

Comprehension Storyboard

Summary

This lesson will be an overview and review of the major comprehension strategies we have learned throughout the year. Students will be able to talk about a book that we read together in class.

Time Frame

2 class periods of 30 minutes each

Group Size

Large Groups

Life Skills

Thinking & Reasoning

Materials

- any grade level appropriate read aloud
- folders or large paper (for story boards)
- post its or color paper for headings
- students: glue, scissors, pens or pencils, crayons, paper
- camera
- computer with projector
- Animoto account

Background for Teachers

This is a pretty basic reading comprehension and read aloud lesson. This could be accommodated for one type of comprehension strategy or for a few. This could be done whole class, in groups, pairs, or alone. The story boards could be a pre made graphic organizer or a plain piece of paper depending on what the teacher wants. The web site for Animoto is animoto.com. If you have not signed up, make sure to sign up with your work email and use the educators link.

Student Prior Knowledge

Students need to have had exposure and practice to grade level reading comprehension strategies taught throughout the year. Some examples are: predictions; setting; characters; plot; main idea; retell in order; retell-beginning, middle, and end; connections; questioning; what the author is teaching or telling the readers; and inferencing.

Intended Learning Outcomes

Students will have the chance to listen to a read aloud by the teacher. After the read aloud the students will have a chance to make a story retell board with their partner. Students should be able to use the comprehension strategies taught throughout the year to retell in detail what happened in the story.

Instructional Procedures

- Gather students onto your reading area, my rug.
- Introduce the read aloud and have students make predictions based on the title, cover of book, and background knowledge. Give them think time, time to share with their partners, and time for

a few to share whole class.

Explain that after the book each student along with their partner will have the chance to make a story board retell about the book. Show an example from a different book of what theirs could look like.

Read the book aloud. Stop where you think it is necessary to check for understanding; talk about vocabulary words; think, pair, share; etc.

After the read aloud again explain to the students what they are expected to do. Have them share back to you what your expectations are. Show the materials they can use, explain how to use them.

Have all materials out and ready for partners to gather. Have the example out to help remind them what they need to do. Have a chart or write on the board your expectations and things they need to include in their story board retell.

Give students enough time to get started on their story board retells. Give students enough time then or later to get their story boards completed.

After the story boards are completed have each partnership share theirs with the rest of the class. It can be projected onto the board to make it bigger.

Help each partnership make their story board retell into an Animoto and share with the class.

Other options:

Invite a class to come in and learn about the book by sharing the story boards, Animotos, or both. Keep the materials out for students to make additional story boards on their own. They can share with other students in the class and outside of the class.

Can be used to invite or recommend others to read a book.

Strategies for Diverse Learners

Gifted students: any of the extensions listed below, encourage them to do more writing, variety of ways to show their understanding
Struggling students/special needs of students: working with partners, having an example for them to reference, give enough time to get their project done, be available to answer questions and/or give help when needed, written (and if necessary pictures) expectations for them to reference, variety of ways to show their understanding

Extensions

Invite a class to come in and learn about the book by sharing the story boards, Animotos, or both. Keep the materials out for students to make additional story boards on their own. They can share with other students in the class and outside of the class.

Can be used to invite or recommend others to read a book.

Make a story board retell for one of their own stories that they have written.

Students make their own Animoto story board and then share with the class.

Assessment Plan

Students will be assessed on their correct use of comprehension strategies in their story boards according to the rubric. They will also be assessed on their Animoto video. To make an Animoto video sign up for an account at animoto.com.

Rubrics

[Comprehension Storyboard](#)

Authors

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