

Reading Comprehension

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following:
2. Print and cut out (if applicable):
 - *Hippo Wants to Dance* Vocabulary Flashcards Worksheet
 - *Hippo Wants to Dance* Comprehension 1 Worksheet
 - *Hippo Wants to Dance* Comprehension 2 Worksheet
 - *Hippo Wants to Dance* Comprehension 3 Worksheet
 - *Hippo Wants to Dance* Story Sequencing 1 (3 Events) Worksheet
 - *Hippo Wants to Dance* Story Sequencing 2 (4 Events) Worksheet
3. Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
4. Print out these data sheets (enough for each student/group of students):
 - Event Recording Individual Data Sheet (one per student)
 - Add these targets to each student's data sheet:
 - Comprehension Question 1
 - Comprehension Question 2
 - Comprehension Question 3
 - Comprehension Question 4



Learning Objectives

- Answer questions (who, what, where, when, why, and how) about key details in a text read, read aloud, or viewed.
- Identify and describe the characters, setting, and events from a story.
- Sequence events from a story.

Materials

- *Hippo Wants to Dance* Adapted Book
- *Hippo Wants to Dance* Adapted e-Reader
- *Hippo Wants to Dance* Interactive Technology-Delivered Lessons
- *Hippo Wants to Dance* Vocabulary Flashcards Worksheet
- *Hippo Wants to Dance* Comprehension 1 Worksheet
- *Hippo Wants to Dance* Comprehension 2 Worksheet
- *Hippo Wants to Dance* Comprehension 3 Worksheet
- *Hippo Wants to Dance* Story Sequencing 1 (3 Events) Worksheet
- *Hippo Wants to Dance* Story Sequencing 2 (4 Events) Worksheet
- Magnetic Whiteboard
- Magnetic Display Trays

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning level and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
 - These lessons should be used daily to help students master sight words, vocabulary, phonics, and other ELA skills.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Anchor Instruction for All Students

Prior to beginning the comprehension segment, anchor instruction by referencing the story *Hippo Wants to Dance*. **We read the book *Hippo Wants to Dance*. We are going to review our story. First, let's review our story vocabulary.** Briefly review the vocabulary from the story using the Vocabulary Flashcards. **Let's talk about who our story is about. "Who" means a person or character. Can you find a character from our book?** Encourage your students to identify characters from the story, using the Adapted Book to help. Then, help your students recall events from the story. Use illustrations from the Adapted Book to facilitate the discussion.

Review the Story

Let's review our book, *Hippo Wants to Dance*.

Materials: *Hippo Wants to Dance* Adapted Book and/or *Hippo Wants to Dance* Adapted e-Reader

LEVEL 1	LEVEL 2	LEVEL 3
<p>Use the Adapted Book or Adapted e-Reader to review the story. We just read the book <i>Hippo Wants to Dance</i>. Our story is about a hippo that likes to dance. When Hippo is dancing she is not thinking about how her dancing makes other people feel. Her friends are not happy because she is kicking up dust, splashing the water, and almost tipping over the water buckets. Hippo gets very sad when they tell her to go away from them to dance. A grasshopper comes along and starts dancing around her.</p> <p>(continued)</p>	<p>Use the Adapted Book or Adapted e-Reader to review the story. We just read the book <i>Hippo Wants to Dance</i>. Our story is about a hippo that likes to dance. When Hippo is dancing she is not thinking about how her dancing makes other people feel. Her friends are not happy because she is kicking up dust, splashing the water and almost tipping over the water buckets. Hippo gets very sad when they tell her to go away from them to dance. A grasshopper comes along and starts dancing around her. They start</p> <p>(continued)</p>	<p>Use the Adapted Book or Adapted e-Reader to review the story. We just read the book <i>Hippo Wants to Dance</i>. Our story is about a hippo that likes to dance. When Hippo is dancing she is not thinking about how her dancing makes other people feel. Highlight key story elements in the illustrations as you review. Encourage student participation by having the students recall what happens next as you review and by having students discuss how characters in the book are feeling. Example questions include, Why did the snake</p> <p>(continued)</p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>They start dancing together and later all her friends want to dance too.</p> <p>As you review the story, allow students to point to story elements in the illustrations.</p>	<p>dancing together and later all her friends want to dance too.</p> <p>As you review the story, allow students to point to story elements in the illustrations.</p> <p>Encourage student participation by asking them to recall what happened next and point to the events and vocabulary in the illustrations.</p>	<p>tell Hippo to go dance somewhere else? What did the grasshopper do to make Hippo happy? Who did Hippo get wet when she was splashing?</p>

Story Recall

Now let's sequence the events from the book.

Materials: *Hippo Wants to Dance* Story Sequencing 1 (3 Events) Worksheet, *Hippo Wants to Dance* Story Sequencing 2 (4 Events) Worksheet, Magnetic Whiteboard, and Magnetic Display Trays

LEVEL 1	LEVEL 2	LEVEL 3
<p>Now, we are going to sequence the events from the story. When we sequence, we put things in order. We are going to identify what happens first, next, and last. Have the students use <i>Hippo Wants to Dance</i> Story Sequencing 1 (3 Events) Worksheet to sequence three events from the story at a time. Alternatively, students can sequence the events into the Magnetic Display Tray on the Magnetic Whiteboard. After the students have completed the worksheet, support students in retelling the story by having them touch the story items while you read them aloud. First, Hippo danced and her friends told her to go somewhere else to dance. Then, Hippo cried because she was sad. Last, the grasshopper danced with her and all her friends danced too.</p>	<p>Now, we are going to sequence the events from the story. When we sequence, we put things in order. We are going to identify what happens first, next, then, and last. Have the students use <i>Hippo Wants to Dance</i> Story Sequencing 2 (4 Events) Worksheet to sequence four events from the story at a time. Alternatively, students can sequence the events into the Magnetic Display Tray on the Magnetic Whiteboard.</p> <p>After the students have completed the worksheet, support students in retelling the story by having them touch the story items while you read them aloud.</p> <p>Encourage your students to expand on the events they sequence by providing additional details.</p>	<p>Now, we are going to sequence the events from the story. When we sequence, we put things in order. We are going to identify what happens first, next, then, and last. Have the students use <i>Hippo Wants to Dance</i> Story Sequencing 2 (4 Events) Worksheet to sequence four events from the story at a time.</p> <p>After they have completed the worksheet, have students retell the story to you or a peer using their worksheet.</p>

Comprehension

Materials: *Hippo Wants to Dance* Story Comprehension 1, 2, and 3 Worksheets, Magnetic Display Trays, and Magnetic Whiteboard

Data Sheet: Event Recording Individual Data Sheet

LEVEL 1	LEVEL 2	LEVEL 3
<p>Now we are going to answer some questions about our story.</p> <p>Put the Magnetic Display Tray on the Magnetic Whiteboard. Use the questions and response options from the Story Comprehension 1 Worksheet. Place one question at a time and response options in the Magnetic Display Tray. If students need support to answer questions correctly, reduce distractors to one. If students need more support, display only the correct answer for students to select.</p>	<p>Now we are going to answer some questions about our story.</p> <p>Put the Magnetic Display Tray on the Magnetic Whiteboard. Use the questions and response options from the Story Comprehension 2 Worksheet. Place one question at a time and response options in the Magnetic Display Tray. Allow the students to use the Adapted Book for support, as needed. For students needing prompting, show two different pages of the story and ask, Could we find the answer on this page, or this page?</p>	<p>Now we are going to answer some questions about our story.</p> <p>Put the Magnetic Display Tray on the Magnetic Whiteboard. Use the questions and response options from the Story Comprehension 3 Worksheet. Place one question at a time and response options in the Magnetic Display Tray. Encourage students to go back into the story and show you where they could find the answer.</p>
COMPREHENSION QUESTIONS		
<ul style="list-style-type: none"> • What is the story about? (Hippo) • What does Hippo want to do? (dance) • What does the snake tell her to do? (go) • What makes Hippo happy? (dancing) 	<ul style="list-style-type: none"> • What does Hippo do in the water? (splashes) • What did Hippo do when she was sad? (cried) • Who danced with Hippo first? (Grasshopper) • What did Hippo get on the snake? (dirt) 	<ul style="list-style-type: none"> • Who does Hippo get wet? (the bird) • What did snake tell Hippo? (“You’re getting dirt on me!”) • Why does Hippo cry? (She is sad.) • When does Hippo stop crying? (Grasshopper starts dancing.)



Instructional Tip!

- For students who have difficulty answering WH-questions, consider changing the question so that the answer is yes/no.
- Students who have difficulty answering WH-questions may also benefit from explicit instruction on what kind of answer each WH-question requires. This explicit instruction can be paired with a specific icon for each WH-question word, in order to provide additional visual cues to students.
 - Who = person or character
 - Where = place
 - When = time
 - Why = reason

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Hula Hoop	Teach students about personal space using a hula hoop. Have a student stand inside the hula hoop when it is on the ground. Have the student place their heels to the back of the hula hoop. Have another student walk up to the student but stand on the outside of the hula hoop at the top. Explain that this is personal space, and that we should always think about keeping a hula hoop distance from each other when we are standing in line, sitting at carpet time or interacting in other places outside the school. Talk about how Hippo was not respecting others' personal spaces when she was dancing and how it made her friends sad. This will make our friends sad too.
Cut-outs	Have students cut people or animals out of magazines. Allow students to glue these images on paper to show how they are respecting personal space. Hang the images up in the classroom and practice showing personal space throughout the week when lining up, sitting at carpet time or interacting in other areas around the school.



hippo



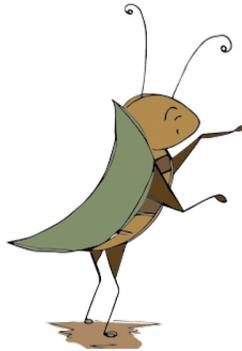
dance



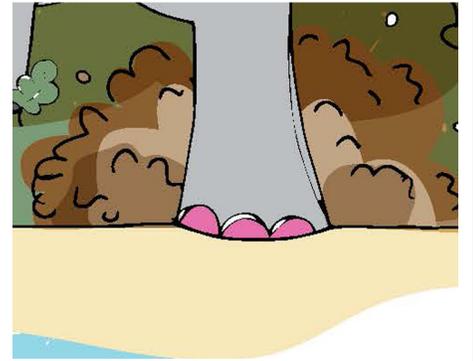
mud



donkey



grasshopper



stomp



mud



splash



snake

Name: _____

Date: _____

Directions: Answer the comprehension questions below.

Question 1: What is the story about?



hippo



boy

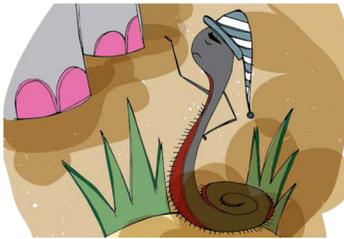


horse

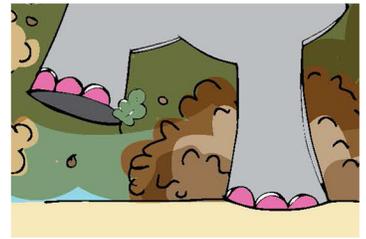
Question 2: What does Hippo want to do?



dance



snake

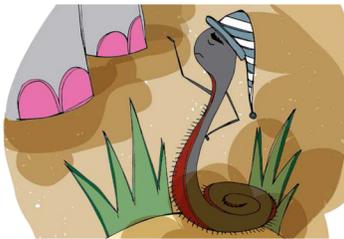


stomp

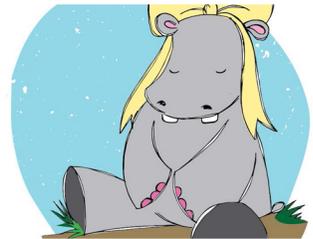
Question 3: What does the snake tell her to do?



dance



go



sit

Question 4: What makes hippo happy?



donkey



crying



dancing

Directions: Answer the comprehension questions below.

Question 1: What does Hippo do in the water?



flops



splashes



tipped

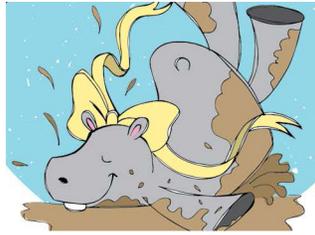


cries

Question 2: What did Hippo do when she was sad?



cried



flopped

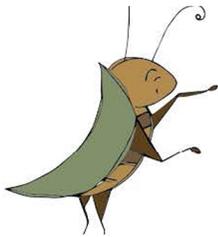


danced



jumped

Question 3: Who danced with Hippo first?



grasshopper



bird

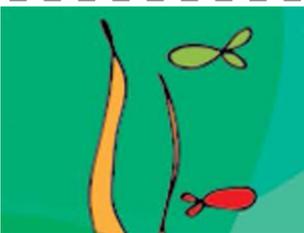


snake

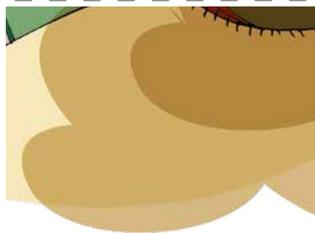


donkey

Question 4: What did Hippo get on the snake?



water



sand



mud



dirt

Name: _____

Date: _____

Directions: Answer the comprehension questions below.

Question 1: Who does Hippo get wet?

the bird

the donkey

the snake

the grasshopper

Question 2: What did snake tell Hippo?

"Dance with me."

"You're getting dirt on me."

"I am busy right now."

"Go ask the bird."

Question 3: Why does Hippo cry?

She is dancing.

She is happy.

She is sad.

She is silly.

Question 4: When does Hippo stop crying?

Snake says dance somewhere else.

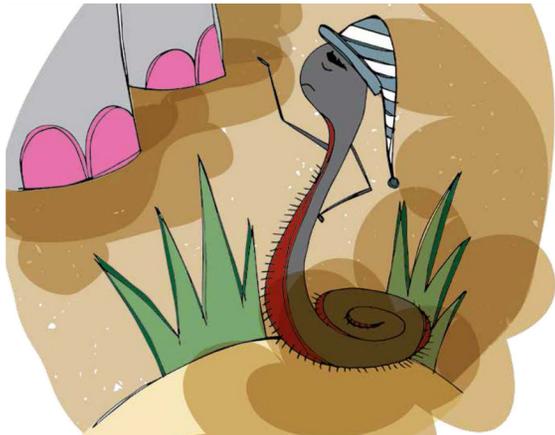
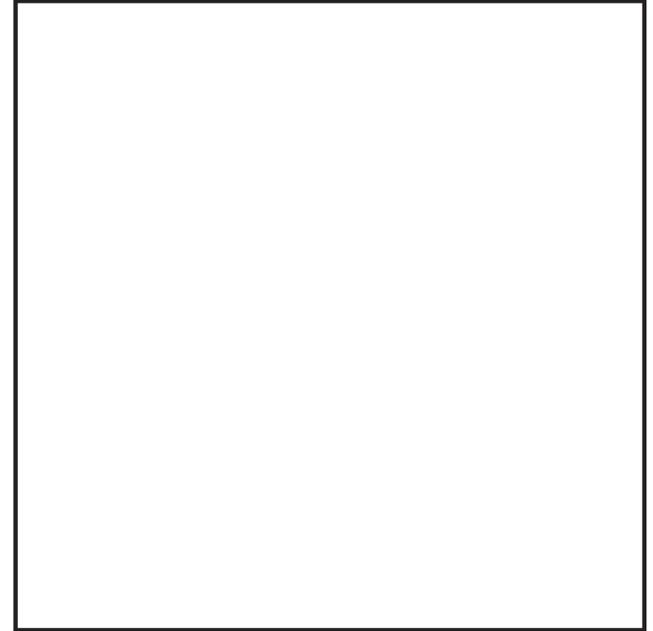
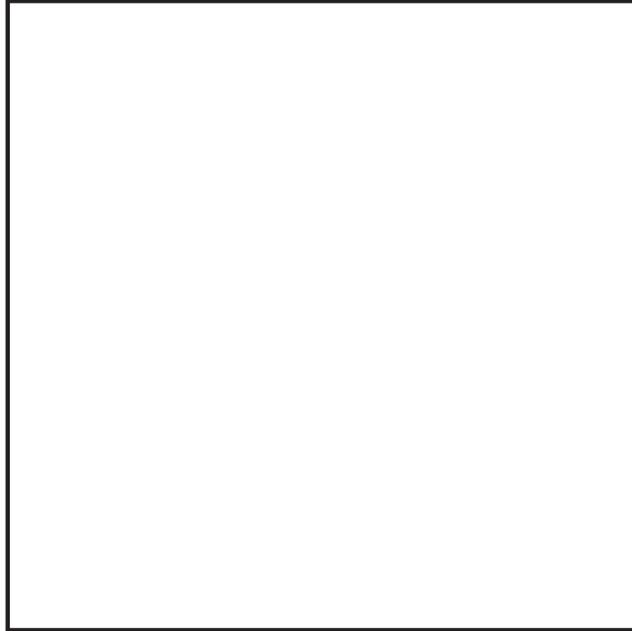
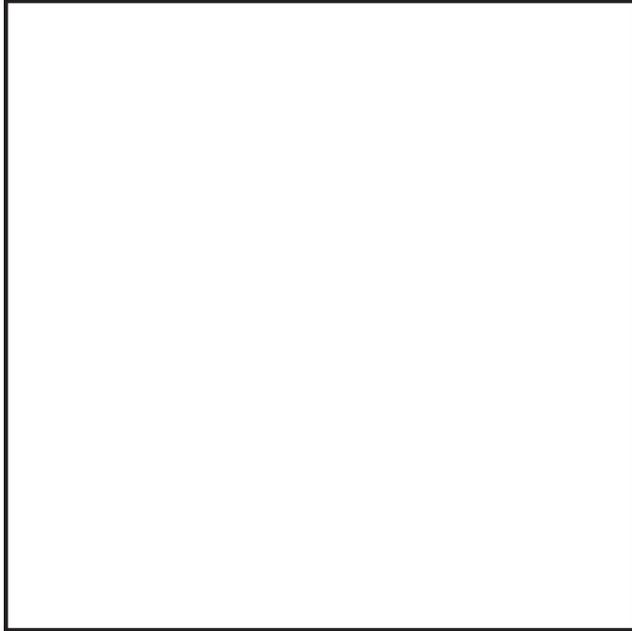
Bird looks for breakfast.

Grasshopper starts dancing.

Donkey gave her water.

Name: _____ Date: _____

Directions: Cut and glue the pictures in the correct order. To modify, cut and laminate the events from the story and create a pull off response board. Allow students to identify the events that come first, next, and last in various presentations. For students needing additional support, provide visual prompts and allow students to match to a sample.



go



sad

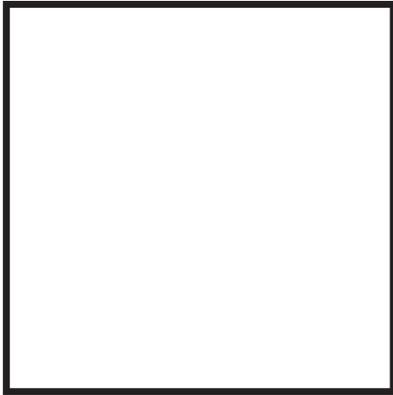


dance

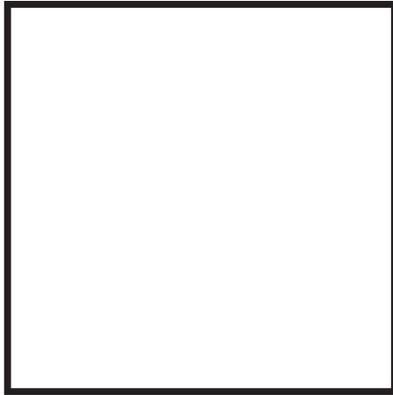
Name: _____ Date: _____

Directions: Cut and glue the pictures in the correct order. To modify, cut and laminate the events from the story and create a pull off response board. Allow students to identify the events that come first, next, and last in various presentations. For students needing additional support, provide visual prompts and allow students to match to a sample.

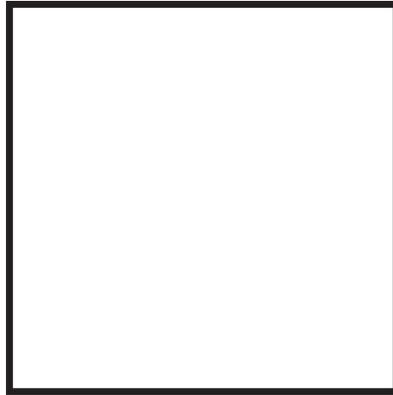
First



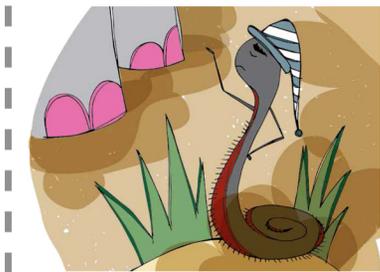
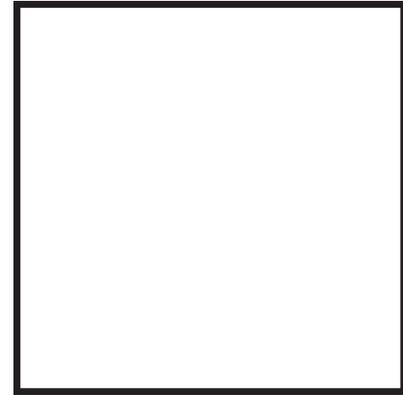
Next



Then



Last



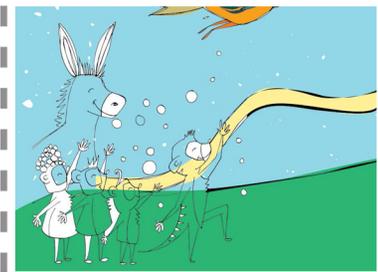
"Go dance somewhere else!"



Hippo is too sad to dance.



He starts dancing around her feet.



"We want to dance, too!"