

# Little Mama Forgets - Monitoring Comprehension

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## VITAL INFORMATION

<b>Subject(s)</b>	Reading
<b>Topic or Unit of Study</b>	Literacy
<b>Grade/Level</b>	Grade 4
<b>Objective</b>	The objective of this lesson is to have students listen to their "inner voices" as they are reading and using that to respond to the text and better understand it. When listening to that "inner voice", students would need to stop, think, and react to the information they just read as this the desired objective of this is to have them monitor meaning, articulate their thinking, and develop new insights.
<b>Summary</b>	For this lesson, the teacher reads <i>Little Mama Forgets</i> by Robin Cruise out loud to the student and models what thinking about a text would be. As the teacher is reading, s/he will pause at every other page to give relative comments or ask questions about what is being read. The student will listen to this and will later jot down notes on his/her reaction to the story, including their own questions and comments. These notes can go on post-it notes or binder paper. This is an anchor lesson to remind the targeted student to focus on their thinking when they read, not merely on details, the plot, or the sequence of events of the story.

## IMPLEMENTATION

<b>Learning Context</b>	
<b>Procedure</b>	<p>1. Teacher reads <i>Little Mama Forgets</i> out loud to targeted student(s). Pause at certain points giving your own commentary and asking your own questions as you are going along with the story to model thinking out loud. As the teacher asks his/her own questions, have students contribute to the discussion too. Give student(s) paper or post-it notes for them to record their thoughts on the reading. Remind students that their task is not to retell the story but to write down what the story made them think about, their thoughts and reactions, or their inner conversation. <b>Allow 20 to 25 minutes.</b></p> <p><u>Example of comments and questions to ask yourself while reading:</u></p> <p>This is a very long name. It reminds me of ..... from the movie "Princess Bride"—Greatest swordsman</p> <p>Why does she live with her grandma?</p> <p>Why does she have to wake up her grandma?</p> <p>My grandma wakes up early. I know a lot of other people's grandmas that wake up early</p> <p>Little momma's toast is burning. That reminds me when I lose my "train of thought" and I forget that I left the water on.</p> <p>Turn and talk to your partner about a time when you "forgot" something.</p> <p>Eww! Rice puddin' for breakfast sounds gross. I prefer bread pudding.</p> <p>Does anyone have any questions or ideas about why she forgets so much?</p> <p>Little momma forgets how to tie her shoes. Turn to your partner and talk about what you think.</p> <p>Why does little momma remember how to dance, and other things?</p> <p>That's dangerous!! Uh oh little momma!</p> <p>Let's close our eyes for a moment and think about what Little Mamma's village would be like.</p> <p>Turn and talk to a partner and talk about what you think Little Momma's village would look like, smell like—use your senses.</p> <p>I like chili dogs.</p> <p>My grandma sleeps a lot. I wonder why she forgets to sleep!?</p> <p>I've seen tortillas being made at Chevy's.</p> <p>That's a big family!</p> <p>It feels like there is a lot of love in this family.</p> <p>2. Have a short discussion. Review the post-it notes and all the other thoughts that have been recorded by the student. How has their thinking helped them understand the story better? <b>Discuss between 3 to 5 minutes.</b></p>
<b>Differentiated Instruction</b>	

<b>Sample Student Products</b>	
<b>Collaboration</b>	
<b>Time Allotment</b>	1 class periods. 30 Mins. per class.
<b>Author's Comments &amp; Reflections</b>	

## MATERIALS AND RESOURCES

<b>Instructional Materials</b>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>Materials and resources: Little Mama Forgets by Robin Cruise - Book Post-It Notes or Binder Paper</li> </ul>

## STANDARDS & ASSESSMENT

<b>Standards</b>	
<b>Assessment/Rubrics</b>	