Comprehension Instruction: Anchor, Read, Apply

Book of the week: A Wolf in Sheep's Clothing
Level: Late Grade 1 (RAZ I)

Monday:
Purpose for reading: Read to decide which describing words on a list can be used to describe Millie and which words do not describe Millie.

Anchor: Tell the students "Let's begin by thinking of all the words we know that we can use to describe ourselves. I can start with one. I am ____. (write it down, thinking aloud while writing).

Can each of you give me a word that describes yourself?

Keep going until you have a list of 10 or more describing words that describe an individual.

Remind students of the purpose for reading

Read: Read the book

Apply: Ask the students to vote which of their describing words can be used for Millie and which ones can't.

Tuesday:
Purpose for reading: Read the book to identify how the pictures tell us how either the wolf or Dolly is feeling through the book.

Anchor: Talk about feelings you might have through the day. If possible, talk about a time you were scared.

Remind students of the purpose for reading

Read: Read the book

Apply: Ask each student to write about how either the wolf or Dolly felt during the story, using information they have gathered from the pictures.

Wednesday:
Purpose for reading: Read to identify a question that a character in the story asks.

Anchor: Write the following list of questions and statements out and get students to identify which is which. Make sure you have a question mark at the end of each question.

Where are you going?
I like sheep.
Is the grass wet?
Why do you want to go outside?
Where did you go on the weekend?
I like eating chocolate.
If I was a sheep, where would I hide?
She fell asleep on the chair.

Remind students of the purpose for reading

Read: Read the book

Apply: Have each student identify a question in the book and the character that asks it. Students can do this verbally or in written form.

Thursday:
Purpose for reading: Read to discover words in the text that tell you what Millie does in the story.

Anchor: Talk about action words with the students. Action words are words that tell us what a person or character is doing. Write a list of action words for things you do every day. e.g., stand, sit, brush, read, write, breathe, look, listen, search, find, run, think.

Remind students of the purpose for reading

Read: Read the book

Apply: Ask each student to identify a word in the story that tells you something that Millie does.

Friday:
Purpose for reading: Read the book to discover the ways that Millie shows she is looking at and listening to the other characters, using both text and pictures.

Anchor: Talk about good listening behaviours – looking at other people, not talking, turning towards them. Play act some good and bad listening behaviours and get students to discuss how they know what good listening behaviours are.

Jane Farrall CONSULTING
Literacy · AAC · Assistive Technology

Remind students of the purpose for reading

Read: Read the book

Apply: Ask each student to write about at least one way that they knew Millie was listening to another character.