

Plan & Deliver Dynamic Comprehension Lessons



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Redefine the whole-class lesson.

- All students hear/participate in the grade-level comprehension lesson simultaneously.
- The goal is to use the *least* amount of “text” within the lesson.
- The purpose is to teach a single, universal, grade-level comprehension skill.
- Focus on teaching *how* to execute this type of reader thinking.
- Reveal this complex-thinking process in a concrete step-by-step breakdown— often communicated via an anchor chart.
- Model this complex step-by-step thinking process with an *I-do/You watch-and-listen* Think Aloud.



Utilize the 4-step lesson architecture.

STEP 1 | INTRODUCE *Today, I want to teach/continue teaching you... (name the comprehension skill).*

STEP 2 | INSTRUCT *This comprehension skill is important because...*

Let me show you what this thinking looks and sounds like.

STEP 3 | INTERACT *Help me execute this same thinking with another example.*

STEP 4 | CLOSE *Today I taught a little more about how to... (rename the skill). This helps readers...*

During reading... (offer a suggestion or identify a task related to skill).

Embrace the power and purpose of Step 2.

STEP 2: SAY WHAT

I teach.
You watch
& listen.



This skill means...

It's an important skill because...

Readers use this when...

Authors expect readers to...

Authors give clues or details like...

Readers think about...

- State the significance of the skill.
- Shape & layer understanding.
- Emphasize with energy & emotion.
- Entertain with visuals & voices.

I do.
You watch
& listen.



I know that readers...

In order to... I need to...

I know that authors...

I'll look for (what)...

I'll look (where)...

I see (this) and it makes me think...

I'm trying to... Maybe I could...

STEP 2: SHOW HOW

- Provide the link between knowledge & know-how.
- Release students into *We-do* and *You-do* experiences.
- Simulate the skill in action.
- Model habits of a strategic reader.
- Engage students with the delivery.
- Elevate the skill to one that is memorable.

I do
another one.
You help.

Execute a parallel experience in Step 3.

- Let students dabble with the skill— orally.
- Provide every-student-response opportunities.
- Massage their thinking.

Set up space to allow for *saying* and *showing* — simultaneously.



STEP 1 INTRODUCTION: You (re)introduce the skill.

1 MINUTE

STEP 2 INSTRUCTION: You demonstrate the skill.

10 MINUTES

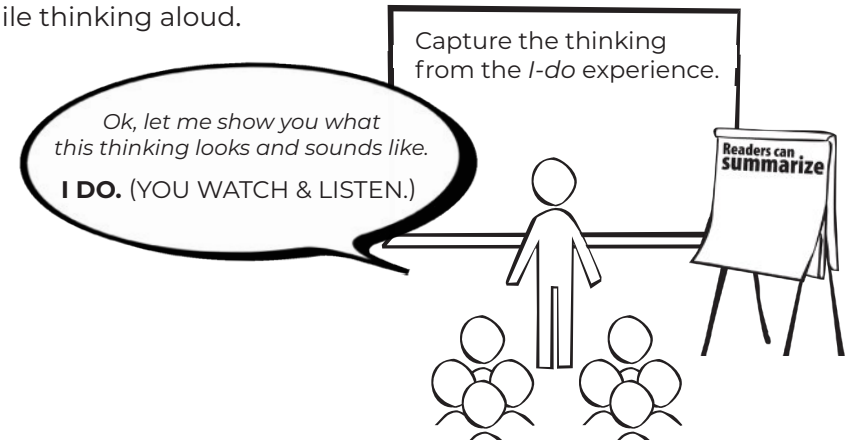
SAY WHAT | 5 MINUTES

Explain the specifics of the skill while building an anchor chart.



SHOW HOW | 5 MINUTES

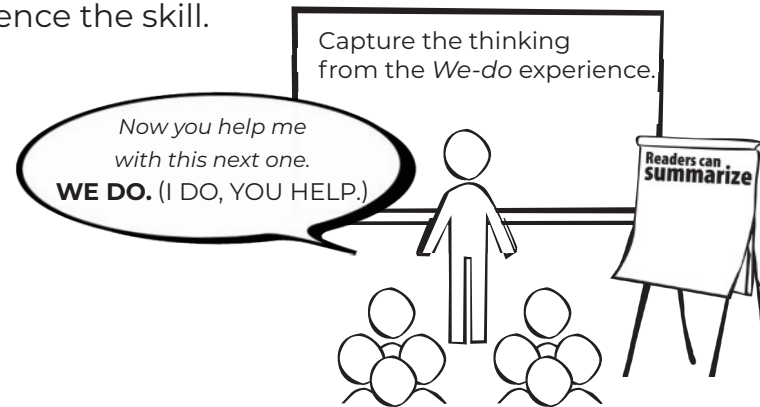
Model the physical steps of the skill while thinking aloud.



STEP 3 INTERACTION: They experience the skill.

Execute the physical steps of the skill while encouraging students to help.

5 MINUTES



STEP 4 CLOSURE: You crystallize the skill.

Describe the work-time task where students will practice/apply the skill.

1 MINUTE



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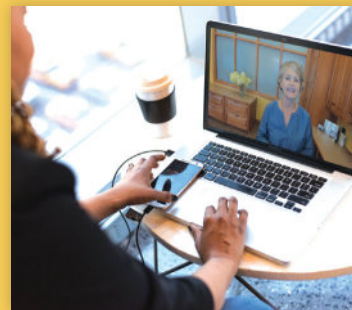
The road map for teaching reading comprehension



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