

Lesson Focus: (Comprehension Skill) Good readers reread when they do not comprehend certain parts of a story.

Unit of Study: Grade 2, Unit 3: Live and Learn

Lesson #: Week 2

Connection (1 minute)	<p>“Remember when we learned about how illustrations help us understand what we are reading. Last week we read, <u>I Fall Down</u>. We looked at the illustrations to help us understand force and gravity. As you know, good readers do many things while they read.”</p> <p>“Today I’m going to teach you that good readers reread when they do not understand certain parts of a story.”</p>
Teaching (5 min)	<p>Give Students a Brief Description of Strategy and Why It’s Important</p> <ul style="list-style-type: none">- “Boys and girls, sometimes when I read, I come across sections of a story that I do not understand. I might be unclear about the sequence of events , or miss an event in that sequence. When this happens, I need to reread any parts of the story that I don’t fully understand.” (T122).- “I do this to build my understanding of the story events so that I can see how those events fit together. Taking the time to reread the text can really help me understand what I am reading.” <p>Let me show you what I mean</p> <ul style="list-style-type: none">- <i>Teacher: Display the page 232 in your Literature Anthology book to the story <u>Mr. Putter & Tabby See the Stars</u>. Begin reading and stop at page 235.</i>- “I’m confused by the last sentence on page 235. It says that one of the logs could not sleep. I know that a log is part of a dead tree. It’s not something that sleeps! There must be a different meaning for log here. I am going to reread this page to make sure I understand what the author means.”- <i>Teacher models by rereading page 235.</i> “It looks like Mr. Putter and his cat Tabby love to sleep. On page 235, it says “But one night, one of the logs could not sleep.” I don’t think the author is actually stating that a log is asleep. Now I get it! When someone is sound asleep, they <u>look</u> like a log. A log can not move and is still. This describes how the

	<p>characters looked while sleeping. I am so glad I took the time to reread this page because now I understand what the author meant.”</p> <p>Recap Did you see what I did?</p> <p>“Did you see how while I was reading, I became confused, stopped, reread, and then was able to better understand what the author meant?”</p>
<p>Active Engagement (3 min)</p> <p>Allows for guided practice</p>	<p>Now it’s your turn to try this.....</p> <ul style="list-style-type: none"> - <i>Teacher: Display page 198 and 199 in your Readers Writers Workshop book and begin reading <u>Starry Night</u>.</i> - “Follow along as I read to you.” (Note: As you are reading aloud on page 199, purposely mess up, omit a word/ line, etc.) - “I am confused. Something doesn’t sound right. Boys and girls, reread this section with your partner and see if it makes better sense. Turn and talk to your partner” - <i>After two minutes:</i> “Boys and girls, I was listening to your conversations and you helped me realize that I completely skipped a word/line while I was reading aloud. After hearing you reread, we better understand the story.”
<p>Link (1 min)</p> <p>Linking mini lesson to their independent work</p>	<p>“Today, I just taught you how good readers reread when they do not understand certain parts of a story.”</p> <p>“When you go off to read today, you’re going to reread parts of a story that you do not understand. This will help you become better readers. Now that you know this is something that good readers do, you can use this skill whenever you read.”</p> <p>*Note: Add this strategy to your Unit anchor chart.</p>
<p>Independent Reading</p> <p>Suggested time: Build to 30 minutes over the school year.</p>	<ul style="list-style-type: none"> ● Students are reading independently. ● Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.

Share

End of workshop - Whole Group Share

Options:

- Have students share their examples of when they needed to reread while reading their books independently.
- Praise behaviors that were observed during students' independent reading.

Sample talk: "Suzie, I noticed that you struggled while reading your book. I loved how you stopped and reread the page so that you could better understand the story. Good job!"

- Review previously taught strategies and skills.

Sample talk: "You all did such a great job rereading when you were confused with a story. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as...."