

# Making Sense

## Purpose

Students will use self-correcting strategies when reading simple sentences.

## Materials

*For the teacher:* books such as *Fox in Love* by James Marshall, *Frog and Toad are Friends* by Arnold Lobel, *George and Martha* by James Marshall, chalk, chalkboard

## Activity

### A. Pre-Activity Discussion

1. Tell the class that you would like them to help you read a story.
2. Explain that sometimes when people read together, it helps them gain a better understanding of the story.

### B. Model Good Reading Strategies

1. Show students the cover of a book you have selected. Ask students: “What does the title say? What characters are on the cover? What is their relationship with each other? What do you think might happen in the story?”
2. Read a sentence, making a small error. Say to the class: “That doesn’t sound right!”
3. Figure out the meaning of the word with the class by directing students to look at the pictures and think about the context.
4. Ask students: “Does this word go with the rest of the story?”
5. Re-read the sentence correctly.

### C. Close the Activity

1. Review the story with the students, and determine if the class can remember everything that happened.
2. Draw pictures or write key words on the board to go with the story sequence.

### MEETING INDIVIDUAL



### NEEDS

For more advanced students, read a book with a longer sequence and subtler character descriptions, such as *A Bargain for Frances* by Russell Hoban.

### connecting across the curriculum



### Visual Arts

Have students create more elaborate mental pictures of the story by going beyond the actual events. For example, have students draw or describe the outfits in Martha’s closet, the flowers in Toad’s garden, a place where these characters would go on vacation, or what happens to the characters after the story is over.


### Standards Link K.2.2


## Questions for Review


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### Basic Concepts and Processes

While listening to students, ask the following questions:

 Does that sound right?

 Does that make sense?

 I noticed you said [*insert incorrect word*] and then changed your mind. How did you know that [*insert correct word*] was right?

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