

1.12 The student is expected to: (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension; (B) ask literal questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud); (D) make inferences about text and use textual evidence to support understanding; (E) retell or act out important events in stories in logical order; and (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

2.3 (A) use ideas to make and confirm predictions; (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts, and (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

2.6 (B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

2.9 (A) describe similarities and differences in the plots and settings of several works by the same author

2.11 Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

2.12 Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.

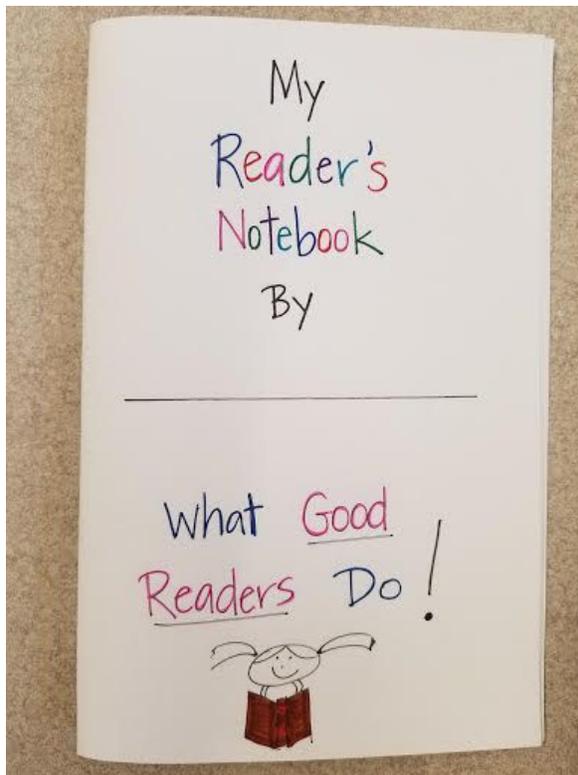
2.14 Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) establish purposes for reading selected texts based upon content to enhance comprehension; (B) ask literal questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating

	<p>questions); (D) make inferences about text using textual evidence to support understanding; (E) retell important events in stories in logical order; and (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>
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Performance Task: (What evidence will show that students understand?)

- Students will practice visualization with several picture books. They will eventually do this independently while a picture book is read aloud. They will draw 4 pictures from the story to illustrate what is going on (what is the movie in their mind?).
- Thinking stems. Students will talk about what their reading with whole class, in a group, or think-pair-share.
- Reader's Notebook: Students will make and keep a reader's notebook journal just for this special unit where we will keep mini versions of our anchor charts. (Each anchor chart you make should be put in the student's reader's notebook. They can do this two ways. If it's a fairly easy anchor chart to copy, the students can copy the anchor chart themselves into their reader's notebooks. If it's more difficult to copy, or you just prefer, you can provide students with a small version of the anchor chart that they can cut around and paste in their notebooks.) These notebooks will be a child's personal space to interact and respond to what they read with guidance and prompting (depending on what comprehension strategy you're working on). You might have them write a list of questions one day, draw a picture about something they read another day, make a chart showing their connections to the text. The possibilities are endless. Sharing component is critical. Make sure students have time to share. This space will also be enlightening for the teacher to see how the child is interacting with books and understanding what he or she is reading. Take 10 sheets of white computer paper and fold in half (staple or hole punch to secure). You can choose to draw outside cover for students or they can copy your example:



Other performance tasks--

- Students will draw and write about a text connection they're having.
- Students will draw a picture and use it to retell a story.
- Students will use sticky notes to post their thinking all over a book.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Most important daily question to ask students: **What do good readers do?** Talk about this, write about this, post about this, draw about this in your classroom
- Have students answer **What do good readers do?** for an assessment (can be done several ways) This should be done ongoing throughout this unit. Assess in a different way each time.: Idea 1. Have students write this question on a sticky note and respond on the back. Idea 2. Draw what a good reader looks like. What will a good reader be doing in your picture? Idea 3. Act out what good readers do. Idea 4. Share how you were a good reader today or last night.
- Students will retell out loud.
- Have students use puppets/finger puppets to retell a story.
- Student Rubric found at end of unit for assessing all 7 comprehension strategies. (Chart can be filled out ongoing by the teacher. Have a copy for each student and have them on a clipboard that you can walk around with while taking notes and making observations and noticing evidence of learning.) This would also be a

great form to use to conference with each student and discuss growth further.
More notes/observations could be made on chart.

- Reading Survey to be given at the beginning and the end of unit. Titled Are You a Good Reader? At bottom of unit. These will be fun to cut out and paste in their Reader's Notebooks at the end of the unit.

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Length of Unit- 7 weeks.

Overview: The teacher will model the different comprehension strategies using great literature (picture books). Fiction and Nonfiction. Take ideally a week to model and study each strategy. Read a book out loud each day.

The 7 comprehension strategies are:

- **Create mental images:** Good readers create a wide range of visual, auditory, and other sensory images as they read, and they become emotionally involved with what they read. *Visualize--like a movie playing in your head.*
- **Use background knowledge:** Good readers use their relevant prior knowledge before, during, and after reading to enhance their understanding of what they're reading. *Making Connections*
- **Ask questions:** Good readers generate questions before, during, and after reading to clarify meaning, make predictions, and focus their attention on what's important.
- **Make inferences:** Good readers use their prior knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text.
- **Determine the most important ideas or themes:** Good readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information. *Determine Important Information*
- **Synthesize Information:** Good readers track their thinking as it evolves during reading, to get the overall meaning. *Monitor Comprehension*
- **Use "fix-up" strategies:** Good readers are aware of when they understand and when they don't. If they have trouble understanding specific words, phrases, or longer passages, they use a wide range of problem-solving strategies including skipping ahead, rereading, asking questions, using a dictionary, and reading the passage aloud.

Taken from 7 Keys to Comprehension: How to Help Your Kids Read It and Get It! By Susan Zimmermann and Chryse Hutchins

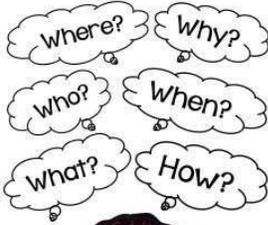
https://www.amazon.com/gp/product/0761515496/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0761515496&linkCode=as2&tag=threamam-20&linkId=VWUFLBCGDT57S5ZB

1. Make an anchor chart for each strategy on chart paper in front of students (have a pre-planned idea of what it will look like on a sticky note or in your head). Save these anchor charts to refer back to frequently and also post them up in your room. (Examples of anchor charts that you would make in front of your students are given below.)

2. Practice, practice, practice in partners, small groups or independently. Read lots of books, poems, passages, songs and discuss what you're thinking. What do good readers do? Model your thinking ALL the time. Get excited about it!! Your students will too. The more you share, the more they'll share, and they will start seeing the connections.
3. Make a special **reader's notebook**/journal with students. Let them be a part of this process. They will take ownership and find it exciting. It will be their personal place to talk and respond about what they're reading. (Example photo needed)
4. Students will receive a bookmark to go with each comprehension strategy in this practice time once they understand the comprehension strategy. The bookmark is for supporting what they've already learned. (Bookmarks can be found here <https://www.whatihavelearnedteaching.com/reading-comprehension-bookmarks-to-support-academic-language/>) Hand the bookmark out on the final day that you're studying that particular strategy. It acts as a kind of reward and symbol that now they have this tool in their reading toolkit. When starting to teach a new comprehension strategy, teacher should pull out the bookmarks already given to model what we've already learned about good readers. These bookmarks are great for going home with students as well in their books so parents can learn the comprehension strategies alongside their child. It would be very beneficial to let parents know ahead of time what you'll be studying and to expect these bookmarks with wonderful information on them.

Ask Questions

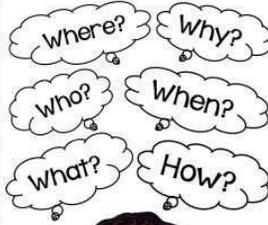
What question can you ask about what you read?



Vocabulary

Ask Questions

What question can you ask about what you read?



Vocabulary

Ask Questions

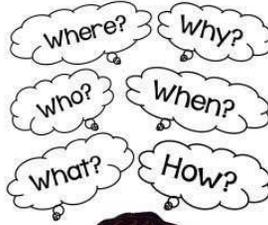
What question can you ask about what you read?



Vocabulary

Ask Questions

What question can you ask about what you read?



Vocabulary

WHAT I have LEARNED

Picture Book Suggestions for teaching Comprehension strategies (within each lesson):

Pick picture books from the list that YOU love as a teacher (your students will sense your deep love of the book), books that are available at your library, and/or books you can get your hands on easily. Or read them all!! In some cases, I have suggested you start with a specific book.

Week 1

Day 1

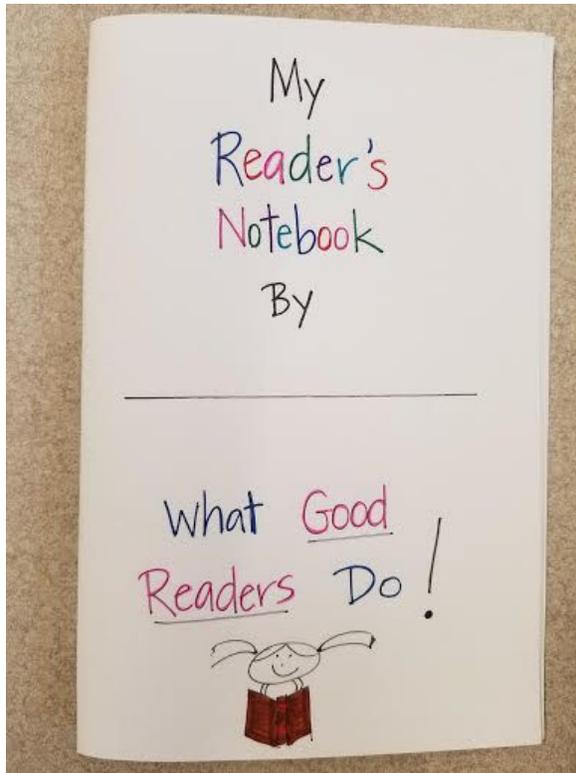
1. Hand out the survey *Are You a Good Reader?* to students (found at end of unit). Go over it with them. Turn on some soft composer music in your classroom as you allow students to mull over these questions for a bit. They can respond in words and pictures. Walk around room helping scribe for any students that might need your help. Turn off music to end the time. Ask students: would anyone like to stand up and share? This is a personal topic so a lot of students might not be comfortable, but it's always nice to allow share time. Some students might be thrilled at the idea of sharing. (Make sure to collect these from students for future use.)
2. Write and post the following questions up now as your students watch. These questions should be left up for the entire 6-7 week study.
 - **How can I be a good reader?**
 - **What can I do when I'm not understanding what I'm reading?**
3. **Whole class discussion.** "You might sometimes feel like a good reader and other times like a not so good reader. Sometimes you might really get a book and think, wow I really get this! And then there are times where you don't understand and you wonder why reading seems hard. Well, today is THE BEST day ever!!! Because it's the start of the most important thing I could ever ever teach you right now....and that is strategies to help you be a GREAT, PHENOMENAL reader. I am almost certain after we finish our study, you'll be a more confident reader!! Who is ready to get started?!"
4. "Of course, the only proper place to start is with a book. Today we're gonna read a couple of books that are about books and reading. I think you're gonna love them." Here are 3 choices to read (depending on your time you may read just 1 or all 3. If you want to read all 3 (I would!!), you might want to save one for right before lunch or at the end of the day. They don't need to be read in one sitting. Young children need breaks.)
 - I Will Not Read This Book by CeCe Meng
 - Reading Makes You Feel Good by Todd Parr

- Wild About Books by Judy Sierra

<http://www.notimeforflashcards.com/2013/08/books-about-reading.html>

Day 2

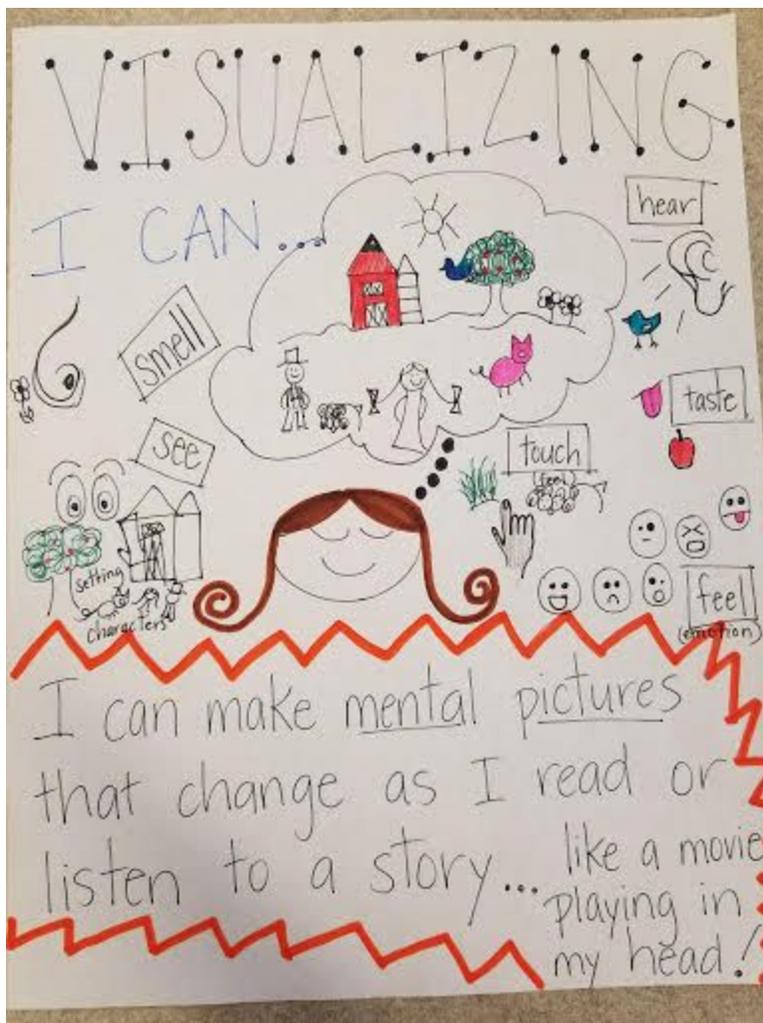
1. Ask students what we did yesterday. Get them reenergized again about our 'How to be a good reader?' Unit!! "One important thing we need to do today is make something very special. Did you know that most good readers have special books they call reader's notebooks or reader's journals. It's a super dooper special place for a reader to think about what he or she is reading...respond, draw pictures, ask questions. You see...all good readers have to think about what they read, not just read. Each of you has 10 sheets of white computer paper. Fold it in half. This is your very own Reader's Notebook."
2. Reader's Notebook: Students will make and keep a reader's notebook journal just for this special unit where we will keep mini versions of our anchor charts. (Each anchor chart you make should be put in the student's reader's notebook. They can do this two ways. If it's a fairly easy anchor chart to copy, the students can copy the anchor chart themselves into their reader's notebooks. If it's more difficult to copy, or you just prefer, you can provide students with a small version of the anchor chart that they can cut around and paste in their notebooks.) These notebooks will be a child's personal space to interact and respond to what they read with guidance and prompting (depending on what comprehension strategy you're working on). You might have them write a list of questions one day, draw a picture about something they read another day, make a chart showing their connections to the text. The possibilities are endless. Sharing component is critical. Make sure students have time to share. This space will also be enlightening for the teacher to see how the child is interacting with books and understanding what he or she is reading. Take 10 sheets of white computer paper and fold in half (staple or hole punch to secure). You can choose to draw outside cover for students or they can copy your example:



3. “Now that we are legit good readers and have our reader’s notebooks, let’s talk about our first thing good readers do. Remember our two important questions we’re studying? Point to them posted on wall. How can I be a good reader? What can I do when I’m not understanding what I’m reading? Today we’re gonna learn one of the 7 strategies of being good readers. Good readers **create mental images in their minds**. Make an anchor chart, in front of your students, on chart paper. (You’ll want to get a large chart paper tablet/stand to use throughout this unit.) “Anchor charts are a great way to keep things visible as you record strategies, processes, cues, guidelines and other content during the learning process.” Almost all students will benefit from these visual reminders. They will be especially helpful for your visual learners and ESL/ELL students.

<https://www.weareteachers.com/25-awesome-anchor-charts-for-teaching-writing/#.WUMFzGjyuUk>

“Good readers create a wide range of images in their head as they read. It’s like a movie playing in your head.”



Go over poster as you're writing and drawing it. You might want to have the scene pre-drawn. Talk about what this little girl is visualizing right now.

Important points in teaching MENTAL IMAGES:

- What movie is playing in your head right now?
- "When your reading camera shuts off, it's a warning that there might be a breakdown in comprehension." Stop right there. Back up. Reread. Figure out where the movie turned off. Find your place.

Post the **Create mental images** anchor chart in your room.

4. "Now we're gonna read this fabulous book called Puddles by Jeremy London. As I read, I am going to share with you the mental images I'm having in MY head. Please listen and watch closely." Have a clean piece of chart paper next to you. Divide the large chart into 4 sections. As you're reading, pause when you get a

vivid mental image in your head. You colors to draw it in the first square. Continue reading the book, pausing 3 more times to draw your mental image.

Day 3

1. Read In the Small, Small Pond by Denise Flemming. Ask for volunteer students to come up and draw the mental images their having as you're reading. Do one student at a time. Discuss at the end. "What do good readers do? They create mental images as they read, like a movie playing in your head of the book."
2. "I have made you a mini copy of our MENTAL IMAGES anchor chart. I think this would be neat for us to cut out and paste in our Reader's Notebook. After we paste, let's study it again and read what it says. 'I can make mental pictures that change as I read or listen to a story...like a movie playing in my head!'"
3. "Now, open up your reader's notebook again to the next clean page. Let's divide the page into 4 equal sections. You might want to use a ruler. I am going to read another wonderful book called Like a Windy Day by Frank Asch & Devin Asch." Students independently draw pictures of their mental images on their own paper in their reader's notebook.
<http://proudtobepimary.com/reading-comprehension-visualizing/>
4. Students will share in small groups what mental images they created in their minds.

For the rest of Week 1

1. Other highly visual picture books: Miss Rumphius by Barbara Cooney, Tar Beach by Faith Ringgold, The Van Gogh Cafe by Cynthia Rylant (longer), and Because of Winn Dixie by Kate DiCamillo (chapter book).
2. Poetry with wonderful mental images: Color me a Rhyme by Jane Yolen, anything by Shel Silverstein, and 20th Century Children's Poetry Treasury selected by Jack Prelutsky.
3. Continue to share wonderful literature and model the strategy of creating mental images. Return daily to the 'Mental Images' anchor chart and read the definition at the bottom. Also, say daily "**Good readers create mental images as they read...like a movie playing in their head.**"
4. Hand out the Visualizing bookmark. These are explained in great length at the beginning/overview of the unit. It acts as a kind of reward and symbol that now they have this strategy in their reading toolkit and earned it.

Week 2

Day 1

1. Have students get out their Reader's Notebooks and browse through them. "What strategy did we learn last week that good readers do regularly? Yes...they create mental images in their mind as they read...like a movie playing in their head! Wonderful. It's a new week, and that means a new strategy!! Good readers definitely create mental images in their head all the time, but do you know what else they do?? They use their background knowledge (stuff they already know...y'all know lots of things already about life, right?!?!). So good readers, like you, use this information they already know to enhance their understanding of what they're reading. **Good readers make connections!**
2. "We're gonna learn about 3 (really 4, there's a bonus one) different types or categories of connections good readers can make this week. Today we'll learn about the first. It's called a **text to self connection.**" On chart paper right next to you, start making the new anchor chart. Write the title **Making Connections** at the top, and write about text to self. Draw a wee picture. My example is of a little boy recalling a time he played basketball with a little friend. "A text to self connection is when you have a personal connection to the book you're reading. It reminds you about something you've done or experienced in your life."
3. Read one of the **text to self picture book suggestions** here:

[Alexander and the Terrible, Horrible, No Good, Very Bad Day](#) by Judith Viorst

[Ira Sleeps Over](#) by Bernard Waber

[You are Special](#) by Max Lucado

www.thisreadingmama.com

As you're reading, stop and share every time you have a text to self connection. Let the students know that they might be having text to self connections too, but this is your time to share.

Day 2

1. Ask students to remind you what we have learned good readers do. "They create mental images as they're reading, and they make text to self connections."
2. Choose another text to self picture book from the suggested list above. This time as you're reading, allow students to raise their hands and share when they have a text to self connection.
3. Have students get out their Reader's Notebooks. Read aloud another picture book (one of your choice or the last suggested one above). This

time students will independently write/draw their text to self connections as you're reading (politely pausing when you know a lot of students are trying to jot down a connection before you proceed.)

4. At the end of the book, let children enthusiastically share their connections. They'll be so excited! Again, reiterate many times in this whole class conversation, "Good readers make text to self connections."

Day 3

1. "This week we're learning about how good readers make connections with the story their reading. What is one kind of connection a good reader can make? Yes, text to self. Today we're gonna learn about a neat connection called a text to text connection. This is when the book you're reading reminds you of another book you've already read."
2. Add text to text to the anchor chart. Illustrate and add definition. See example of completed Making Connections chart below.
3. "Today we're gonna start reading several books that are all about a similar subject...the little red hen. Let's think about how we might make connections between these texts as we're reading. What's similar about them? How are the stories different?" Read two versions of the Little Red Hen to start. After reading both stories, with the students, make text to text connections. Write text to text connections out on chart paper. Make a t-chart with each title on the top. Choose two:

The Little Red Hen by Paul Galdone, The Little Red Hen Makes a Pizza by Philomen Sturges, The Little Red Pen by Janet Stevens, Manana Iguana by Ann Whitford Paul, & It's My Birthday by Helen Oxenbury

Day 4

1. Review text to self connections and text to text connections. Read anchor chart. Have students get out their Reader's Notebook. They will copy the making connections anchor chart (text to self and text to text with illustrations and definitions).
2. Read two more versions of the Little Red Hen from the list on Day 3. Now, as a class, students can make connections between all 4 books. If time allows in your day, read the last version of the little red hen. What wonderful literature you have shared with these students by reading these 5 books! They have also been exposed to a common fairy tale!

Day 5

1. As an assessment, choose one of the sets of books here to read to your students. Students will independently make text to text connections in their Reader's Notebooks.

Thank You, Mr. Falkner by Patricia Polacco & More Than Anything by Marie Bradby

or

Leon and Bob by Simon James & Jessica by Kevin Henkes

2. Allow students to share if they would like the text to text connections they made.
3. As always, find time to read the other two picture books if you can.

Week 3

Day 1

1. Review making connections. "Today we're going to learn about the last kind of connection. It's called a text to world connection. It is when the book you're reading reminds you of something in the world. Let's add this to our making connections anchor chart. Let's also add it to our anchor chart in our Reader's Notebook."
2. "We're going to do something extra special with our study of text to world. We're gonna do an author study for a few days!! That means over the next few days all the books I read will all be by the same author. We're gonna study the wonderful children's author Eve Bunting. Does anyone recognize her name or remember reading a book by her before?"
3. "Eve Bunting has several wonderful books that I think we'll be able to make amazing text to world connections with. Her books will remind us of things about our world." Have the following Eve Bunting books sitting up nicely on a table in the reading area. It would be lovely to have a table with a tablecloth or map of the world...anything worldly decorating the area.

How Many Days to America?

The Wall

Fly Away Home

A Day's Work

Dandelions

Cheyenne Again

4. Choose a title to start with today. Read the book aloud, making text to world connections as you go. Write/Illustrate these on chart paper as you think of them.

Day 2

1. Continue author study of Eve Bunting and making connections discussion. Review all of the connections and text to world. Choose two titles to read today from the Eve Bunting table. With the first one you read, ask students to make text to world connections on a sticky note if they think of one as you're reading. They will share at the end of the book. Do this same exercise again with a second Eve Bunting book from the list.
2. "We're doing an author study this week, which means we need to study the author. Let's learn about the wonderful Eve Bunting. Read a biography <http://www.readingrockets.org/books/interviews/bunting>. There are even video interviews of her. Enjoy learning about her as a class!

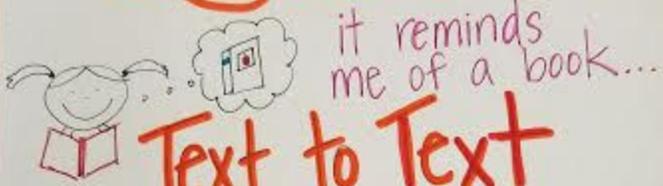
Day 3

1. Another great text-to-world picture book example is The Great Kapok Tree by Lynne Cherry. This could be used later for assessing your students after the Eve Bunting study. Have students make text to world connections in their Reader's Notebooks. Have share time.
2. You might also give time for students to write an entry in their Reader's Notebook on Eve Bunting. Post possible questions on board or chart.
 - What did you learn about Eve Bunting?
 - What stood out to you the most about her life?
 - Would you like to write children's books like her?
 - Which book of hers is your favorite that we've read so far?

For the rest of Week 3

1. Find time to read the remaining Eve Bunting books on the table.
2. Hand out their Making Connections bookmarks.
3. Provide students with Making Connections slips of paper (see sheet below this...copy two to a page so students will receive half slips). They will label what kind of connection it is, draw about it and write. Model this as a class using one of Eve Bunting books. Some students might be able to make multiple connections.
4. Encourage students to use this Making Connection slip with a book they're reading this week. On Friday, everyone will share their completed making connection slip where they've made a connection to a book of their own.

Making Connections...



it reminds
me of a book...

Text to Text



it reminds me
of a time...

Text to Self



it reminds me
of something in
the world...

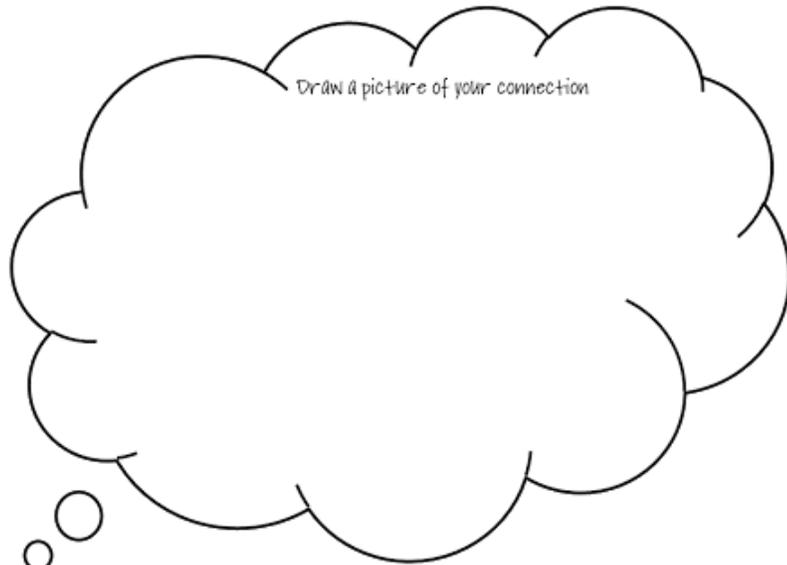
Text to World

Name: _____

Making Connections

Select which connection you made

- Text to Text
- Text to Self
- Text to World



write about your connection

From <http://teacherificfun.blogspot.com/search/label/anchor%20charts>

Week 4

Day 1

1. "Remember our two REALLY important questions we're exploring right now? **How can I be a good reader? And What can I do when I'm not understanding what I'm reading?** These are such important questions for readers and learners of all ages. Today we're gonna continue exploring how we can become even better readers!! The next key to comprehension or the next piece of the puzzle is **Good readers ask questions before, during and after reading to clarify meaning, make predictions about what is gonna happen, and focus their attention on what's important. Good readers ask questions! Lots of them.**
2. Make an anchor chart for asking questions. See my example below. Discuss what kind of questions one might ask while reading a book.

Language to Use for Asking Questions about Books:

“I wonder...”

“Why?”

“What does this mean?”

“That was a great question. Do you have any more?”

“Your question made me think of another question.”

“How come...?”

3. Read Verdi by Janell Cannon to your students. Teacher will model questioning with this first picture book. On chart paper, make 3 vertical sections and title each: Before/During/After. As you introduce Verdi, write your questions down with marker on sticky notes. Paste your sticky notes under the appropriate column. Looking at the cover of the book and title page, model questioning you would do before reading. Write the questions on sticky notes and stick under the before column. As you're reading, pause and write down any questions you think of DURING reading. Post under DURING column. And lastly, after you read, write down any remaining questions and post under the AFTER column.

4. Discuss as a class how all these questions helped our understanding of the book. “We had to think as we read. Good readers are thinking and interacting with what they're reading.”

Day 2

1. Review questioning strategy. Review anchor chart. Have students get out their Reader's Notebooks and copy the questioning strategy anchor chart or provide mini copies for them to paste in.
2. “Today we're going to read a book called Charlie Anderson by Barbara Abercrombie. As we're reading, I want you to come up with some amazing questions. I want to know what you're thinking.”
3. Start by probing students for BEFORE questions for Charlie Anderson. What are you already wondering before we even start reading? What kind of predictions might you already have?
4. Write the students before questions on chart paper.
5. Read the book and allow the students to raise their hands at the end of each page if they have a question. Write it on the chart under the word during.
6. Do the same thing at the end of the book, writing all of the end questions under the end column on your chart paper.

Day 3

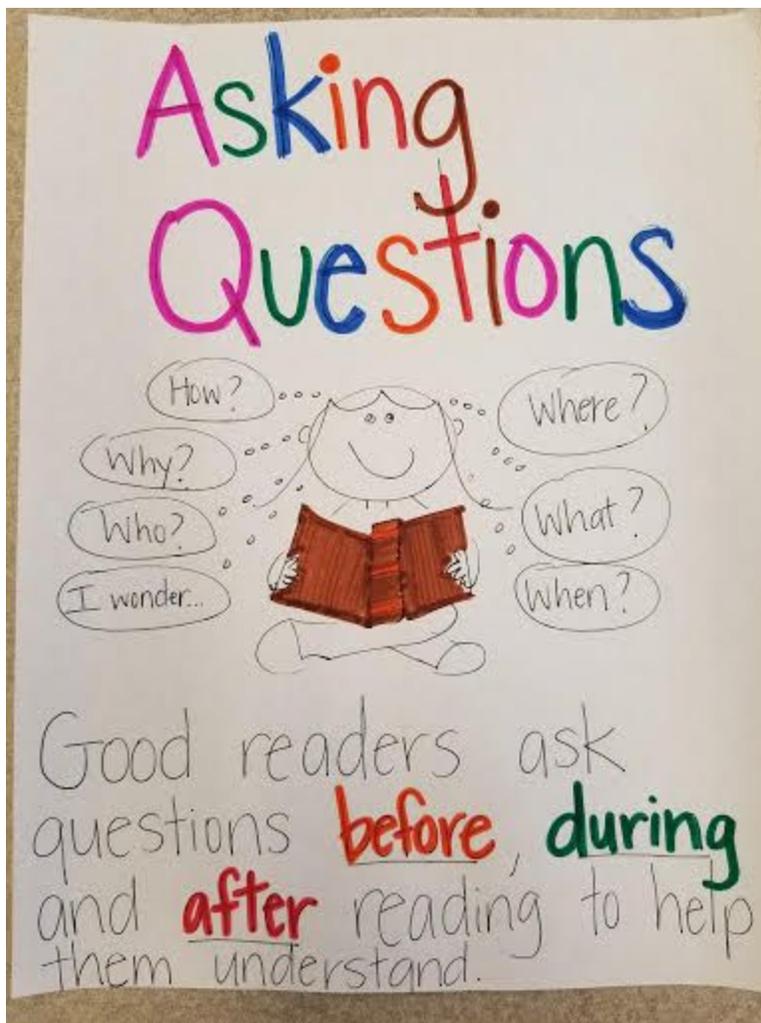
1. Choose one of the picture books below to model before/during/after questioning today.
2. Give each student a sticky note pad. If they're able, let them write or draw their questions before, during and after you read aloud.
3. Allow students to share after each segment with the class. Some students might not be able to draw or write their questions. That is ok too. Allow them to just share aloud.
4. If time allows, read another picture book below.

For the rest of Week 4

1. Continue to read the wonderful picture books listed below that should elicit great questions from your students. To keep things interesting, vary where you read to them, how you have them write down or tell you their questions and how you let them share.
2. Hand out their Questioning bookmark.
3. When they are very proficient, have them make a chart and write before/during/questions in their Reader's Notebook for a picture book that you read aloud to the class. Sylvester & the Magic Pebble by William Steig would be excellent for this exercise.
4. Review all of the strategies we've studied so far (Create mental images, Use background knowledge by making connections [text to self, text to text, and text to world], and ask questions. Talk about how good readers are doing lots of things simultaneously. And eventually, you'll be doing all these things naturally without even realizing it.

Literature that Raises Great Questions:

The Sick Day by Patricia MacLachlan, Elmer by David McKee, The Bracelet by Yoshiko Uchida, Uncle Jed's Barbershop by Margaree King Mitchell, The Place My Words Are Looking For by Paul B Janeczko (poetry), The Stranger by Chris Van Allsburg, Sylvester & The Magic Pebble by William Steig, and Who Was?...chapter book series (biographies from people in history).



Week 5

Day 1

1. "This is a fun week!!! We get to learn another FUN, exciting reading strategy. Good readers **Make Inferences**. Isn't that a fun word?! Good readers use their prior knowledge (stuff you already know) and information from what they read to make predictions, seek answers to questions, and draw conclusions that deepen your understanding of the book. So making inferences just means you're making predictions or guesses about what is going to happen in the story. This is based on what you already know and what you're reading."
2. Make an anchor chart What's an Inference? in front of your students on chart paper. See my example below.

3. Today you'll read the book Fireflies by Julie Brinckloe to your students. Model inferences you're having before you read and while you're reading. Write out your inferences on chart paper in front of students. See if they're having any unique or different inferences from you.

Day 2

1. Students will copy the inferencing anchor chart into their Reader's Notebooks.
2. Have a lot or most of the Inferencing picture books listed below checked out of the library. Have them on your reading table. Read one today that you think you're students will especially enjoy or one that you love!
3. Allow students to share their inferencing as you read. Choose a time for them to respectfully do this, for example at the end of every page.

Literature for modeling Inferencing:

Fireflies! by Julie Brinckloe, Sachiko Means Happiness by Kimiko Sakai, Floss by Kim Lewis, An Angel for Solomon Singer by Cynthia Rylant, Two Bad Ants by Chris Van Allsburg, Piggie Pie! by Margie Palatini, This is Not My Hat by Jon Klassen, Elephant & Piggie books by Mo Willems, The Little Mouse, The Red Ripe Strawberry, and the Big, Hungry Bear by Don & Audrey Wood.

Day 3

1. Choose another great picture book from the Inferencing books list. Let students know what you'll be reading today. Have students open their Reader's Notebooks.
2. On chart paper or board, write this:

What I can infer:

How I know (proof):

Students will copy this form into their Reader's Notebooks using a ruler. Or you can provide copies of this form for them to paste in their journals.

3. As you're reading today and mainly after, students will write about a big inference they had and show proof for it. This will be a great assessment for the teacher to see which students are really understanding.

For the rest of Week 5

1. Continue to read more of the Inferencing picture books you've checked out from the library or purchased. Model inferencing. Allow students to share the inferences they make.
2. Hand out the bookmark on Inferencing.
3. Review all of the strategies they have in their toolkit now. **I can be a good reader!!!!** (It would be fun to come up with a chant, dance, hand gestures, etc. saying this and the strategies.) Have them repeat after you, I can be a good reader!!!

What's an Inference?



clues
from
the
text



+
what
I
already
know
(schema)



=
Inference

Language To Use for Making Inferences:

"I predict..."

"I think that..."

"My guess is..."

"That's just what I thought..."

"Now, this is a surprise..."

"My conclusion here is..."

Week 6

Day 1

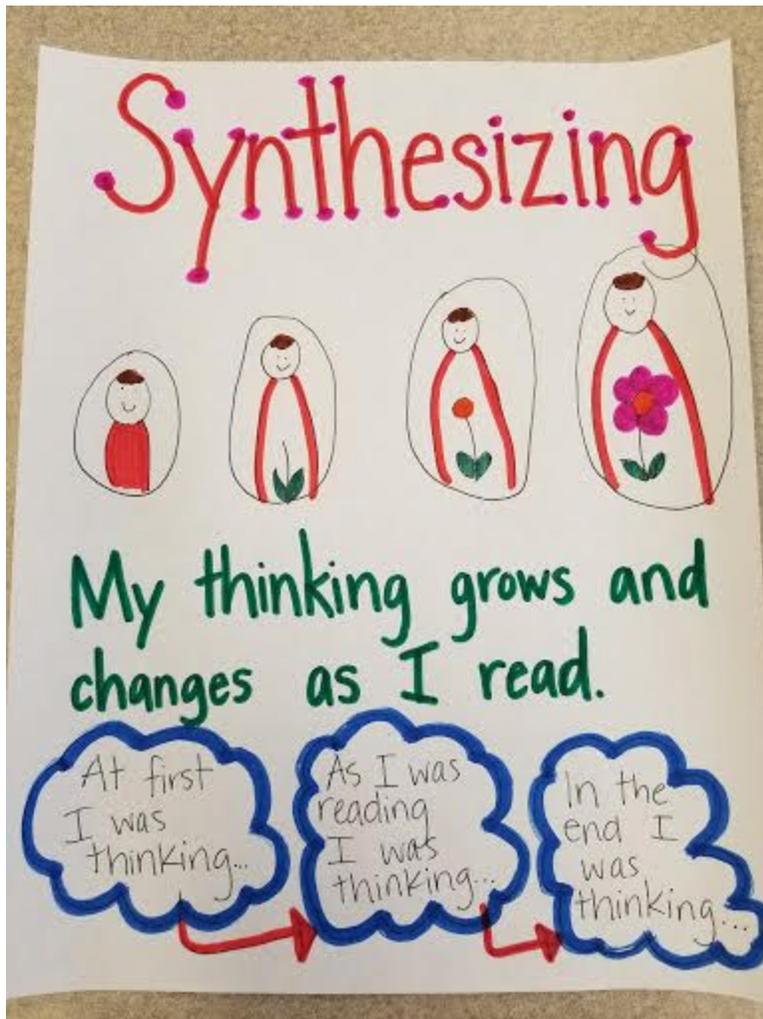
1. This week we will teach two of the strategies because they go together well. First teach **Determining Importance**. When you gather for a new week, review strategies already taught. Let students do a walk through their Reader's Notebooks to see what they've already learned.
2. "This week we're learning some more important strategies good readers need to know. The first I want to talk about is how good readers determine the most important ideas or themes as they're reading. When you read a book, there's always lots of information. Some of it is important information to really understanding the story. The rest of it is less important or unimportant. They might be interesting details, but they don't help you necessarily understand what is going on. You could live without them. It doesn't change your understanding of the story."
3. On chart paper write a t-chart with two columns titled Important Info and Unimportant Info. Read Encounter by Jane Yolen. After you read the picture book, go back with the students and write on the chart paper the important and unimportant information.

Day 2

1. Introduce the second strategy we're covering this week. **Synthesizing Information (Adding your own thinking to what's important)**
2. Make an anchor chart in front of students. See my example below. This illustration will really help students see and understand what synthesizing means. "My thinking grows and changes as I read."
3. Have students copy the anchor chart into their Reader's Notebooks. I think it's important to do this step on the front end this time, before you read a picture book and model synthesizing. Let them sit with the definition for a bit first.
4. Choose a picture book from the list below to read today. Model how you are synthesizing as you read.
 - At first I was thinking....
 - As I was reading I was thinking...
 - In the end I was thinking...

Literature for Determine Important Info/Synthesize Info:

Fireflies in the Night by Judy Hawes, Koala Lou by Mem Fox, Red Leaf, Yellow Leaf by Lois Ehlert, Monarch Butterfly, Gail Gibbons, Encounter by Jane Yolen, and Rachel's Journal by Marissa Moss.



Day 3

1. Choose a picture book from the list of Determine Important Info/Synthesizing picture books. Have two chart papers ready for you. One with a t-chart that says Important Info/ Unimportant Info and another that says Synthesizing at the top and the 3 sentence prompts with space to write for each. (At first I was thinking..., As I was reading I was thinking..., In the end I was thinking...).
2. As you're reading aloud today, ask students to generate the ideas to write in these charts. Can they come up with the important and unimportant information? Allow them to also complete the sentence stems showing how we synthesize as good readers.

Day 4

1. Read aloud another picture book. Work on both strategies we're talking about this week or choose the one that the most help is needed still and focus on that one. Students should be ready to list important info/ unimportant info in their Reader's Journals.
2. Model how to make this t chart. Students will copy it in their notebooks.
3. Read another picture book from the list. Have the students copy the 3 sentence stems for Synthesizing in their Reader's Notebooks. Pause while reading to allow for them to respond in their notebooks. Share, share, share.

For the rest of Week 6:

1. Hand out bookmarks for Determining Important Information & Synthesizing Information (two separate bookmarks). (Another great idea is to allow students to design their own bookmark for a strategy. This can be done every time, if you prefer this over purchasing the other ones. Or it can be done just some of the time or just one time.) You can model an example.
2. Finish reading all of the selected picture books and/or any other examples of literature you would like to share modeling this week's strategies.
3. Highlight different student's reader's notebooks each week....ones that have come up with great examples of the strategies you've worked on that week.

Week 7

Day 1

1. Review all the good reader strategies we've learned already. "Our toolkit is almost complete!!! Today we're going to learn about the last important tool good readers use. Good readers **Use "fix-up" strategies**. Good readers are aware of when they understand and when they don't. If they have trouble understanding specific words, phrases, or longer passages, they use a wide range of problem-solving strategies. We will go over lots of fix-up strategies good readers use. Because all readers read things they don't understand. Good readers just know how to back up and fix it before continuing on. Did you know that I have to reread things all the time?? We'll share with each other things we can do when we realize there's a break in our understanding (the movie isn't playing in our head anymore).
2. Keep an ongoing list on chart paper with the title **Our Fix-up Strategies**.

Add to it throughout the week, making sure you're hitting all the major ones.

3. "What are some fix-up strategies you think good readers use when they don't understand something their reading?" Go ahead and write on list any good fix up strategies students come up with.
4. The book choices this week for Fix-up strategies are amazing, so as always, you must read all of them to your students! Immerse them with great books. This is the first and most important key to becoming good readers anyway. Start with The Paper Bag Princess or Regina's Big Mistake (see list of books below). Another great book to start with would be Olivia Saves the Circus by Ian Falconer. When you're reading aloud today, and all of this week, think about possible times in the book when there could be a breakdown of comprehension for some students. Model your thinking out loud and which strategy could help that situation. Also, invite students to share if there's something they're not understanding. Which fix up strategy can we employ to help?

Things to teach students to do when they're not understanding:

- Reread. (out loud can also be very beneficial) A lot of the time this does the trick. (Model how as a teacher/adult you use this strategy all the time when you don't understand something or your mind wanders for a moment.)
- Read ahead to clarify something. Look at the pictures ahead of time, maps, captions, titles. All of these things will help your understanding immensely even before you begin reading the meat of the passage.
- Stop and identify what it is exactly that you're not understanding. (Is it a word? A sentence? A whole concept?)
- If it's a word...is the meaning explained later in the text? Can you use context clues to figure out the word's meaning? If this doesn't work, you need to ask someone or look up the word.
- If it's a sentence in a picture book...look at the pictures and then reread. What has happened in the story so far? Can you read ahead a bit to clarify this misunderstanding? If you're still confused, talk to someone about it.
- If it's a whole concept...go ahead and think about the story as a whole up to this point. Summarize what has already happened. This alone might "fix" the problem and be enough of a strategy. Otherwise, you might need more background knowledge. Go to a place to get that information.

- Raise new questions
- Draw inferences
- Make predictions
- Figure out unknown words
- Seek help
- Stop to think
- Connect the reading to background knowledge
- Try to get a mental image
- Inspect pictures and other text features
- Read the author's note
- Write about confusing parts
- Consciously think about the piece's message
- Define the purpose for why we're reading in the first place

Use the “fix up” strategies picture books to model all of these fix up

strategies: The Paper Bag Princess by Robert Munsch, Chrysanthemum by Kevin Henkes, The Birthday Thing by SuAnn and Kevin Kiser, Thunder Cake by Patricia Polacco, A Day's Work by Eve Bunting, and Regina's Big Mistake by Marissa Moss.

Day 2

1. Review the last good reader strategy we're focusing on this week.
2. Have students get out their Reader's Notebooks and turn to a clean page. They should write the title “Our Fix-up Strategies”. They will copy from the list we've started as a class and add to it throughout the week. Keep the list simple though, with the main fix up strategies kids this age will be able to successfully use. Don't over complicate it.
3. Choose a picture book to read from the list and model using fix up strategies as you're reading. Choose places in the story where readers could possibly get confused.

Day 3

1. Choose another picture book from this week's list to read. Have students get out their Reader's Notebooks. As you're reading today, pause after every couple of pages. Give students time to write or draw in their notebooks things that they're not understanding. Then, ask for volunteers throughout the story to volunteer to share. When a child shares something they're not understanding 100%, ask the rest of the class “ok, what could

we do here as good readers to help with our understanding??”

2. Come together as a class on the floor. This time read a picture book from the list but ask for volunteer readers. Have the student stand by you and read a paragraph or a page. The students will do all the reading this time. Model fix-up strategies as needed throughout the text. Discuss book.

For the rest of Week 7:

1. Finish reading the picture book selections or books you have found that would be great examples of how to use our fix-up strategies.
2. Make a “Fix-up” Strategies bookmark as a class. Draw it in front of them, taking their suggestions. Make copies. Students will add color. Laminate as a treat. (This would be a good point to laminate all of their bookmarks from the week.)
3. Hand out the reading survey again ‘Are you a Good Reader?’ See how they are feeling at the end of the unit now. Let them view their responses on the beginning survey. Let them compare. Hopefully they're feeling much more confident as readers!!!
4. Complete final assessment of every student. This was explained at the very beginning of the unit under Evidence. Student Rubric found at end of unit for assessing all 7 comprehension strategies. (Chart can be filled out ongoing by the teacher. Have a copy for each student and have them on a clipboard that you can walk around with while taking notes and making observations and noticing evidence of learning.) This would also be a great form to use to conference with each student and discuss growth further. More notes/observations could be made on chart. Conference with each student so they can show you their completed Reader’s Notebooks and you can write down any other observations you have on the Final Assessment Rubric chart. Offer lots of praise and come up with ideas for future learning to continue the work of becoming good readers. (Make copies of this rubric to send home with parents. It would be excellent to conference with parents at this point too and explain it and offer them additional strategies for working with their child at home. If parents could understand and know the 7 strategies good readers use and use this language at home when they’re reading with their child, they would be able to model too. How wonderful would this be!)
5. Share the following with parents:

The 7 comprehension strategies are:

- **Create mental images:** Good readers create a wide range of visual, auditory, and other sensory images as they read, and they become emotionally involved with what they read. ***Visualize--like a movie playing in your head.***
- **Use background knowledge:** Good readers use their relevant prior knowledge before, during, and after reading to enhance their understanding of what they're reading. ***Making Connections***
- **Ask questions:** Good readers generate questions before, during, and after reading to clarify meaning, make predictions, and focus their attention on what's important.
- **Make inferences:** Good readers use their prior knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text.
- **Determine the most important ideas or themes:** Good readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information. ***Determine Important Information***
- **Synthesize Information:** Good readers track their thinking as it evolves during reading, to get the overall meaning. ***Monitor Comprehension***
- **Use "fix-up" strategies:** Good readers are aware of when they understand and when they don't. If they have trouble understanding specific words, phrases, or longer passages, they use a wide range of problem-solving strategies including skipping ahead, rereading, asking questions, using a dictionary, and reading the passage aloud.

Taken from 7 Keys to Comprehension: How to Help Your Kids Read It and Get It! By Susan Zimmermann and Chryse Hutchins

https://www.amazon.com/gp/product/0761515496/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0761515496&linkCode=as2&tag=thireamam-20&linkId=VWUFLBCGDT57S5ZB

How can I be a good reader?!?!

Lessons in Understanding Books

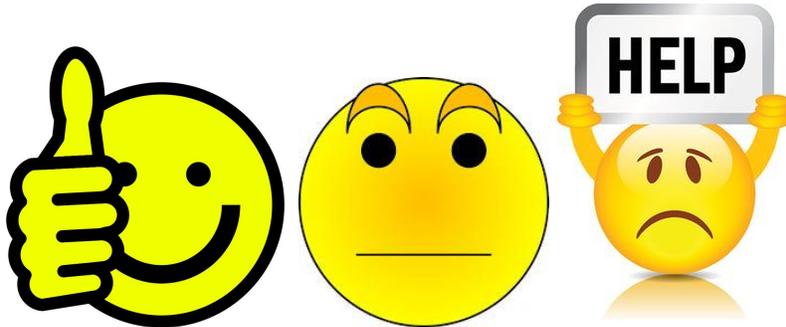
Name _____

7 Keys to Comprehension	Is the child understanding and using the specific strategy?	Evidence	Comments: Praise/Areas of Growth/ Ideas for future learning
Create mental images			
Use background knowledge			
Ask questions			
Make inferences			
Determine the most important idea or themes			
Synthesize Information			
Use "fix-up" strategies			

Name _____

Are you a good reader?

(Circle the smiley that best represents how you see yourself as a reader and understanding books.)



What makes you a good reader? Why do you have some concerns? Why do you need help?
