

Comprehension Instruction: Anchor, Read, Apply

Book of the week: Discovering Dinosaurs

Level: Grade 1 (RAZ I)

Monday:

Purpose for reading: Read to discuss what you know about dinosaurs, what you want to know, and to discover what you can learn.

Anchor: Use the KWL structure to discuss the topic of dinosaurs before reading the book.

Draw three columns on the whiteboard as shown below:

K	W	L

Explain to the students that the K is for Know. This is where you are going to list the things that you know about dinosaurs. Each student gets an opportunity to tell you one thing they know about dinosaurs and write it in the first column. If needed, model (or get another staff member to model) contributing a piece of information yourself.

Now explain, that the W is for What you want to know. Ask students to tell you something that they want to know about dinosaurs and write their answers in the second column. Again, model this if needed.

Let them know that the third column is for things that you have learned from reading the book. Explain that they should focus when reading the book on new information – and that you will complete this column after reading the book.

Read: Read the book

Apply: Ask the students to tell you something they have learned from the book. They can refer back to the book as needed. Write each student's answer in the L column.

Once each student has had a turn, then review the two previous columns. Check off items in the K column that the text supported as a fact. Now, go through the W column and tick off anything they wanted to know that the book told them.

(Take a photo/copy of the table as you may want to use this for a writing purpose during the week – reading to answer one or more of the W column questions and then writing about them.)

Tuesday:

Purpose for reading: Read the book to identify words used to describe dinosaurs.

Anchor: Talk about words we can use to describe a seagull. Write this up as a list. (NB Keep the list for later in the week.)

Remind students of the purpose for reading

Read: Read the book

Apply: Have each student identify a describing word used in the book for dinosaurs and make a list of the words.

Wednesday:

Purpose for reading: Read the book to discuss “what” questions about dinosaurs.

The questions are:

What are fossils?

What do scientists use to make a skeleton?

What size are dinosaur bones?

What are dinosaur teeth like?

What do scientists find in fossils other than dinosaurs?

Anchor: Discuss what questions about dogs. E.g.

What are dogs?

What do dogs like to do?

What do dogs eat?

What are dog teeth like?

What other animals are pets?

Remind students of the purpose for reading

Read: Read the book

Apply: Have each student pick one or more of the questions and write an answer to it. After each student has finished writing, discuss how they would have answered all the questions.

Thursday:

Purpose for reading: Read the book to decide whether words on this list are used to refer to dinosaurs in the text or not.

Fossils
Mammals
Walked
Black
Flew
Slowly
Faster
Flat

Anchor: Remind the students of the list of words that they came up with to describe seagulls earlier in the week. Now provide the passage below and ask them to identify which words are both on the list and in the passage.

“Seagulls are birds that live near the ocean. They are scavengers, and look for food both on land and on sea. They will eat fish from the ocean or chips from a shop! Seagulls are usually white and grey, and they make loud noises as they fly.”

Read: Read the book

Apply: Have students write to the purpose

Friday:

Purpose for reading: Read to write their own version of the book (or of one or more pages of the book)

Anchor: Show students the wordless version of the book and explain that after the reading the book today, each student can pick a picture and write their own version of the page. Pick a page to use and model writing about it yourself.

Read: Read the book

Apply: Have students select a page of the book and write their own version of the page.