Sometimes students struggle with comprehension, and it can be difficult to pinpoint where the breakdown occurs. Help your students make visual summaries on sticky notes in this lesson!

**Learning Objectives**

Students will be able to retell key details from a story.

**Materials and Preparation**

- Reading materials (such as *The Day Dream Chronicles: Stories from the Imagination*, a book, or a textbook)
- Sticky notes
- Pencils

**Key Terms**

- reading comprehension
- doodle

**Introduction (5 minutes)**

- Choose the reading material to utilize, such as a book you have read with the class recently.
- Pass out a stack of sticky notes to the students.
- Explain to the students that **reading comprehension** is the ability to understand and recall what was read.
- Show students an example of a **doodle**, or sketch. Explain to them that it only takes a few seconds to compose a doodle.
- Explain to your students that for each page of the text that they read, they will compose little doodles on a sticky note that will remain stuck to that page.

**EL**

- **Beginning:**
  - Have students stand and chant, "Comprehension, I understand what I read."
- **Intermediate:**
  - Have students explain what comprehension means in their own words to a partner.

**Explicit Instruction/Teacher Modeling (5 minutes)**

- Describe what makes up a good doodle. For example, if the text says *The boy was extremely sad to discover that he was not going to be able to play both basketball and football due to a schedule conflict*, the doodle could be a boy with a sad face, a basketball, a football, and a calendar.
- Instruct your students to notice key details and remember them through their own perspectives.

**EL**

- **Beginning:**
  - Provide a student-friendly definition of key vocabulary words in the story you read aloud.
  - Provide visuals of main characters or ideas from the story.
- **Intermediate:**
  - Provide a word bank of key vocabulary for students to refer to during the read aloud.
Guided Practice/Interactive Modeling (20 minutes)

- Read the text aloud or have your students read the text aloud (depending on the text), and give the students a few minutes to compose their doodles and reflect on what they just read.
- Ask students to pair up and do a think-pair-share, using the following prompts for support and to spark in depth discussion:
  - I chose to draw ___ because ___.
  - I connect to your drawing of ___ because ___.
  - Your picture reminds me of the ___ of the story.

EL

- **Beginning:**
  - Provide students with relevant graphic organizers to support their understanding of the beginning, middle and end of the story.
- **Intermediate:**
  - Ask students to record their answers to the prompts in their reading logs or journals and summarize what their partner says.

Independent Working Time (10 minutes)

- Instruct students to read a few more pages independently and compose their sketches or doodles to describe what they read on that page.
- Make sure that they do not spend longer than about 2 minutes on a sketch.

EL

- **Beginning:**
  - Provide students with a simplified version of the read aloud with visuals.
  - Provide a student-friendly bilingual glossary of words and phrases in home language (L1) and English.
  - Allow student to read text aloud to a teacher.
- **Intermediate:**
  - Allow students to work with a sympathetic non-EL student.
  - Allow student to read text aloud to a partner.

Differentiation

- **Enrichment:** Have the students draw one sticky note per chapter so that they are summarizing a larger portion of material.
- **Support:** Modify the lesson by having your students draw one sticky note per paragraph. Using smaller sections will help them gain practice in summarizing and comprehending text.

Assessment (10 minutes)

- At the conclusion of the reading, have your students turn back to the first page they read.
- Ask your students to retell the story based on their sketches.
- Alternatively, have your students recall the main events, characters, problems/solutions, key facts learned, sequence, etc. from the text.

EL

- **Beginning:**
  - Allow students to retell the story in L1 using their doodles for support.
- **Intermediate:**
  - Provide students with sentence stems or paragraph frames to retell the story.
Review and Closing (5 minutes)

- Ask the students if they feel like they were able to remember more of what they read.
- Have one student show her sketches to the rest of the class and explain the story using those sketches.

EL

**Beginning:**
- Provide students with the following sentence frames and starters as well as a word bank for support:
  - I drew a ___ from the ___ of the story.
  - My favorite part of the story was......

- Ask students to turn and talk to their neighbor to share their responses.

**Intermediate:**
- Provide students with the following sentence frames and starters:
  - I drew a ___ from the ___ of the story.
  - My favorite part of the story was....
- Ask students to turn and talk to their neighbor to share their responses.