Project 3. Comprehension Lesson

Teacher:____Kline_____   Student   Lily
Grade Level __6___   Reading Grade Level ___5____

   Pretest: Report Comprehension Assessment Results:
Strengths: Lily understands what part of the paragraph is important and can identify the main ideas in three
   out of the eight and paraphrase them.
Weaknesses: Lily often writes in the authors words and not in her own.
Results: On the pretest, Lily correctly paraphrased 3/8 paragraphs in the expository text.

Objectives (Qualitative/strategy use; Quantitative measure of comprehension):
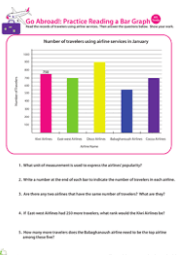   1. Short-Term: Lesson Objective .Given…. (materials/task)…. student will … (behavior) with ….. by …. (today's date)
       When given a 5th grade level text. Lily will paraphrase main ideas of each paragraph by 11/7/19.

   2. Long-Term Goal:

       Given a 5th grade level text, Lily will write a summary on an article using notes from the text by 1/20/20.


Material Preparation for the Lesson:	

1. Comprehension Strategies
 	
 DECIDE WHAT TO TEACH
 (Mark strategies)
 Clickable Boxes
	WHAT: Strategies - including 1 or more of the following: (should be relevant, appropriate, and developmental based on student, passage and curriculum)
	
	 ☐ **Stop-Think Paraphrase.** "What just happened?" "What's going on?' "What did we learn?"
	 ☐ **Story Mapping / Graphic Organizer:** What story parts did we find? What can we add to our map?
	 ☐ **Strategies (Single or Multiple):**
	  ☐ Make Connections
	  ☐ Ask Questions
	  ☐ Predict
	  ☐ Summarize
	  ☐ Visualize
	  ☐ Infer
	  ☐ Main Ideas
	  ☐ Mark-up the Text/Annotation (Close reading)
	  ☐ Monitor Comprehension ☐ Clarify
	 uctures: ☐ Compare-Contrast ☐ Problem/Solution ☐ Cause-Effect ☐
	         Sequence ☐ Argumentation
	         ☐ Literary Craft

2. Materials	List Materials in your lesson (Appendix) Cue-card, poster, Amazing Amazon, The Peanut Man (2), sticky notes

> **INTRODUCING COMPREHENSION STRATEGIES**
> **AND ACTIVATING BACKGROUND** KNOWL.

Share pretest performance & Baseline 	# Review Baseline Performance "Yesterday I asked you to paraphrase each paragraph in a story. Here is what we know about your performance. You correctly paraphrased three out of eight paragraphs. You were able to take what the text was saying and put it in you own words in three out of the eight paragraphs. In these paragraphs, you wrote down an idea the author had, but w need to think about how to put the author's idea down in our own words.
Set Goal & **Purpose**	**Communicate New Lesson Goal/State Objective** **Establish the goal and purpose/Graph:** What do you think you will be able to do at the end of the lesson: Paraphrase 6/8 paragraphs correctly. (Lily's goal). ☐ Record goal (record chart / graph / lesson notebook) ☐ Involve student in setting goal for end of lesson (How many do you think you ….). ☐ Records student star/goal on graph ☐ Sets Objective and criterion goal by _____ lesson end. By ___ date: 90% accuracy. > 30 wcpm. ☐ ✔ Objective is written in the proper format on lesson plan (**Lesson Plan: 2 points)**

LESSON ELEMENT/Introduction of the Comprehension Strategy and Activating Background Knowledge:	
Step 1 Name the strategy	**Name Strategy**. Ex: "Today, we are learning a strategy called p-think-paraphrase."
Step 2 **Give real-world examples & Develop Bkgd Knowledge**	[3]**Activate Background Knowledge: Give *real-world example*:** *When I read a book or an article, I need to stop-think-and paraphrase. If I don't, I sometimes realize that I don't understand what I've read, and then I forget the main ideas of my book or article.* **I (we) use a strategy called stop-think-paraphrase. This is important because it helps me focus on what is important and remember those important moments in the story or article.**

Step 3
Define the strategy, Tell what, how, when & why
	[3]**RELATE TO GOOD READERS**
	
	☐ This is what good readers do they read a paragraph or page and stop. They
	think back to what they have read. What was the main idea? What was
	the article or story trying to say? They paraphrase the information to connect
	together later.
	
	RELATE TO STUDENT READING BEHAVIOR: GIVE BENEFIT STATEMENT
	   Ex: "Likewise whenever we are reading and we can use the strategy stop-think-paraphrase. It helps me understand better because I can remember what is important and make sense of what is happening in the text."
	ell ☐ What, ☐ How, ☐ When, ☐ Why.
	   [WHAT] So the strategy we are learning is stop-think-paraphrase.
	   <u>**How**</u> **we do it is we read a section of the text and stop. We think about what we've just read. What was important? What is the text trying to communicate? Then, we paraphrase what was important to better understand the text.**
	   <u>**When**</u> **we can use it is whenever we are reading any type of text.**
	   <u>**Why**</u> **it is important is it helps to understand the main ideas in the text and connect sections of the text later.**

Step 4 Show **Visual Scaffold:** Poster/organizer bookmark with [1]definition [(back)] [2]Self-Talk Stems [3]strategy steps [4]student copy	<u>**Present/Review cuecard**</u> (poster with picture, language, steps, self-talk, etc.) Explain and review the entire poster. Be sure that the poster provides a **definition**, **strategy steps,** and models **self-talk** with inner language prompts for steps. Give copy to student Explain/Describe (put on class poster/student cuecard. <u>Review all following</u> with student): ☐ **Picture/Image** (bookmark/poster) is…: a stop sign to tell us to stop, a thinking student to remind us to think, and a talking bubble to paraphrase information. ☐ **Strategy definition** is (put on poster) is: Stop reading: cover the text with your hand. Think about what you read. Paraphrase. Put It in your own words.
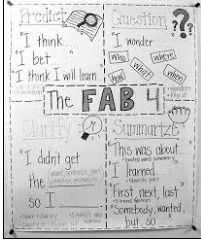
	☐ **Steps in the strategy** are (Review 1ˢᵗ, 2ⁿᵈ, 3ʳᵈ…) See avoce ☐ **When we use the strategy**, **we say to ourselves** Click or tap here to enter text. "I'm going to stop here…" "I think back to what I've read" "What just happened is…" "What it is saying is…" "The main point it…" We can use the strategy anytime we are reading a text. It is always important! ☐ **Provide cuecard to each student**. What/How/When/Why for strategy (& bookmark): (same as the poster)
Step 5 **Model the strategy** through think-aloud. Use post-it notes and/or annotate the text/organizer to record your thoughts. 	**Model the strategy (ies)**: Plan 3 places in your text to model the strategy using a think-aloud. Write these on sticky notes and place in the book. Model the strategy 3X times while you think-aloud about the text, your thoughts, and actions. Include an example of your think-aloud and modeling script for those places. Keep it interactive to some degree. [script this section: Include your marked-up text or post-its in Appendix. Consult the Select/Reflect/Check section for ideas] **When I read the first page of Amazing Amazon, I stopped at the end of the first page. I used the strategy Stop-Think-Paraphrase because I'm a good reader and good readers use strategies to understand the text. Stop-Think-Paraphrase helps me to understand and remember the main idea of what I've just read. First, I stopped at the end of the page. I'm going to cover the page with my hand. Now, I need to think about what I've just read (think aloud). Now, I'm going to paraphrase everything I learned. I just learned…. I'm going to write that down on this sticky note and put it right on my page.** ☐First page: When I read the first page, I stopped at the end of the page. I thought about the text. It talked about jaguars

leaping from tree to tree, tiny frogs, and a lot of animals in the rainforest. The text also described the rainforest as hot and sweaty a few different ways. I'm going to paraphrase what the text is mostly about. The main point is there are many different animals in the hot, steamy rainforest. I'm going to write down my paraphrasing on a sticky note and put it on page one.

☐Second Page: When I read the second page, I stopped again at the end of the page. I thought about the text. It contained data about the amount of rain in the rainforest, and had a map to show how close they were to the equator. It also talked about how hot and humid the rainforest is. I also learned that the tick parts of rainforests are jungles. I'm going to paraphrase what the text is mostly about. The main point is the rainforest receives a lot of rain, is humid, hot, and near the equator. The thickest parts of a rainforest are called jungles. I'm going to write down my paraphrasing on a sticky note and put it on page two.

☐Third Page: When I read the third page, I stopped again at the end of the page. Do you notice that I am frequently stopping to use the strategy stop-think-paraphrase? This is what a good reader does. I need to do this for every text even as an adult. I'll think about the text. I learned about a specific rainforest, The Amazon. It talked about being in South America and how it is the largest tropical rainforest in the word. It also talked about the Amazon river and what animals are in the Amazon. I'm going to paraphrase what the text is mostly about. The main point is the Amazon Rainforest is the largest tropical rainforest and has a large ecosystem.

My prediction: I think the rest of the book will be about the Amazon because of the last paragraph and the title.

Record/use manipulatives, mark-up text, anchor chart, post-it notes, annotate text [T-Make thinking visible]
m going to use my cuecard to remind me to stop-think-paraphrase.
n also going to write down my thoughts as I read, like we've been doing in reading, writing, and social studies class.

5B. Model Self-Regulation Self-Talk & Process in Think-Aloud	**Be sure to Model Self-Talk & Self-Regulation** [Script or give examples of what you will say]
	☐ **Model how to self-instruct, self-monitor, self-evaluate, fix-it, self-reinforce**
	☐ **Self-Instruct.** I can do this if follow my strategy, So I look at the cuecard. First, I will stop reading and cover the text. Second, I will think about all the new things I learned in the text. Third, I will paraphrase that information. Lastly, I'll jot my paraphrase down on a sticky note and put it in my text.
	☐ **Self-Monitor:** *Does it make sense? How am I doing? Did I follow all the steps?*
	☐ **Fix-It Strategy:** *If I get stuck, I can stop and think about what would make sense in this sentence?*
	☐ **Self-Reinforce:** *I'm doing great because I'm practicing my new skill by stopping, thinking, and paraphrasing. I'm understanding what I've read!*
	Click or tap here to enter text.

---

5 & 5B. SELECT/REFLECT/CHECK TALK GOALS: SELF-TALK USED DURING MODELING IN LESSON

Note. Borrow and use any of these statements in your scripted lesson above. Check those that you used during your lesson.

- ☐ When I read, I thought ___ because ____ .   (text location/strategy/evidence)
- ☐ I am saying to myself … The voice in my head is saying … **(self-talk & self-regulation)**
  - ☐ When I read this text clue… it made me think … so I …
- ☐ Why I made this ____ (prediction/connection/question) is because ____ (evidence from text)
- ☐ **How I performed the strategy is … First, I … Second, I …Third** (models how to do strategy)
- ☐ By doing this, it helps me to understand the text because   (value of strategy)
- ☐ I check myself by … I didn't understand, so I … If I get stuck, I can …**(self-regulation/fix-up)**
- ☐ I'm going to make a note/action (record on post-it, organizer, text, chart, etc.) I annotated the text with my thoughts as a reader.
- ☐ Review strategy talk, process [**Do you see how I talk to myself/How I performed the strategy is …**
- ☐ This doesn't make sense. I don't understand … [self-monitoring]…. So I will [fix-it action]
- ☐ Model Self-reinforce, self-instruct, self-monitoring talk   (If I get stuck… I can check …Great! I use strategy
- ☐ Self-Instruct ☐ Self-monitor (How am I doing? Did I follow the steps) ☐ Fix-It (I can check/fix it by…) ☐ Self-Reinforce

---

Step 6. **Provide Guided Practice:** **Support Strategy (We-Do)**	**Guided Practice with Feedback (Do it with Me)** Plan 3 places in your story/read-aloud where students will apply the strategy with the teacher using a read-aloud and think-aloud technique. Give students a language frame or cuecard that they can use. **Suggested language framework: When I read … I thought … because …** Mark 3 stopping places in advance. Prompt students to employ the language frame and strategy as they stop & think-aloud 3 times. Consult the **Select/ Reflect/Check Goals** for ideas and follow-up prompts. So ask Ss to *Stop. 1. Stop and Jot. 2. Turn and talk [talk to text*

Stud Talk with Reporting & Feedback	*& talk to peer]. 3. Share with peer. 4. Pairs Share with Group. 5. Record their ideas/thoughts/ strategies on text/anchor chart/digital display. Ask for evidence & ask follow-up prompts. [Include pages from books. Include post-its or annotations, etc.]* Stop and think. Use your bookmark:Think/Note/Say [Script plan for student guided practice below]. ☐ Pg. 4. When I read page four I used my strategy, Stop-Think-Paraphrase to understand what I just read. They author wrote all these facts about the Amazon River. What do you think they were trying to show with these facts? How can I paraphrase what this section was about? What was the main idea? ☐ Pg. 5. When I read page five I used my strategy, Stop-Think-Paraphrase again. I will always use this strategy whenever I read a text. Especially an informational text like this. On this page, I need to Stop-Think-Paraphrase after each picture. The pictures aren't showing me the same information so I need to S-T-P after each one. What do you think about this first picture? What information is the author giving us? What is the first chapter of this text mostly about? ☐ Pg. 6. I really needed to use S-T-P on this page. There is so much information, and I need to think about it and paraphrase so that I fully understand. What did you learn on page six? Where did you use the strategy S-T-P? 1. ☐ Record student ideas & strategies (on digital project/anchor chart, etc.]. 2. ☐ Review the steps in the strategy. Stop- cover the text with your hand Think- think about what we have just read/learned. Paraphase- put it in your own words. Jot- write it down on a sticky note. 3. 4. ☐ Review What/How/When/Why. This helps me (us) to understand the text because …

#6. SELECT/REFLECT/CHECK GOALS: WHAT FOLLOW-UP PROMPTS/QUESTIONS DID YOU USE?
☐ Why do you think that? What text clues (evidence) made you think that? How do you know?

☐ Where do you see that?   ☐ Why do you think that?

☐ What are you saying to yourself? What are you marking? What are you recording? Why?

☐ Does it make sense? What can you do now? What can you do next? How do you know?

☐ Explain to me how/when/why… [Ask students to teach/explain/show on document camera, etc.]

Students asked to …

☐ Think-aloud and use self-talk (use cuecard) as they perform strategy.   [What are you thinking?]

☐ Identify places in text where they used strategy (& explain why)   [Where did you think that…]

☐ Explain their thinking & justify (I used… (strategy)… **because** …)   [Why ?]

☐ Name steps in strategy … 1st … 2nd … 3rd ..or ☐ How I performed strategy was…

☐ Perform strategy & explain/justify thinking with evidence 2-3 times

☐ T/**S Record thinking on post-its/anchor chart/document camera, text,** etc.

☐ **Share (report out) their thinking, notes, & ideas with partner & the group / class**

☐ **Share their self-talk statements** (fix-it routines, self-monitoring, etc.)

Step 7. **Provide Collaborative Practice (We-Do with Partners)**	**Collaborative Practice with partners/small groups.**
	Identify 3 places in your core program story/read-aloud where students will apply the strategy with a partner or small group. Provide post-it notes, strategy cuecard, and partner-reading scaffolds. 1) Ask students to work together to apply strategy and share their strategies and ideas. 2) Have students record post it notes or the text (student choice). 3) **Provide a language frame for talking together** and discuss how students should work together: [EX: When I read___, I thought ___ because …. Why I think so…]. 4) Debrief group: Ask them to report out to the class as 5) student/teacher records strategy/summarizes on an anchor chart/document camera. 6) Discuss: (1) how the strategy helped; (2) how they performed the strategy (3) what they learned. **Write your plan/directions/language frame for this step and procedures for reporting out to group here:** This section of the lesson will have to be on the second day. I am currently only giving this lesson to Lily, and she is practicing with me one-on-one. On Day 2, we will do a small group review of S-T-P and begin the second half of the lesson (starting at step 7 and continuing through the rest of this plan). Directions/Plan/script what Ss will say/do on each page; and your instructions to the partners/group below. Now the text is an article about how migration has affected the population of Qatar. ☐ When I read the first section on Population Size, I need to S-T-P. What is the writer trying to say about Qatar's population? ☐ When I read the Baby Boomers paragraph, I stopped and thought that the population can not be expanding so quickly

	because of an increase in the amount of children families are having I thought that because the text says the fertility rate is decreasing. How can I paraphrase what this paragraph is saying in my own words? ☐ When I read the Migration paragraph, I thought about what we discussed last week about migration. How can I connect what I learned last week to what I just read in order to better understand what I've read? What is the author saying in this paragraph?

#7 REFLECT/MARK/CHECK GOALS: TALK & ACTIONS THAT YOU USED DURING COLLABORATIVE

READING

    ☐ Students report out and explain strategy/steps/process (How I performed strategy was….)
☐ Think aloud and use self-talk (cuecard) as they perform strategy with others
☐ Identify places in text where they used strategy (and explain why to partner)
☐ Explain their thinking & justify strategy w/evidence from the text or personal experience
☐ Name the steps in strategy … 1st … 2nd … or ☐ How I performed the strategy was…
☐ Give reason/evidence for strategy … (I used …(strategy)... because …) cuecard
☐ Perform strategy 2-3 times with partners
☐ Record/share thinking using post-its/anchor chart/document camera (think-aloud great here
☐ Share their thinking and strategy with partner, group & class
☐ Partner Cuecard should be provided to support collaboration, cooperation, & academic talk

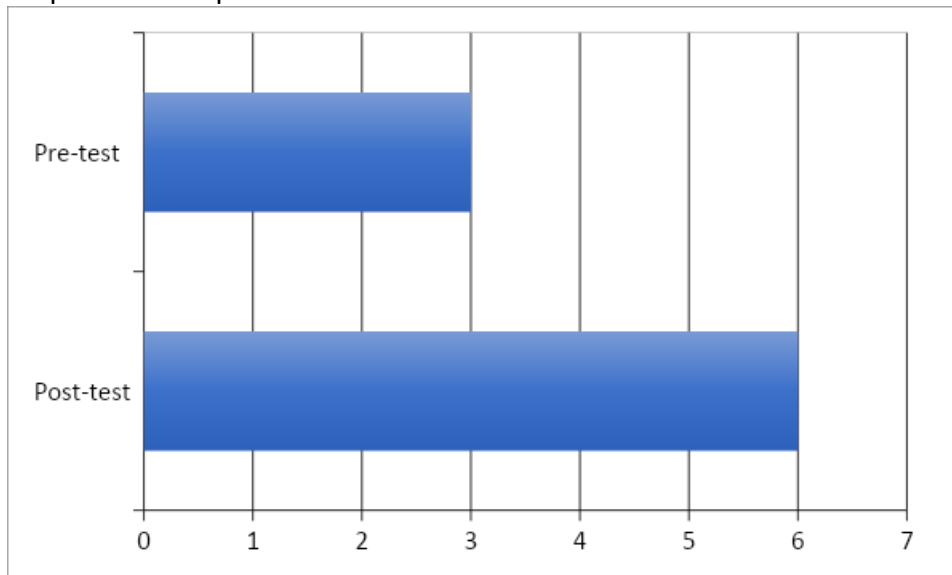| **Step 8.** **Independent Practice (You-Do)** **with Self-Evaluation**	**Independent Practice** How will you provide opportunities for students to use the strategy during independent reading? how will you promote transfer? Be sure to plan how you will monitor the student's performance related to independent performance. How will you debrief students and they report-out to the class. Write plan here. **Discuss plan for independent practice** even if you don't have this step in your lesson. Discuss plan/talk for strategy transfer and generalization All students will finish the Qatar Migration article using S-T-P before they take their notes. We will start using this strategy more frequently when reading texts together as a group in social studies. ☐ Self-evaluation rubric provided (strategy steps; story elements)

	<mark>☐ Plan for performance Review and Feedback on lesson plan (Discuss transfer)</mark> <mark>☐ Review what, how, when, why</mark>
Self-Regulation in the Lesson	<u>**Self-regulation in the lesson.**</u> Did you plan opportunities for students to develop & exercise metacognitive and self-regulated strategy performance in the lesson, including any or some of the following scaffolds and tools: (check those that you adopted in your lesson & try to include in lesson) <mark>√Self-regulation Supports (☐ cuecards with self-talk, ☐ checking off strategy steps)</mark> <mark>Monitoring progress/steps in reading/writing, etc.</mark> √Rubric used for Self-Evaluation: Did I/group find (√ story elements); Did I/group use …. (√ strategy steps) <mark>√Goal Setting (☐ beginning or ☐ end of lesson)</mark> √Self-Graphing (Story Elements; Number of post-its/strategies) Students asked to self-evaluate performance or product √Use Text Structure, or Graphic Organizer to monitor, measure or self-evaluate comprehension
Step 9. **Summarize the strategy and review: Memorize Strategy Steps**	<u>**Closure & Review.**</u> Review strategy steps and provide strategy memorization and rehearsal. Ask Students: **what, how, when, and why**. Can student name the strategy? strategy steps? Self-talk? Student self-evaluates comprehension & performance. Instruct students to transfer/generalize (record plans). In this step, be sure to: ☐ Instruct students to transfer & generalize (When). We are going to continue to practice this explicitly for a few weeks. Then, we are going to continue to use S-T-P whenever we read, but we will either annotate, continue to use post-it's, or write our thoughts down on a separate sheet. All good readers use this strategy whenever they read! Different people prefer to record their ideas in different ways. Find what works for you and practice that skill. Let's practice S-T-P until it becomes second nature. ☐ Fade over self-instruction to covert (do it in your head) ☐ Review strategy steps, graphic organizer, etc., and provide strategy memorization and rehearsal. Review what, how, when, and why. Click or tap here to enter text.
Step 10. **Progress Monitoring.** Collect comprehension data.	**Posttest/Progress Monitor** How will you measure your student's comprehension performance and progress? (Mark & explain). What did you do? How will you share the results? <mark>☐</mark> Administer post-test ☐ Retelling ☐ Questions ☐Written Response ☐ Maze ☐ TttT <mark>☐</mark> Graph the data (rocket) (self-graphing & self-evaluating comprehension)

	☐ Graphic Organizer [recall/retell] Strategy self-evaluation (Self-evaluate/check off steps in strategy; parts of graphic organizer) Pretest Results: Lily paraphrased 3/8 paragraphs correctly. Posttest Results: Lily paraphrased 6/8 paragraphs correctly. Long-term progress monitoring (How to measure progress at end of quarter, year, etc. Specify): I would use her weekly notes to progress monitor long term. Short-term lesson progress monitoring: Continue to use articles as probes, but use articles we are reading for social studies or science.
Step 11. Error Correction	**Error Correction.** What Prompts and Follow-up Did you Employ in your lesson? (Mark) ☐ Does it make sense? [If not] Reread it and think what strategy makes sense. ☐ What can you try? ☐ What else can you do? ☐ What are you thinking now? How can you do that? ☐ Did you find all the _____ or follow all the _____ steps? ☐ Check yourself. Reread it. Does it make sense now? ☐ Provides feedback on comprehension strategy, self-regulation, or scoring ☐ After Error: Model-Lead-Test. My turn. Watch me do _____. Your turn. ☐ Others: (Refer to strategy poster; language stems, etc. – explain)
Step 12. Uses Evidence-Based Practices & Talk moves	**Evidence-based Practices in the lesson.** Did you? (Self-Check. Click those that apply) ☐ Use **think-alouds** (Teacher and student) ☐ **Provide Guided Practice and Rehearsal** (guided practice) ☐ **Use Visual Aids and Mnemonics** (Comprehension Poster, Anchor chart, cuecards, etc.) ☐ **Recording Tools** or ☐ (whiteboard, anchor chart, post-its, annotations, graphic organizer,.) ☐ **Allow Discussion** or create student-to-student dialogues ☐ **Offer Error Correction and Feedback** ☐ Promote **transfer** of comprehension skills to other books and contexts ☐ Represent & teach **text structures** (story map or graphic organizer) ☐ Collect **comprehension data** (retelling, tracking form, multiple choice, Maze)

	☐ **Use** Effective **teacher prompting**: Prompts used to extend thinking and metacognition ☐ <mark>Offer **self-regulation supports & rubrics** (self-talk, goal setting, graphic organizer, strategy steps)</mark> ☐ **Promote self-evaluation of comprehension; self-regulation; self-graphing** ☐ Reteach missed elements and skills during/end of lesson ☐ Promote high dialogic activity and student talk using discussion protocols

Stop-Think-Paraphrase: The Peanut Man Assessment

Key:
Series1: Number of Paragraphs Correctly Paraphrased

<u>Reflection</u>

The day before the lesson, Lily was given a short article, "The Peanut Man". The article is a fifth grade level expository text. Lily was asked to use a sticky note for each paragraph and write the main idea of the paragraph. Lily correctly paraphrased 3/8 paragraphs in the pre-test. After the lesson, Lily was given the same article and task. Lily was able to paraphrase 6/8 paragraphs. Her goal was to paraphrase 6 paragraphs correctly, so she was able to meet her goal. The data does support the conclusion that my student learned the skill partially, but needs more instruction and practice on the skill.

The assessments that I used were not effective in evaluating comprehension. I can assume that my student comprehended the text better on the post test, but I focused more on assessing her ability to use the new skill. Next time, I would add comprehension questions to the article and use them to judge if my student comprehended the text better when using the strategy.

I learned from my student that she doesn't stop to think about the text when she reads. She reported that to me during the lesson and I've noticed that on her texts she doesn't use Talking-to-Text strategies to annotate very often. I also learned that she perseveres in reading interventions. This lesson took much longer than I had anticipated. I gave her the opportunity to continue on with me or I could assess another student and she chose to persevere through the lesson.

I think this lesson was a good start but needs work before I would teach it again. As I was reflecting on this lesson, I realized that I need to be more explicit about the difference between paraphrasing and main idea. I used the ideas interchangeably because I was really trying to get at main idea. However, if I were to teach this lesson again, I would focus first on paraphrasing and then on main idea in a separate lesson. I also think the strategy needs more than one opportunity to practice and will be continuing on in my reading intervention class.

I think that the repetition of me explaining the strategy annoyed my student but was essential to her learning the steps of the strategy. She was able to explaining each step throughout the process. I also think the bookmark was important for her to continue to reference back to. Even today in social studies, she asked for another copy to keep with her folder. I saw her pull it out when reading about Qatar and use sticky notes (though she won't cover the text with her hand, she has informed me that she is too old for that). The only part that I thought didn't work was my pacing. It took such a long time to get through the first part of the lesson that I had to wait another day to finish the lesson and it wasn't as effective as it could have been.

In this lesson, I was focusing on trying to think aloud for my student and show her what I was thinking when I use this strategy. I could not stress enough that this skill is essential for a good reader. I showed her in every step what I was thinking, and we wrote down her thoughts as well. I think that this was moderately successful. I have used this strategy consistently in my classroom so I was expecting this portion to be very easy for her and I think that it was a little bit trickier than I thought. Moving forward, I want to keep a close eye on her when we do this strategy in class. This is also how I tried to promote self-regulation and inner thinking. I also had her graph her results and goals on a graph. I think that I can further promote fix-it strategies by creating a checklist for her to see if she is going through all the steps as she reads.
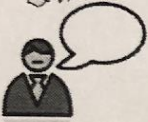
This lesson was certainly a starter lesson, but I think that it was a successful one. There is a lot of things I would do differently next time, but for a first try I was excited that my student was able to make gains in her post test.

Appendix

S ~ T ~ P
<u>Stop ~ Think ~ Paraphrase</u>

S: **STOP** **Stop** Reading: Cover the text with your hand.
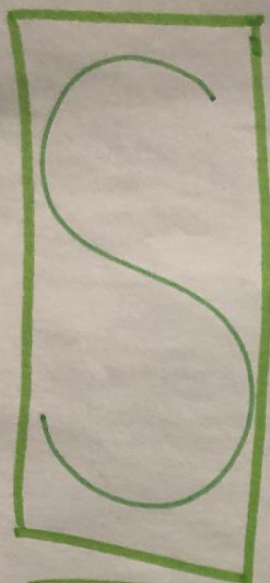
T: **?** **Think** about what you read.

P: **Paraphrase.** Put it in your own words.

- What just happened is ...
- What it is saying is ...
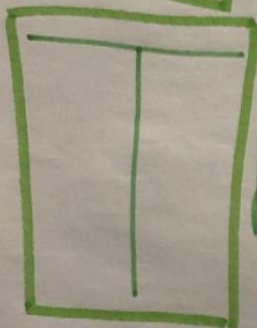- What's going (WGO) in ...
- I jut learned ...
- The main point is ...
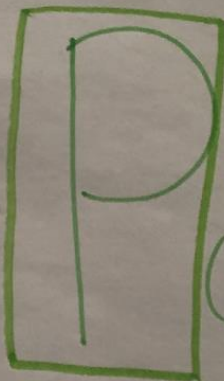
Jot it Down or Tell My buddy.

S-T-P Bookmark/Handout

Stop reading:
cover the text with your hand.

Think
about what you've read.

Paraphrase
Put it in your own words.

S-T-P poster

Pre-test Front Page

Name: _____   Class: _____

The Peanut Man
By America's Library

George Washington Carver (1860s-1943) was an African American inventor and scientist who studied plants. Carver was born into slavery as it did not officially end in Missouri until 1865. In this informational text, the author discusses how Carver showed farmers the benefits of planting peanuts. As you read, take notes on how George Washington Carver helped African American farmers.

[handwritten note: That George washington carver is Grate/in bve with Plants]

[1] ... ed ... s ... e ... m ... s

he'd take their plan... them back to health.

[handwritten note: every body thought his skids were good]

"worn out" after a few years. Eventually, cotton will no longer grow on this land.

[handwritten note: it was bad for all the African American farmer's to plant stuff]

an ... t

bacк ...

peanut! Peanuts are also a source of protein.

[handwritten note: Carver though it those farmer's plant peanuts]

"George W Carver" by Betsy Graves Reyneau, 1888-1964, Artist is

[5] Carver thought that if those farmers planted peanut... food for their animals, and provide protein for their ... even recognized as a crop in the United States, but ...

[handwritten note: carver told farmers to rote their crops]

...cotton one year, then the next year plant peanuts and ...otatoes. It worked! The peanut plants grew and ...ugh nutrients to the soil so cotton grew the next year. ...ny for their families and animals — and no place to sell ...ow what he did?

1. **Restore** *(verb):* to bring back

1

Handwritten note: Carver invented all kinds of things made with Peanuts.
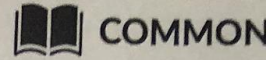
Carver invented ⟨...⟩ peanuts, includ⟨...⟩ making things ⟨...⟩ down more than 300 uses for ⟨...⟩arver thought that if farmers star⟨...⟩ would be more self-sufficient.[2] A⟨...⟩ if other people started making things out of peanuts, they would want to buy the extra peanuts, so ⟨...⟩ farmers would make more money. Although not many of Carver's peanut products were ever mass-⟨...⟩ produced,[3] he did help spread the word about peanuts.

Peanuts became more and more popular. By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA). In 1921 the UPAA asked Carver to speak to the U.S. Congress about the many uses for peanuts. Soon the whole country had heard of George Washingt⟨...⟩ Carver, the Peanut Man! And by 1940 peanuts had become one of the top six crops in the U.S.

"The Peanut Man" from America's Library is in the public dom⟨...⟩

Pre-test Back Page

Table of Contents

NOTE: Rainforest can be spelled in two ways: *rainforest* or *rain forest*. We will use the one-word spelling. And when this book uses the word *rainforest*, it means tropical rainforest.
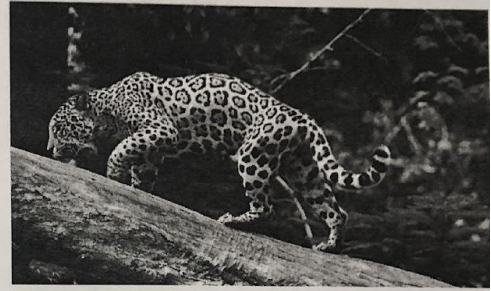
In the Amazon rainforest

Chapter 1: There Is a Place

There is a place where monkeys swing and howl. There is a place where jaguars leap from tree to tree. Bananas and pineapples grow for fre Tiny frogs live in flowers. Pink-colored dolphins swim in the river. Storms come often, and the ai is sweet.   ✶ It sounds beautiful

A little sunlight filters through the vines and
ground.
ws from

There are a lot of animals in the rainforest and it is hot there.

ur neck
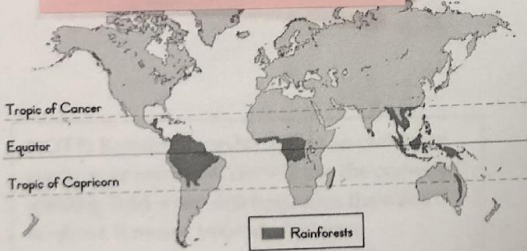udden
brar
me t

During the lesson

Rainforests

Tropical rainforests are forests where it rains a lot. In fact, a tropical rainforest receives between 150 and 400 centimeters (59–157 in) of rain every year. They are also warm. The temperature **ranges** from 25° to 35° Celsius (77°F–95°F). Rainforests are green year-round. Their hot and humid climate is perfect for tall trees and other plants. That's really ... really ... jungles.

[handwritten note at left margin] we learned about this in social studies

[handwritten note on sticky note] I just learned that rainforest are hot, humid, with heavy rain and are found along the equator.

... (about ... n half (5... al ... sp... re ... us... world's ... ra... and ... So...

Tropic of Cancer

Equator

Tropic of Capricorn
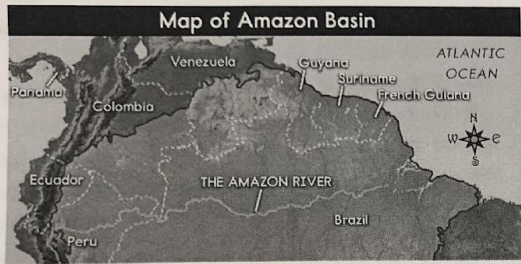
Rainforests

The rainforest's dense foliage

The Amazon

The Amazon rainforest is in South America. It is the largest tropical rainforest in the world. It has more kinds of insects, plants, and animals than any other place on Earth. Every year, scien... discover ... of insects and plant...

Th... of thi... and s... anima...

Thi... rainfor... the rai... an eag... hear w...

[handwritten note on sticky note] What happens with the river — we will hear what the animals have to say if they could talk.

Map of Amazon Basin

Map labels: ATLANTIC OCEAN, Venezuela, Guyana, Suriname, French Guiana, Panama, Colombia, Ecuador, THE AMAZON RIVER, Brazil, Peru

So just how big is the Amazon River?

- The Amazon River can be more than 48 kilometers (30 mi) across at its widest point during the rainy season.
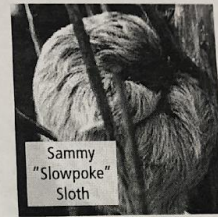- It flows almost 6,437 kilometers (4,000 mi) to the Atlantic Ocean.
- The river's _____ fish ___ ___ to be 3 meters (___ ___ (400 lb)!
- It ___ the ___ ___ ___ largest ri___

(Handwritten note:) What dose mi mean

(Handwritten note:) how can a fish be that tall and weigh that much!

(Handwritten note on pink sticky:) So we know how big the river is And to know how big the fish are
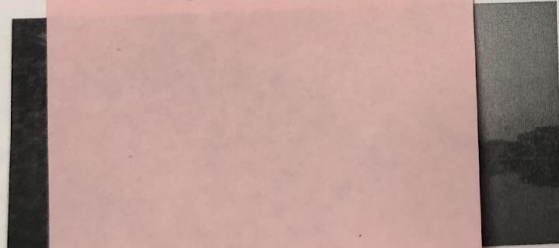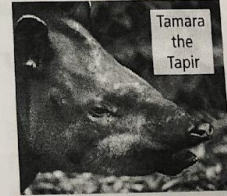
The A___

From the Amazon Yearbook

Sammy "Slowpoke" Sloth

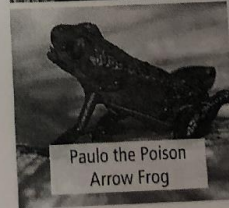Sloths are slow-mo___ animals. They seem t___ hang out (upside dow___ in the trees.

Tamara the Tapir

The tapir is a big ___ animal that is relate___ horse and the rhino___ Tapirs often weigh ___ over 136 kilograms___

Katie Capybara

At around 1.2 ___ (4 ft) long, the cap___ is the world's larg___ rodent. (But don'___ Katie a big rat.)

Paulo the Poison Arrow Frog

The poison a___ has super-brigh___ These colors wa___ animals that its___ poisonous.

The Peanut Man

By America's Library

George Washington Carver (1860s-1943) was an African American inventor and scientist who studied plants. Carver was born into slavery as it did not officially end in Missouri until 1865. In this informational text, the author discusses how Carver showed farmers the benefits of planting peanuts. As you read, take notes on how George Washington Carver helped African American farmers.

[1]

> Main Idea
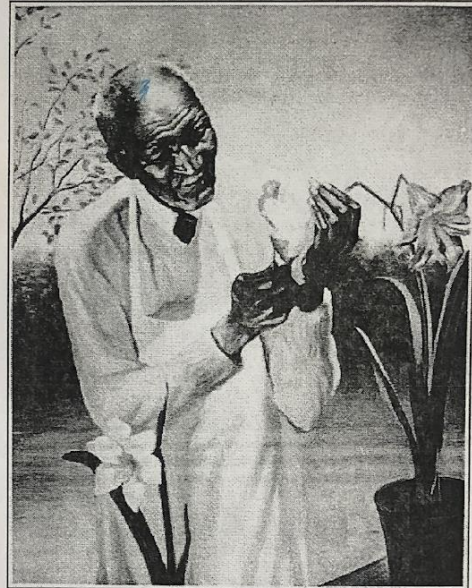> he suddenly interested in plants as a kid

> That he uses his plant skills

> Telling us that its hard for the African American

> he new what was wrong.

"George W Carver" by Betsy Graves Reyneau, 1888-1964, Artist is

> he thought ~~them~~ planting peanuts in the plants was neather

[5] ... an ...
food for their animals, and provide protein for thei... even recognized as a crop in the United States, but...

> he told them to plant cotton in the plants

...t cott... ...t potatoes. It worked! The peanut plants grew and ...nough nutrients to the soil so cotton grew the next year. ...any for their families and animals — and no place to sell ...now what he did?

1

Post-test Front Page

[handwritten note: he made more then 300 uses for peanuts]

Carver i ___ wrote down more than 300 uses for
peanut ___ soap. Carver thought that if farmers started
making ___ ngs and would be more self-sufficient.[2] And
if other people started making things out of peanuts, they would want to buy the extra peanuts, so the
farmers would make more money. Although not many of Carver's peanut products were ever mass-
produced,[3] he did help spread the word about peanuts.

Peanuts became more and more popular. By 1920 there were enough peanut farmers to form the
United Peanut Association of America (UPAA). In 19 ___
Congress about the many uses for peanuts. Soon th ___
Carver, the Peanut Man! And by 1940 peanuts had ___

[handwritten note: Peanut's became more Popular By 1920.]

Post-test back page

DATABLOG
Facts are sacred

Qatar's migrants: how have th
changed the country?

Qatar has become almost unrecognisable from the tiny nation it once was. We look at the data to find out how migration changed everything and what happens when a nation swells so quickly.

[handwritten: gets bigger]

[handwritten: ★ migration has drasticly changed ~~Quatar~~ Qatar]

Read our exclusive on Qatar's World Cup slaves
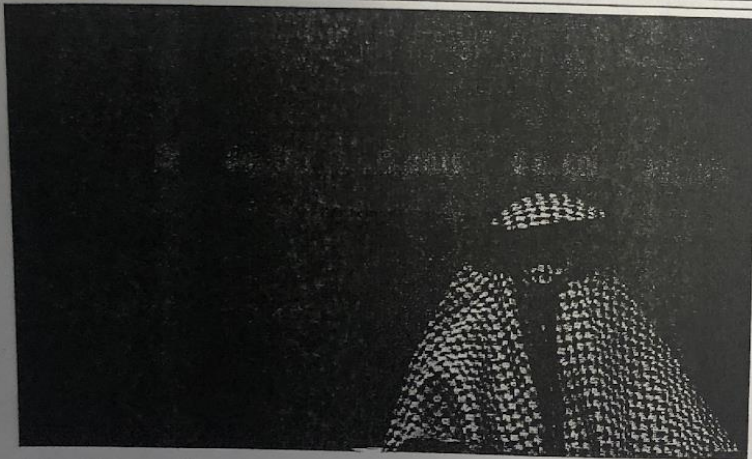
[handwritten: Qatari: a person that lives in Qatar]

[handwritten: what the population lookes like]

A Qatari investor follows the stock market activity but whose keeping an eye on demographics? Photograph: Karim Jaafar/AFP/Getty Images

[handwritten note: P.1 — Main Idea Immagration rapidly changed the number of people living there]

... f just 0.2 million people, making it one of the ... of residents, 1/37th of what London is today. But ... because of an explosion in immigration. Here are ... t happened.

[handwritten: ★ wow thats small]

Second day: Independent Practice (Lily is absent, so this is another student's work)

1980-1985- population; population grew at a rate of 10.2% between
grew at a rate of 90 to 1995 but leapt again in 2005 when
10.2%
Qatar's population the space of five years.
is expected to cted to slow, Qatar's population is forecast to
grow over the next urs.
40 years

*people forecast population rate.

→ like a weather forec

Baby boomers?

A quick look at the fertility of female Qataris shows that they're having far fewer children - on average, just 2.4 each compared to the 5.45 children per woman in 1980. The number of children dying before their 5th birthday has fallen - but not by enough to explain that growth.

So if it's not bigger families, what else is making Qatar grow?

• women are
having less cl
but the pop
still grows

Migration