

# Comprehension Instruction: Anchor, Read, Apply

**Book of the week:** Polly Gets Out

**Level:** Early Grade 1 (RAZ D)

## **Monday:**

*Purpose for reading:* Read the book to identify where the story takes place.

*Anchor:* Talk about all the different places in the school that make it a school e.g. library, playground, hall, classrooms, office. However, the overall name for those places is a school.

Remind students that they are identifying where the story takes place – and that even though the character goes to different places in the book, there is an overall name for all of those places together.

*Read:* Read the book

*Apply:* Ask each student to write about where the book takes place.

## **Tuesday:**

*Purpose for reading:* Read to decide which place or character that Polly visits that these describing words apply to: safe, wet, long, big, fun, pretty, scary, noisy

*Anchor:* Read to decide which of these describing words applies to a place in school (you may need to make your own list):

- Big
- Quiet
- Safe
- Loud
- Wet

Remind students of the purpose for reading

*Read:* Read the book

*Apply:* Have each student select a describing word from the list and say which place or character it applies to.

## **Wednesday:**

*Purpose for reading:* Read to answer “where” questions about places in the story.

The questions are:



Where does Polly go to that has water?  
Where does Polly see children playing?  
Where does Polly see that people live?  
Where does Polly go that has flowers?  
Where does Polly go that is safe?

*Anchor:* Ask the students a group of where questions for school.

Where do you go to play?  
Where do you go to learn?  
Where do you go to read?  
Where do you go to swim?  
Where do you go to catch the bus?

Remind students of the purpose for reading

*Read:* Read the book

*Apply:* Ask each student to write their answers to the where questions about the book.

### **Thursday:**

*Purpose for reading:* Read to write a description of Polly.

*Anchor:* Brainstorm describing words for a character from a familiar book. Make sure you include describing words for their personality as well as their physical attributes. Write up a list of these words.

Remind students of the purpose for reading

*Read:* Read the book

*Apply:* Ask each student to write a description of Polly at their appropriate writing level.

### **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.

