

MANCHESTER COLLEGE
Education Department

Lesson Plan by Megan Gallmeyer and Marc Walter
Idea created by Megan and Marc

Lesson: Cloze Instruction and Herringbone Technique

Length: 20 minutes

Age/Grade Intended: 4th or 5th

Academic Standards:

- English 4.1.7 Use context to determine the meaning of unknown words.
- English 4.2.2 Use appropriate strategies when reading for different purposes.
 - Example: Use graphic organizers to show the relationship of ideas in the text.

Performance Objectives:

- When given a worksheet about a book, the students will fill in the missing words with complete participation.
- When filling out the Herringbone worksheet, the students will fill out the six different pieces of information with complete participation.

Advanced Preparation by the Teacher:

- Obtain a copy of the book, *My Side of the Mountain* by Jean Craighead George
- Create a worksheet for the Cloze Instruction model that leaves out every fifth word on the page from the book.
- Create a worksheet for the Herringbone Technique.
- Create handout about the two techniques

Procedure:

Introduction: “I have a book that I would like for us to read, but I’m not sure how we are going to read it yet. I need your help. First of all, I need you to fill out this worksheet. This will tell me whether we should read it in reading groups or as a whole class. Secondly, by doing this worksheet, it will help you see if the book sounds interesting.”

Step-by-Step Plan:

- Pass out the Cloze Instruction worksheet to everyone. Give enough time for everyone to fill out the worksheet. **(Gardner, Linguistic)**
- Collect the worksheets.
 - Explain that the teacher would then look over the worksheets and see how the class did on them. This would help the teacher decide if the book was too easy, too hard, or right at their level. If it was a book that turned out to be right at their level, they could start reading it.
- Start reading the first chapter of *My Side of the Mountain* to the class.
- Pass out the Herringbone worksheet to everyone.
- Go over the worksheet with them, helping them fill it out as we go along. **(Bloom, Knowledge)**

Closure: “Great job today class! From what I can see, this is going to be a great book for us to read.” Go on to explain Cloze Instruction and the Herringbone Technique. Pass out the handout to the class.

Adaptation: For the student who has trouble comprehending the book read orally to them, give them a copy of the book so they can follow along as it is read.

Enrichment: Have the student that is more advanced write more detail on the Herringbone worksheet and allow him/her to share with the rest of the class.

Reflection: What went well? What could be improved? Did the students understand what was being taught?

Cloze Instruction Passage: *My Side of the Mountain* (pg. 3-4)

I am on my mountain in a tree hole that people have passed without ever knowing I am here. The house is a hemlock tree six feet in diameter, and must be as old as the mountain itself. I came upon it last summer and dug and burned it out until I made a snug cave in the tree that I now call home.

“My bed is on the right as you enter, and is made of ash slats and covered with deerskin. On the left is a small fireplace about knee high. It is of clay and stones. It has a chimney that leads the smoke out through a knothole. I chipped out three other knotholes to let fresh air in. The air coming in is bitter cold. It must be below zero outside, and yet I can sit here inside my tree and write with bare hands. The fire is small, too. It doesn’t take much fire to warm this tree room.

“It is the fourth of December, I think. It may be the fifth. I am not sure because I have not recently counted the notches in the aspen pole that is my calendar. I have been just too busy gathering nuts and berries, smoking venison, fish, and small game to keep up with the exact date.

“The lamp I am writing by is deer fat poured into a turtle shell with a strip of my old city trousers for a wick.

“It snowed all day yesterday and today. I have not been outside since the storm began, and I am bored for the first time since I ran away from home eight months ago to live on the land.

“I am well and healthy.

Name _____

I am on my mountain in a tree hole that people have passed without ever knowing I am here. _____ house is a hemlock _____ six feet in diameter, _____ must be as old _____ the mountain itself. I _____ upon it last summer _____ dug and burned it _____ until I made a _____ cave in the tree _____ I now call home.

“_____ bed is on the _____ as you enter, and _____ made of ash slats _____ covered with deerskin. On _____ left is a small _____ about knee high. It _____ of clay and stones. _____ has a chimney that _____ the smoke out through _____ knothole. I chipped out _____ other knotholes to let _____ air in. The air _____ in is bitter cold. _____ must be below zero _____, and yet I can _____ here inside my tree _____ write with bare hands. _____ fire is small, too. _____ doesn't take much fire _____ warm this tree room.

“_____ is the fourth of _____, I think. It may _____ the fifth. I am _____ sure because I have _____ recently counted the notches _____ the aspen pole that _____ my calendar. I have _____ just too busy gathering _____ and berries, smoking venison, _____, and small game to _____ up with the exact _____.

“The lamp I am _____ by is deer fat _____ into a turtle shell _____ a strip of my _____ city trousers for a _____.

“It snowed all _____ yesterday and today. I _____ not been outside since _____ storm began, and I _____ bored for the first _____ since I ran away from home eight months ago to live on the land.

“I am well and healthy.

Cloze Procedure

Megan Gallmeyer and Marc Walter
p. 437-440 in text book

Definition: A method of assessing comprehension of a passage by asking the reader to replace missing words.

- The cloze procedure is used when you don't know the reading level of the students, nor do you know the readability level of the book.
- The results from this procedure apply only to the particular text and cannot be generalized to any other text.
- The cloze procedure is used BEFORE the students have read the text; it is not intended to test comprehension after reading.

How to Use the Cloze Procedure

1. Choose a passage from the text of about 250 words in length. Be sure the passage makes sense from beginning to end (you shouldn't have to read the previous section to understand it.)
2. Reproduce the passage in this way: leave the first and last sentences intact. For all sentences in between, delete about every fifth word and substitute blanks. Make all the blanks equal size so you don't give any clues as to what the word is. There should be about 50 blanks in all.

3. Tell your students the purpose for this exercise: to help you know what reading materials will suit them. Reassure them that you are not testing them. Tell them to try to think like the author and replace the missing words, but that you know they may not know what all the words should be, and that's fine.
 4. Have the students read the text and write in the missing words. There is no time limit.
 5. Score the papers, counting as correct only words that are the exact words you deleted. Synonyms are not acceptable.
 6. The following percentages are used to judge the fit of the text to the reader:
 - Above 57%: independent reading level
 - 44-57%: instructional reading level
 - Below 44%: frustration reading level
- * Scores above 57%: This text will be quite easy for the children. They will be able to read it on their own and do additional reading on the subject.
- * Score from 44-57%: Most children will probably have scores that put them in this range (instructional). They will do fine with guidance, good instruction, practice, and other sound instructional procedures.
- Scores below 44%: This text will probably be too difficult for these children, even with your good instruction. They can still deal with the themes, topics, and subjects of the curriculum, but they will need extraordinary support, other material, or the opportunity to listen to the text read aloud by you, a volunteer, or an aide.

Herringbone Technique

Megan Gallmeyer and Marc Walter

<http://litsite.alaska.edu/workbooks/readingstrategies.html>

[http://www.volusia.k12.fl.us/languagearts/ReadingResource.pdf#search=%22herringbone%20technique%20\(reading\)%22](http://www.volusia.k12.fl.us/languagearts/ReadingResource.pdf#search=%22herringbone%20technique%20(reading)%22)

The Herringbone Pattern is used for synthesizing information after students have read and discussed a chapter. This comprehension and study technique visually identifies, in a modified outline form, the main idea or concept and related supporting ideas of a lesson. It is versatile in its application and provides a structure to summarize the lesson.

A herringbone chart helps students organize a large quantity of information thus helping with learning and remembering details, cause and effect, comparison and contrast, sequence, and main ideas. Through the six questions on the chart, students sort out the most important information and create a visual framework for reviewing in the future.

1. **Who** was involved?
2. **What** did the person or group do?
3. **When** was it done?
4. **Where** was it done?
5. **How** was it accomplished?
6. **Why** did it happen?

Students write phrases answering these questions on the diagonal lines designated by each question. Notice that the center of the Herringbone Pattern is the "Main Idea." These are what each "W" question should refer back to.

