

COMPREHENSION READING STRATEGIES

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning how to read from content materials
2. Learn the use comprehension strategies while reading

Objectives

Students should be able to;

- Develop reading skill through comprehension of the story's events and define the meaning of the words in the story
- Read the stories silently.
- Define the meaning of words in the stories.
- Comprehend the story's events through answering the questions.
- Share ideas and participate in a classroom discussion.

Assessment Activity

1. Assessment of this story will be based primarily on oral responses from the students in terms of their ability to answer the questions from the story.
2. Assessment of the comprehension of the story's events is to answer

Activity Starter/Instruction

1. Teacher should use stories in their textbooks
2. Build prior knowledge and connect students to learning by asking if they've ever had the experience of reading a text but not remembering what they just read.
3. Discuss briefly, allowing students to share with seat partners or group.
4. Ask: Why is reading comprehension important?
5. When do readers use comprehension strategies? Which strategy is the most powerful to you? Why?
6. Give each student the paper containing a strategy from the lesson, such as 'questioning' or 'highlighting.'
7. Direct students to arrange themselves in chronological order according to which strategies they use before, during, and after reading.
8. When students believe they're in the correct order, ask them to hold their signs so you can read them.
9. Review with class and discuss strategies.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Read the explanation of the reading strategy.
2. Consider tracking the strategies you introduce by adding a Comprehension Strategy Poster to your classroom library.
3. Alternatively, you can provide students with a Comprehension Strategy Bookmark as a reference tool to use during independent reading.
4. Use Thinking Stems to draw connections between the new reading strategy and other comprehension strategies
5. (i.e. This strategy reminds me of..., I could use this strategy to help me when I ...).

Guided Practice

Day 3/ Lesson 3: 15mins

1. Have students discuss about the story's events and share their ideas independently.
2. Students list what they know about the topic.

Materials Required

- Dictionaries: English dictionary
- Textbook
- Chalk/marker
- Blackboard/whiteboard
- Comprehension Strategy Poster

Additional Resources

- <https://study.com/academy/popular/readin>
- <https://teachers.net/lessons/posts/1962.htr>
- https://cdn2.hubspot.net/hubfs/95641/00_1
- <https://www.sadlier.com/school/ela-blog/fr>
- <https://www.education.com/lesson-plans/e>
- <https://www.scholastic.com/teachers/lessor>

Additional Notes

the questions from
#Student Worksheet # 1.

3. Students will be evaluated by their participation in sharing their personal experiences and by observing students during the independent activities and discussion about the story.

Summary

1. Review the reading strategies to the student
2. Instruct them to always use the strategies in their independent time reading
3. When doing the review make sure you erase the lesson on the board.

Teacher Guide

Day 2/ Lesson 2: 20 Mins

1. Divide class into small groups of five students independently.
2. Each group selects a secretary to record notes and list the contributors in the group.
3. Student textbook is distributed to the class.
4. Each group is responsible for reading silently.
5. Have them look up the meanings of all difficult words in their own English dictionaries.
6. Stimulate discussion by showing some pictures, preview each picture and ask questions (orally) relevant to the topic and the events in the story.
7. For example: What is the picture about? Who is in the picture? Who knows about the main character?
8. Have student volunteers to answer these questions.
9. Summarize all responses.

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3. Teacher walks around the room and observes the student's participation.
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