

Classroom:

Date: March 10, 2014
instruction

Setting/Learning Area: table in the hallway

Time/Length: fifteen minutes of

Title of Activity: Reading Comprehension Instruction

Activity Type: Individual

Materials/Tools/Resources: Reading Journal Page, thick lined paper, thick pencil,
Platypus and the Birthday Party

Environmental Arrangements: The Student and I will begin the first part of our instruction (read-aloud) in the back of the classroom in a bean- bag chair. The second part of instruction (writing and drawing) will take place on the back desk that is located in the classroom.

Reinforcements in the form of stickers or “Free-choice” activity will be given AFTER instruction has taken place. Usually this involves the use of the ipad or stickers, etc.

Description of the Activity:

Introduction: The teacher will introduce the story *Platypus and the Birthday Party* to the student. They will look at the picture on the cover and talk about what Platypus is making and why Platypus is wearing a hat on his head. What do we think this story is going to be about?

Sequence of Events:

The teacher will work on comprehension questions throughout the story that are basic level comprehension questions that deal with the name of the characters and other events that may be happening within the story. (+/-)

Page 1: Whose birthday is it? + What type of animal is it? -

Page 2: What are some things that Platypus takes out of the box? + Why?

Page 3: What is Platypus doing now? How do we know?

Page 5: What are the party hats made from? + What is the name of the Porcupine? -

Page 6: Oh my goodness it is a mess in the kitchen! + What are platypus and Echnidna making? What is the special ingredient they add in at the end?

Page 7: What does Platypus take out of the box? +

Page 8: How is Echidna blowing up the balloon? - What is needed to blow up a balloon?

Page 10: Who did they accidentally forget at the start of the party? -

After reading the story, this student will write the name of the story on her writing chart and then draw a picture of her favorite part of the story in her writing journal. The teacher can help the student write a caption underneath the picture once the student is finished.

Activity Objectives:

When the teacher reads the book *Little Red Riding Hood*, the student will be able to answer 5 out of the 8 basic comprehension questions correctly and complete a picture of the story in her writing journal.

Individual Goals:

- *Angie will pay attention to the story for 15 minutes. She will stay seated and focused on the storyline.*
- *Angie will understand basic characters and events in the story*
- *Angie will make basic predictions and test her predictions through her comprehension skills.*
- *Angie will write the title of the book using capital letters.*

Planned Activity Variations:

If Angie is becoming tired or having a difficult time focusing, it may be best if the teacher reads half of the book one day and half of the book another day. Angie will still complete the written tasks and pictures, but it would only be for the first half of the story.

Peer Interaction Strategies: Not Applicable

Activity Monitoring/Assessment: The teacher will have a list of questions printed out on a sheet. The teacher will mark a + if the student answered the question correctly or a - if the student did not answer the question correctly.

Activity extensions: The goal is that Angie will learn to sit for longer periods of time and to LOVE reading. It is important to get students excited about reading so that they are more likely to start reading at home and so that they are practicing their comprehension skills, etc.