

SAMPLE LESSON PLANS: VOCABULARY

CLICK AND CLUNK¹

Note: Click and clunk is one of the strategies used in the multicomponent strategy instruction collaborative strategic reading (CSR), described in Chapter 8. “Clunks” are words students do not understand.

Grade Levels

Third grade and up

Purpose

Students learn to use fix-up strategies to figure out the meaning of unknown words during reading.

Materials

Reading passage

Cue cards with fix-up strategies

Lesson

1. *Introduce clunks and fix-up strategies using short examples.*

- Clunks are words or concepts that students do not understand and that impair comprehension of a passage. Model how to use fix-up strategies using a sample sentence and the fix-up strategy cue cards.

A snake’s body is very *supple*. It can bend easily.  It can fit in small spaces.

- Use the clunk cards to determine the meaning of the word *supple*. In this case, clunk card 2, “Reread the sentence before and after the clunk and look for clues,” provides the fix-up strategy that helps students figure out the meaning of the clunk word, *supple*.
- Have students work in pairs to use fix-up strategies to find the meaning of the clunks in the following examples, or create examples that are appropriate to your students’ reading levels.

¹Click and clunk adapted from Klingner et al. (2001). Copyright 2001 by Sopris West. Adapted by permission.

1. In the summer the birds *molt*, or lose their feathers.



2. You can find out how to make good food in a *cookbook*.

3. The *falcon* is a hunting bird.



4. The falcon has a *hooked beak* and strong *talons*.

5. The moose has big *antlers*.



2. *Apply the fix-up strategies to longer passages.*

- Identify two or three “clunks” in the passage. Read the passage out loud to students (students should follow along with their own passage or on the overhead).
- Model how to use the fix-up strategies to identify which strategy might help students figure out the meaning of the unknown word or idea. Repeat this process for another clunk.
- Write down each clunk and a brief definition.
- Have students work with a partner or small group to practice using the fix-up strategies to find the meaning clunks. One student can be a “clunk” expert and hold the clunk cards. After reading a section of the passage (usually a paragraph or two of a content-area or other expository text, depending on the length and difficulty of the reading passage), students stop to identify clunks.
- The clunk expert reads the first clunk card, and the student who had the clunk attempts to use it to find the meaning. Students can assist each other with using fix-up strategies. If one student knows the definition of a word, using the fix-up strategies should confirm the definition.

Fix-Up Strategies

#1 Reread the sentence without the clunk and ask what word would make sense in its place.	#2 Reread the sentence before and after the clunk and look for clues.
#3 Break the word apart and look for smaller words you know.	#4 Look for a prefix or suffix in the word that might help.

3. *Use other resources if the fix-up strategies don't work.*

- Sometimes students use the fix-up strategies but still can't figure out the meaning of word. You should create a system for what to do next. Examples include the following:
 - ✓ If the fix-up strategies don't work, one student raises his or her hand and waits for the teacher.
 - ✓ If the fix-up strategies don't work, put the word/concept on the “Challenge Chart.” The teacher can then address the challenge words or concepts when the group comes back together.

- ✓ If the fix-up strategies don't work, continue with the reading assignment and use an accepted classroom resource (dictionary, computer) once you have finished.

4. Review clunks with the class.

- Check the clunks students identify. You may need to provide additional instruction for clunks with which many students seem to be struggling as well as those clunks that are very important for students to know well.

Adaptation for Students with Special Needs

If students are not able to use fix-up strategies to find the meaning of clunks, check the following:

- Be sure that students understand the fix-up strategies and how to use them. You may need to provide additional practice with short examples until students are comfortable with the strategies.
- Sometimes students do not identify clunks because they are not aware of what they *do not* understand. In this case, begin by identifying the clunks. For example, you might say, "While you are reading the next section, look for the clunks *viscosity* and *permeable*. Use the fix-up strategies to find the meaning of the clunks and write down a brief definition on your clunk list."
- Students benefit from working in pairs or small heterogeneous groups to read and use fix-up strategies. If students are having difficulty applying the fix-up strategies, pay attention to how they are grouped so that all group members are engaged and actively participating.
- If students have too many clunks, the fix-up strategies may not help. In this case more explicit preteaching of vocabulary may be necessary. Also, consider using lower-level reading material.

VOCABULARY CUE CARDS²

Grade Levels

Intermediate and upper grade levels

Purpose

Students actively engage in deepening their understanding of vocabulary words when they create their own study aids.

Materials

Reading passage

Cue cards

Dictionary, thesaurus, or computer

Vocabulary list

²Vocabulary Cue Cards based on Davis (1990).

Lesson

1. *Students work in pairs to complete “cue cards” for their vocabulary words.*

- Explain: “TV news anchors use cue cards to help them remember what to say. You are going to make your own cue cards to help you remember the meaning of vocabulary words.”
- Have students work with a partner to create cue cards for important vocabulary words. On one side of the cue card write the word. On the other side, write the word, a brief definition, examples, and nonexamples:

Word:	
Definition:	
Examples: 1. 2. 3.	Nonexamples: 1. 2. 3.

2. *Have a cue card competition.*

- Bring the pairs together into two teams.
- Agree on an acceptable definition of the word.
- Then alternate between teams to create a list of examples and nonexamples. Each team gets 1 point for a correct example or nonexample shared by the other team and 2 points for a correct example or nonexample that the other team does not have. After reaching a predetermined number of examples (5 or 10), continue with the next word.
- During the game, evaluate student responses and provide feedback to ensure that students are developing a correct understanding of each word.

Adaptation for Students with Special Needs

- Use a base list and add additional words for students who need enrichment or for those who are struggling. For example, most of the class works on the same 10 vocabulary words. Several students have five essential words from the class list and up to five more basic words with which they are struggling. Several other students have the five essential words and five enrichment words.
- Shorten the list for students who may not be able to thoughtfully complete the list within the given time frame.
- Vary the amount of information provided on the cue card. For some students, you might provide the vocabulary word and the definition, and the student’s task would be to come up with examples and nonexamples.
- Students who work slowly can provide only one example and nonexample on their cue cards.
- Students who struggle with writing can create cue cards on a computer or have the abler partner do the writing.

SEMANTIC MAPS

Grade Levels

All

Purpose

Create a semantic map to show how words that relate to a key concept are connected to each other.

Materials

Semantic mapping chart, chalk board, or overhead

Lesson

1. *Brainstorm words associated with a key concept.*

- As a class, have students brainstorm all the words that are associated with a key concept or idea. You may also have several key words that you would like to highlight, and you can add them to the class list.

2. *Create a semantic map.*

- Now group related words and create category headings. Visually represent the relationship between the categories and the key concept on a semantic map. Once students have practiced creating whole-class semantic maps, they can work individually, in pairs, or in small groups to categorize words and identify relationships related to a key concept.

3. *Extend the activity.*

- Students can use semantic maps as a previewing activity prior to reading, to review important vocabulary and key ideas, or as a starting point for writing an essay or research paper.

Key Word Review

Say to the students, “One way to review what you’ve read is to identify the most important words from the text. These ‘key words’ will help you organize a summary of what you’ve read. For example, the first key word I chose is *revolution*. The Americans were frustrated with England’s rules and treatment. This led them to fight for their freedom. Another important word is *independence*. They were tired of having to follow rules that they did not influence. They wanted to be independent from England.

Now read the next paragraph and choose one to three words that you think are key words and will help you summarize what you read. Continue to record the remaining words that students select. Model how to write a summary using the key words that students identified.

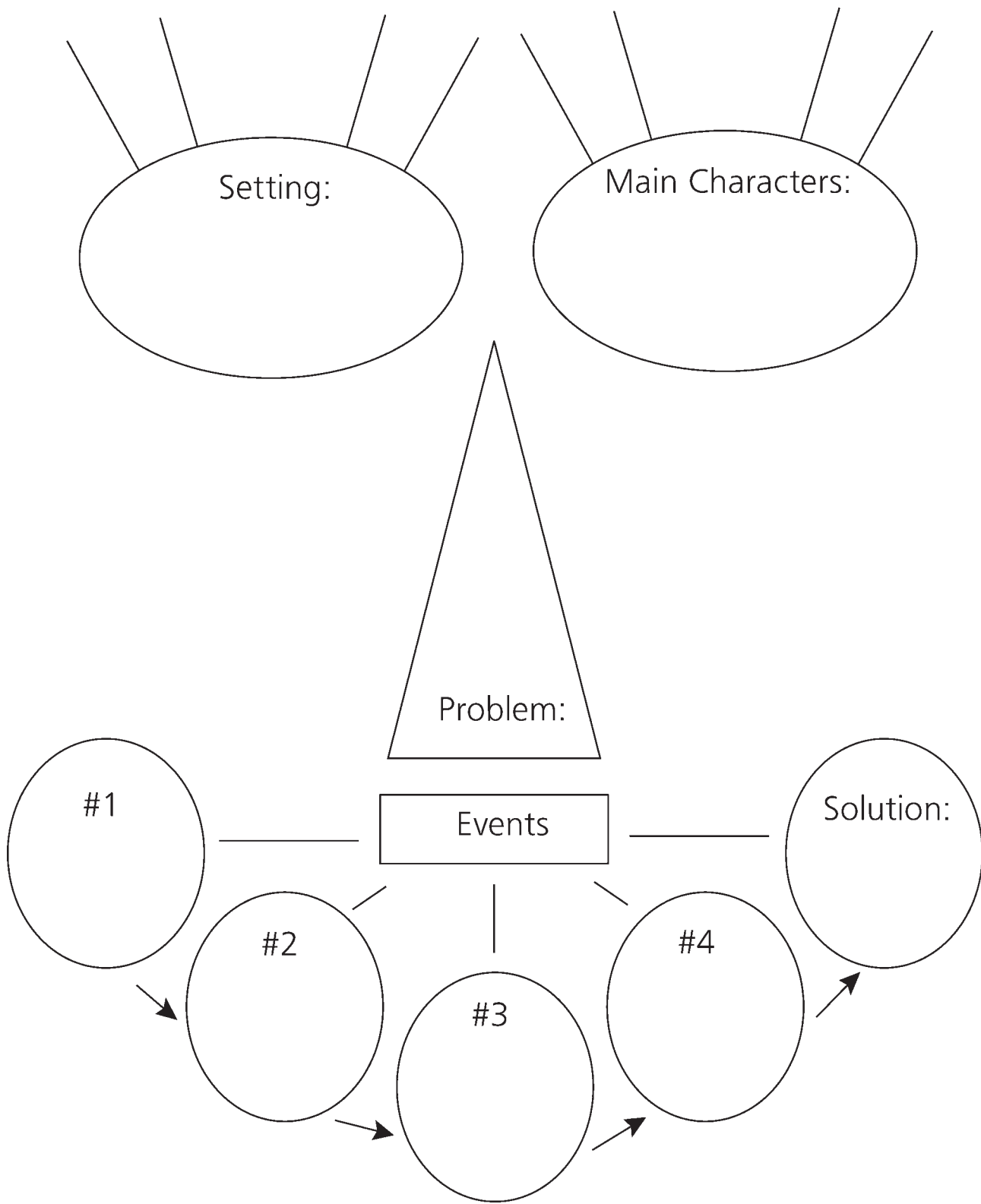


FIGURE 4.4. Story face.

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SAMPLE LESSON PLANS: READING COMPREHENSION

TEXT PREVIEW

Grade Levels

All

Purpose

To introduce a new text, engage students, and focus reading.

Materials

Text

Prepared preview

Lesson

1. Provide a context for the new reading and its relation to what students have already learned. This information activates prior knowledge about the subject and guides students to make explicit connections between what they already know and what they will learn.
 2. Provide a quote or bit of interesting information from the reading to motivate readers to find out more about the topic.
 3. Ask one to three focus questions to guide readers to attend to the important information during reading.
- Following is an example of a teacher preview in a sixth-grade social studies class.

Context

In this unit we have been studying the civil rights movement and looking at ways that people use words and actions, instead of fighting, to get their ideas to be heard. We have talked about Dr. Martin Luther King, Jr., and read several biographies and speeches. Today we are going to learn about another important man who used nonviolent ways to help people. His name is Mahatma Gandhi. Some of you may have heard of him; there are many books and even a few movies about him. Today we will read a story about Gandhi's life and his influence in India and in the world.

Engage

Here is a famous quote from Gandhi that is part of your reading today: "In the empire of nonviolence, every true thought counts, every true voice has its face value."

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Questions

While you are reading, I want you to think about this quote and the following questions: (1) What are examples of nonviolent ways that Gandhi influenced people? (2) What might have happened if Gandhi had used fighting and violence? (3) What does it mean when he says “every true thought counts, every true voice has its face value”?

Adaptation for Students with Special Needs

1. For students who struggle with auditory processing or remaining focused during reading, provide an outline of the teacher preview and guiding questions.
2. Adjust the number of focus questions for students. Whereas some students may be able to attend to several key questions while reading, others should focus on just one important question that is specific to individual skills, such as remembering factual information, making a personal connection to reading, or drawing conclusions.
3. Students who would benefit from additional practice reading can preread the selection and prepare a “teacher preview.” The teacher collaborates with students to prepare the class teacher preview. Students benefit by having an additional opportunity to read. Their preread is focused when they attempt to situate the reading, find an engaging piece of information, and ask their own questions.

WHAT DO YOU KNOW?

Grade Levels

All

Purpose

To increase comprehension and memory of key ideas by asking questions about what you read.

Materials

Reading passage

Index cards

Prepared “What Do You Know?” materials (dollar amount cards, category headings, timer, score-keeping materials)

Lesson

Note: This lesson is used with students who are familiar with writing questions about what they read.

1. Students read a passage and then write questions with a partner in specific teacher-selected question categories that will be used during the “What Do You Know?” question game. Questions can be arranged by topic area (e.g., dates, travel information, about the explorers), by question type (e.g., Right There, Think and Search, Author and You) or by other categories related to the topic or skills you are addressing in class.

2. Students use index cards to write questions and their answers in the selected categories.
3. The teacher collects and organizes the questions and puts up the game board. The sample game below (which can be drawn on the board) has questions organized by QAR question type.

Right There	Think and Search	Author and You
\$10	\$20	\$30
\$10	\$20	\$30
\$10	\$20	\$30
\$10	\$20	\$30
\$10	\$20	\$30

4. To play the game, students form heterogeneous groups of four or five. A group selects a question type, and the teacher asks the question. The group is given a specified amount of time to confer and agree on the answer. The teacher may call on any of the group members to give the group's answer, so everyone is accountable. If a group does not have the correct answer, another group may attempt the answer. Points are awarded accordingly.
5. Additional hints:
 - Many teachers find it useful to have group work rules to manage students during this activity. For example, if students are noisy or are not working cooperatively, they may have to pay a \$10 fine that is deducted from their group's score.
 - Teachers may also elect to add a few of their own questions to be sure that key ideas are reviewed.
 - If one or more of the questions are particularly important or difficult, teachers can label them as bonus questions. When a bonus question is pulled, all groups work on the answer (ensuring that everyone knows the information) and write down an answer. Any group who gets the correct answer receives points for that question.
 - Be creative! This activity is a fun way to (1) encourage students to ask questions as they read and (2) to review and remember information about what has been read.

Adaptation for Students with Special Needs

1. During question asking, students can be required to write questions in specific question types (e.g., three Think and Search questions), allowing students with good question-asking skills to come up with more challenging questions. Likewise, you can vary the number of questions that students are required to ask, provide question stems, or limit the amount of text used to generate questions.
2. Allow students who struggle with comprehension to preview some of the questions and find the answers in the text prior to the whole-class game. Select 5–10 of the questions with important information for this practice activity.
3. Vary the way students find the answers according to individual needs. For example, students can use the text or be required to know the information and answer the questions from memory. Another variation is for all students in the group to find the answer and write it down prior to coming to a group consensus to give everyone the time to search for the answer before the fastest student blurts out a response.

MAIN IDEA SKETCH

Grade Levels

All

Purpose

To use drawing to help students conceptualize and remember the main idea of what they read. This strategy works well with narrative text.

Materials

Short passages
Paper and pencil

Lesson

1. Model the strategy.
 - Read a passage aloud from a short story.
 - Think aloud about the main idea of the passage by using the following guides:
 - What is the most important *who* or *what*?
 - What is the most important thing about the *who* or *what*?
 - Draw a quick sketch of the main idea.
 - Write a main idea statement under the sketch.
 - If students need additional clarification, repeat with another passage.
2. Provide guided practice.
 - Now read another passage out loud while students follow along in their own text.
 - Have students draw their own main idea sketch, including a main idea caption.
 - Ask students to share drawings and explain their thinking.
3. Apply the strategy individually or in partners.
 - As students become more adept at drawing a response, they can work independently or in partners to read a section or chapter, draw the main idea, and then write a main idea caption. The length of the main idea caption will vary depending on the amount of text. For example, the main idea caption for one paragraph of reading should contain about 10 words or less, whereas a chapter in a novel might contain several sentences.
 - Debrief with students by sharing drawings and discussing them with the class. Ask students to think about how their drawings influenced their understanding of what they read. Do they think they were able to remember what they read better after they made their drawings? After doing a few main idea sketches, did students find themselves creating more mental images as they read?

Adaptation for Students with Special Needs

1. Students who struggle to come up with the main idea will need extra opportunities to practice the strategy with guided feedback. Be sure students understand and can apply the strategy before they are asked to use it independently during reading.

2. Some students take a long time to draw, limiting the amount of time they have to read. Stress that these are quick sketches (use pen to limit erasures, if necessary) to help students gather ideas and remember what they read. Limit the amount of space for drawings or set a time limit for drawings (e.g., 5 minutes to draw and write main idea caption) to guide students to use this skill efficiently.
3. For students who need more explicit instruction, break the task into steps.
 - a. Look at the main idea picture (created by the student or provided by the teacher) and think about how it relates to the reading.
 - b. What is the most important *who* or *what*? _____
 - c. What is the most important thing about the *who* or *what*? _____
 - d. Write your main idea caption. _____
4. If students continue to struggle to identify the main idea after modeling and guided practice, scaffold their strategy use by providing the main idea statement and having them draw a picture of it. Then create the sketch and ask students to write the main idea. Repeat as needed to support students in learning this valuable strategy.

Today's Topic _____ Date _____ Name _____



Before Reading:

PREVIEW



After Reading:

WRAP-UP

What I Already Know about the Topic	Questions about the Important Ideas in the Passage
What I Predict I Will Learn	What I Learned



During Reading

CLUNKS



GISTS

FIGURE 8.6. CSR learning log.

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