

Model Comprehension Strategy Lesson Plan for *I Could Not Keep Silent: The Life of Rachel Carson*

Lesson	Reflecting Thinking about the Lesson
<p>BEFORE READING <u>Activate Prior Knowledge and Teach Specific Vocabulary or Teach What a Genre Is or Teach How to Think about a Skill/Strategy</u></p>	<p>BEFORE READING <u>Background information for the teacher:</u> Main Idea - we need to explain what main idea is explicitly. Here is some background knowledge to help us. Main idea refers to determining what is important. Main idea is often confused with topic. Main idea is hard for three reasons. Most main ideas are implied by the author and are not directly stated by the author. It must be determined by using the sum of the information provided. Determining importance requires the reader to think about several pieces of information at once. Second, the author's main idea is difficult because there often is no way to be sure what an author's main idea is or whether the author has more than one main idea. Third, main idea thinking is tentative. Readers alter their thinking as they encounter new information later in the text.</p> <p><u>Authors Want Us to Understand Something:</u> Writers of expository text want us to understand something important about the topic. Writers of narrative text want us to understand something important about humanity and life.</p> <p><u>Four Secrets to Figuring Out Main Idea:</u></p> <ol style="list-style-type: none"> 1. Put themselves in author's place. 2. Examine the words and phrases (the details) for clues to what is important. 3. Ask questions about what, in their experience, the clues combined seem to say about what is valued. 4. Decide what the main idea is by saying, "if I had written this and said things this way, what would that say about what I thought was important?" <p><u>Activate Prior Knowledge and Teach Specific Vocabulary</u> This step of a comprehension lesson plan is designed to teach students general background along with certain words and their meanings. Reading requires knowledge of the world. To decide the particular background knowledge and word meaning to teach, you need to know the passage to be read and the purpose to be met. Then ask yourself, "What do my students need to know to fulfill this purpose?"</p>

Modeling the Thinking BEFORE READING

Engage Students in the Purpose for Reading:

"Yesterday we began looking at this book about Rachel Carson, and we discussed how we might use the information to help us decide what we can do to protect the natural world. Today we are going to return to this book so that I can show you a skill that will help us decide what the author wants us to get as the most important point. The skill I want to show you is called "main idea."

Determining importance is hard to do for 2 reasons. First authors seldom come right out and say what they think is important. Instead, they expect us to figure out for ourselves what they think is important. Second to figure out the main idea we must look at several clues and decide how they go together.

Let me show you how to figure out the main idea. I do this after reading when I am going back and thinking about what is most important about what I just read. The secret is to reread what the author has written, put yourself in the author's place, look for clues the author provides, and then try to think of those clues in combination to decide how they go together. Let me show you. Pay attention to what I do because when I get done I'm going to ask you to do what I did."

BEFORE READING

Engage Students in the Purpose for Reading:

What do my students need to know to fulfill this purpose for this lesson?

Teacher Modeling the Thinking DURING READING

Let's look at the title and the paragraphs. I have read this already, but good readers return to the text after reading and think about what the author wants us to understand is most important. To decide that, I first have to get "inside the author's head" or put myself in the author's place to decide what the author values or considers important. So I reread the sentences and try to decide how the author is feeling. The author here is Clare Meeker. She provides details such as "Rachel's dad refused to sell his property to a coal mining company."

"Pittsburg was called the Smoky City because of the polluted air." "Taking care of animals and trees gave

<p>them food." "Rachel learned about the important bond between humans and other living things." These are clues to what the author thinks is important. When I combine these clues with my own experience to decide what all these words have in common, all the words seem to convey that the author is trying to make taking care of nature. So now I have to combine the ideas that sounded bad before and the ideas that sounded good. I have to think to myself, "Why did the author combine these two things?" To help me do this I put myself in the author's place and say to myself, "If I was the author and I thought living things were important, how would I feel if they were harmed by polluted air and could no longer survive? I would not be happy about that. So I predict that we should not allow coalmining companies to pollute the air.</p>	
<p>Teacher Modeling the Thinking AFTER READING <u>Follow Up the Purpose for Reading:</u></p> <p>Did you see how I 'read between the lines' to find the clues, combined the clues together, and tried to put myself in the author's most important idea?</p>	<p>Quick check to make sure they are understanding their purpose for reading since it will be their turn next.</p>
<p>BEFORE READING <u>Engage Students in the Purpose for Reading:</u> Now you are going to work with a small group. You need to figure out the main idea. We must pretend that we are the author, and we must ask ourselves, "If I put in this combination of details, what would I be thinking is most important?"</p>	<p>BEFORE READING <u>Engage Students in the Purpose for Reading:</u> What do my students need to know to fulfill this purpose for this lesson? Guidelines relative to setting purposes were presented here:</p> <ol style="list-style-type: none"> 1. Establish one clearly stated purpose for reading. 2. Regularly establish a purpose that focuses on implied information that is obtained only from reading an entire selection. 3. Model and directly teach the students how to read for the stated purpose. <p>Deciding What's Important What is our purpose? Given our purpose, what is important to us in this section? What does the author think is important for us to understand here? How do you know? What is this section about, mainly? How does thinking about our purpose help us decide what's important?</p>

DURING READING for Students

Use a Reading Format That Supports Your Struggling Readers and Makes Guided Reading Multilevel:

Historically, guided reading was instruction provided by the teacher to help children improve their oral reading fluency and silent reading comprehension as they read different kinds of text. Guided reading occurs when a teacher guides some students - whole group, small group, or individual - through an activity designed to help them apply their word identification and or comprehension strategies.

Reading level is not a static entity like height. Interest, prior knowledge, type and amount of instruction, type of support, and rereading all matter to what children can successfully read. Now, there are limits to how readable you can make a particular text for a particular child - regardless of these other variables. When considering whether or not something a child is reading during guided reading is on that child's reading level, we can't just look at the reading level of the child and the reading level of the text. We must consider factors within the child such as interest prior knowledge as well as the type and amount of instruction and support we can provide.

The reading format includes all the specifics of how the students will read the selection during a particular comprehension strategy lesson. While no format can meet the needs of everyone during a single lesson in a typical class or reading group, using a variety of reading formats and a variety of reading materials at different levels over time can help everyone benefit from your comprehension lessons.

Groupings while students read:

- Teacher-guided whole group
- Teacher-guided small group
- Peer-guided small group
- Partnerships
- Independent
- A mixture
- Oral reading; silent reading (reading to yourself); or silent followed by oral

SEE page 140 Guided Reading the Four Blocks Way. Which formats fall into which of the above categories?

AFTER READING for Students

So you worked on figuring out the main idea. I don't just want to know the main idea but how did you figure out the main idea? What were the conversations your group had to figure out the main idea for your pages?

You need to figure out the main idea. We must pretend that we are the author, and we must ask ourselves, "If I put in this combination of details, what would I be thinking is most important?"

Follow Up the Purpose for Reading

This step of a comprehension strategy lesson exists for one simple reason - the before-reading step that engages students in the purpose for reading would have no value without it. The before-reading and after-reading activity teaches comprehension because it changes the way students read and think.

When the teacher engages students in a purpose for reading before they read that helps them apply a particular comprehension strategy while they read, they will be able to show after reading that their thinking and reading were improved. As long as we follow up the purpose for reading after the students read, engaging students in the purpose for reading before they read will influence how they read and think.

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