



LICENSE TO DECLARE INDEPENDENCE

Learning Objective: The students will...

1. Practice monitoring their own comprehension by using background knowledge, re-reading, generating questions, and using sensory images.

TEKS: 2 Fig 19 C, 3 Fig 19C, 4 Fig 19C, 5 Fig 19C

Materials Needed: 6 copies of I Was The First books, chart paper, sticky notes, writing materials

Vocabulary: comprehension, sensory

Teaching Strategy:

1. During guided reading, meet with small groups.
2. Choose a page from the I Was The First book to read aloud to the group, such as Ruby Bridges. Model using the strategies of monitoring comprehension. (i.e. I wonder what a Federal Marshal is? Hmmmm. Well, I have heard Federal before. It has to do with government. And in the picture the men look like policemen. Maybe a marshal is a policeman.) This is an example of using my background knowledge and generating questions.
3. Model re-reading for students when comprehension breaks down. Read a section and then re-read that portion stopping to think aloud.
4. In pairs, have students read another page and mark with a sticky note when they use one of their comprehension strategies.
5. At the end of reading time have students share the strategies they have used and graph the strategies they used.

Extension for GT/AP:

Students create a how to video explaining how to use the monitoring comprehension strategies when reading a page of the I Was The First book.