

## ***Reading for Authors Purpose***

***Date:*** 7/7/2014

***Overall lesson topic/title and purpose:***

*Reading Comprehension- Listening and Visualizing*

***Rationale:***

Although many times a student is reading a book quietly to themselves, there are many times listening comprehension is not practiced and would be of great help to a student whom struggles with comprehension. During a lecture or read aloud this will help students with their ability to listen and transfer information over. Listening and comprehending is a difficult skill for many students and this lesson will increase the student's ability to do so more efficiently.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

***Goals/Objectives for today's lesson:***

*Student will be able to identify key ideas expressed.*

*Student will be able to express ideas and interpretations of a text.*

*Student will be able to paraphrase text orally.*

*Student will be able to represent understandings visually.*

***Materials & supplies needed:***

*Fudge-a-Mania book by Judy Blume*

*Fudge-a-Mania audio book*

*Blank paper*

*Pencil*

*Comprehension Questions (pre-prepared)*

***Procedures and approximate time allocated for each event***

***Launch*** ( 5 minutes)

*Review what student learned last lesson about reading for author's purpose. Explain that the student will now be practicing their listening skills. Explain that we will be following along with an audio recording to a book and pausing in between to discuss the book. After reading a few chapters, student will retell what has happened and draw a picture or series of pictures to demonstrate understanding.*

***Academic, Social and Linguistic Support during each event***

*Look up "author's purpose" if student has forgot meaning.*

<p><b><u>Explore</u></b> ( _40_ minutes)</p> <ul style="list-style-type: none"> <li>• <i>The student and I will be sitting next to one another at a long table in a classroom.</i></li> <li>• <i>We will be separated from the rest of the students doing our own work in a quiet environment with minimal distractions.</i></li> <li>• <i>Ask student to predict what the text might be about and provide evidence for prediction. Record student answer and reasoning.</i></li> <li>• <i>Listen to audio book of “Fudge a Mania” by Judy Blume (first 4 chapters). Follow along in paperback version.</i></li> <li>• <i>As story progresses, stop recoding and ask student to summarize events so far by not looking back into the text.</i></li> <li>• <i>At the end of each chapter stop and ask student to make a prediction using evidence from the text</i></li> <li>• <i>Ask questions like “Why do you think the author says that?”, “What do you think will happen next?”, or “What does this event make you think of?”.</i></li> </ul> <p><b><u>Summarize</u></b> ( _10_ minutes)</p> <p><i>After listening to the first three chapters of the audio book together, show student comprehension questions. See what student can answer independently without looking into the text. After completing the questions, have student use blank paper to list the key points that best represent what he remembers from the book. Have student show in the book where he gathered his information and why it is essential to the story.</i></p>	<p><i>Provide linguistic and vocabulary support as needed.</i></p> <p><i>Explain what prediction means if student is unsure of the meaning.</i></p> <p><i>Give suggestions if student does not respond.</i></p> <p><i>Provide sample responses and additional questions.</i></p> <p><i>Support and scaffold to complete pictures as needed.</i></p>
<p><b><u>Assessment</u></b></p> <p><i>Student will be assessed off of observation, oral completion of comprehension questions and retelling capabilities. Additionally, the student will also be assessed on their list of key points from the first three chapters. Their reasoning needs to have a solid foundation and reference back to text.</i></p>	