

Reading Comprehension Lesson Plan #2

Reading Comprehension-“Click” and “Clunk” (Checking for Understanding) (3rd Grade)

- **Objectives:** Students will be able to demonstrate proper use of metacognition strategies while reading. Specifically, finding areas in a text that do not make sense and using a proper “fix-up” strategy (CLUNK and CLICK).
- **GLCE’s:**
 - L.RP.03.03: respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
 - R.MT.03.01: self monitor comprehension when reading or listening to text by automatically applying strategies used by mature readers to increase comprehension.
- **Materials:**
 1. Clunk and Click Student Cards
 2. Text selected for Lesson: Text selected for Reading Comprehension Click and Clunk Strategy: Junie B. Jones Has a Monster under Her Bed (by Barbara Parks)-continue from where you left off from the previous comprehension strategy.
 3. Sticky notes/Poster Paper
 4. Pre/Post Assessment Student Sheet
- **Procedures:**

Pre-Assessment

For the pre-assessment to gauge understanding and effectiveness, the student will be asked an open ended question regarding what strategies they use when they do not understand parts of a text. In addition to verbally asking the student, you will also be asking the student to write these strategies down. Keep this sheet to observe growth at the end of the strategy instruction/intervention.

Day 1: (20 minutes during Reading)

1. Have the student join you yet again to have a discussion about the next reading comprehension strategy they will be engaged in. For this discussion, talk to the student

about the importance of *being aware of what you are reading*. This includes recognizing when you DO NOT understand something in a text.

2. While having this discussion, here are some questions that you may want to ask your student about:
 - Why is it important to understand what you are reading?
 - Why is it important to recognize that you don't understand something?
 - How can you tell if you understand parts of a text?
3. After this discussion, let the student know that the next strategy they will be focusing on is *finding areas of their reading that may be confusing and using strategies to help solve that problem (understanding the text)*. Remind the student that good readers **STOP** when they *do not understand* parts of a text.
4. For today, you will be **modeling** questions or parts of the book that **you** may find confusing. There are a few ways to do this: stopping at the end of each sentence, stopping at the end of each paragraph, stopping at the end of each page, or stopping at the end of each chapter (you may also do this with individual words) to see if all is making sense. Make sure to have a small discussion with the student about this concept.
5. To start off, we will be *stopping at the end of each sentence* to see if we understand. Read aloud, sentence-by-sentence, stopping at the end of each sentence and ask yourself "Does this make sense?" If it makes sense and we may be able to add more information, we call these "**CLICKS**" and continue reading (please say the word "click" so the student can hear you). However, if the sentence DOES NOT make sense we call these "**CLUNKS**". You may need to use a sentence and pretend like it doesn't make sense to you.
6. Please find a CLUNK in your reading. When you find this sentence, call out the word CLUNK! Explain to the student that *CLUNKS are parts of texts that we DO NOT understand*.
7. Next, tell the student that it is important to stop when you do not understand something. To help "fix" this CLUNK, introduce the **4 CLUNK cards**. These are 4 rules that will help when trying to understand. Read through each card and discuss with your student which is the best CLUNK card to use to fix your CLUNK. Once you have fixed your CLUNK, re-read the sentence and say CLICK (because it now makes sense), continue on reading sentence-by-sentence.

8. Please continue to model for the student your **CLICKS** and **CLUNKS** as you read part of the book. Try to find at least 4-5 *CLUNKS* to model for your student. Each time, look at the cards and have the student help you figure out what strategy to use.
9. If time permits, quiz your student on the 4 **CLUNKING** strategies they learned today. Ask the child, “When you come to a part that you do not understand, what is something you can do?” Make sure she/he touches base on all 4 of the strategies.

Day 2: (20 minutes during Reading)

1. To start off, review what was learned from the day before. This would include reviewing the idea of checking for understanding as we read and the ideas of “**CLICKS**” and “**CLUNKS**”. Discuss with your student what these two words mean. Then, make sure you review the 4 **CLUNK CARDS** that were address and used previously.
2. Next, the student will be engaged in a *guided lesson* today using **CLICKS** and **CLUNKS**. Please continue to read starting from where you left off the day before. You will read aloud from the text, sentence-by-sentence. To practice the reading strategy, after each sentence, the student will either say “**CLICK**” or “**CLUNK**” aloud. If the student understands the sentence (**CLICK**), then move on to the next sentence. If the student says “**CLUNK**”, please stop and use the 4 **CLUNK CARDS** to help in figuring out the confusion.
3. Continue with this until you believe that the student is using the strategy correctly. As you notice the student becoming more comfortable with the strategy, let the student read aloud and try the strategy on their own. Please monitor their use of **CLICKS** and **CLUNKS** and how they are using the cards to help them solve their misunderstandings.

Day 3: (20 minutes during Reading)

1. Complete a review of all that has been discussed for this strategy thus far (**CLICKS**, **CLUNKS**, **CLUNK CARDS**, etc.).
2. Next, have a discussion with your student in regards to **CLICKING** and **CLUNKING** *with paragraphs*. In the previous lessons, you and the student stopped after each sentence to check for understanding. For this lesson, you will be *CLICKING and CLUNKING after each paragraph*.
3. Please follow the same steps that were outlined in Day 2 for the sentence **CLICKING** and **CLUNKING**, but do this strategy after each paragraph. You may *model* your own

misunderstandings to the student just as you did for the sentences. Please model at least 2-3 CLUNKS that you may come across while reading and then have the student help you use the 4 CLUNK cards to help solve your misunderstandings.

4. Next, depending on the specific student, you may do the following:
 - Continue to ***model*** more (if your student needs more practice with this)
 - Read aloud the text and have your student CLICK and CLUNK ***together*** (just as done in Day 3 with the sentences).
 - OR, allow the student to ***practice*** this strategy together-having the student read aloud, stopping after each paragraph to CLICK or CLUNK, while using the 4 CLUNK CARDS to help solve their misunderstandings.

Day 4: (20 minutes during Reading)

1. Today will be used to review the strategy before and for the student to get more practice using the paragraph CLICK and CLUNK strategy discussed the day before.
2. Depending on where your student is with this strategy, you may choose from the activities below for your student to be engaged in:
 - Continue to ***model*** more (if your student needs more practice with this)
 - Read aloud the text and have your student CLICK and CLUNK ***together*** (just as done in Day 3 with the sentences).
 - OR, allow the student to ***practice*** this strategy together-having the student read aloud, stopping after each paragraph to CLICK or CLUNK, while using the 4 CLUNK CARDS to help solve their misunderstandings.

Day 5: (20 minutes during Reading)

1. Now, we will be moving on to CLICKING and CLUNKING with whole pages. Please take the time to model this strategy. Although the student has seen this strategy a lot, model for the student at least once (depending on how well they have been working with this strategy). Read an entire page, stop and then ask yourself “Did I just understand what I was reading?” Use this time to have a CLUNK (make one up if needed) and then have the student help you use the cards to “fix” your CLUNK.
2. If you feel that the student is ready to practice this strategy independently, allow the student to read aloud the text and use the CLICK and CLUNK strategy. Support the student as needed and help when CLUNKS may be hard to fix (if necessary).

3. If the student is NOT ready for independent practice, you may still do the following:
 - Continue to ***model*** more (if the student needs more practice with this)
 - Read aloud the text and have the student CLICK and CLUNK ***together***.

Day 6: (20 minutes during Reading)

1. Today will be used to *wrap up* the CLICK and CLUNK strategy.
2. Discuss the *importance* of **checking for understanding** and how CLICKING and CLUNKING is ***one*** way to help us do this. Have the student share some of their ideas or concepts they have learned through this strategy.
3. Next, give the post-assessment to see what growth the student has made on strategies they use when something in a text does not make sense.

Post-Assessment

For the post-assessment, the student will be asked the same open-ended question that was asked during the pre-assessment. You will also have the student write these responses down in order to compare their answers to the pre-assessment. Use the pre and post assessment sheets to compare growth through the reading comprehension strategy instruction.

Adaptations/Modifications/Extensions:

For this particular set of lessons, if a student seems to need more time with one day or concept, another day will be devoted to that concept. This will allow for more modeling, practice, or guidance as needed. If the student is having difficulty with the text, a new text may be selected that is more grade-level appropriate.