

Click and Clunk

Lesson Objective	(Comprehension) Students will use Click and Clunk strategies to monitor their reading comprehension.	
Vocabulary	<p>click and clunk: A during-reading strategy in which students use context clues and word parts to help clarify meaning.</p> <p>click: words or ideas that students understand while they are reading</p> <p>clunk: words or ideas that students do not understand while they are reading</p> <p>fix-up strategies: the four specific during-reading strategies of “Click and Clunk” that students use to clarify the meanings of their clunks</p>	
Reviewed Vocabulary	context clues	
Instructional Materials	Teacher	Student
	<ul style="list-style-type: none"> • Teacher Masters • Demonstrate—<i>Fix-Up Strategies Poster</i> • Timer 	<ul style="list-style-type: none"> • Student Booklet • Practice—Copies of text for each student or pair of students selected from text they will read in class that day. The text should contain several words that students will not know but can figure out using the fix-up strategies.

Preview

Today you will be learning strategies to help you monitor your understanding while you read. Occasionally when you read, you will come to a word or an idea you do not understand. Sometimes readers lose the message because they don't understand a word or idea in the text. These are called *clunks*. Sometimes clunks make it difficult to understand what the writer is trying to say. Today you will learn how to use the "Click and Clunk" fix-up strategies to help you better understand what you read.

Teacher Note

This lesson is best used after students have a basic understanding of context clues and using prefixes and suffixes to determine the meanings of words. The Context Clues and HINTS lessons of the reading module provide instruction in these areas.

Engage Prior/Informal Knowledge

Explain the importance of being a strategic reader.

A strategic reader actively works to understand what the writer is trying to convey in a passage. When you read, what are some techniques that you might use to understand a passage that contains an unknown word? (*Possible answers include: keep reading; use a dictionary; use context clues; ask someone; look at prefixes, suffixes, and roots.*)

Clunks are words or ideas that you don't understand while you are reading. Strategic readers use fix-up strategies to help them figure out these difficult words or ideas.

Picture this story to understand Click and Clunk. Consider a little cousin with a toy train moving along a track. You can hear the click, click, click of the train as it travels around. But what if one of the tracks isn't connected correctly? Clunk, the

train falls off the track. Now you have to do something to repair the train. Perhaps you will run the train again to see where the problem is. Then you can fix the track so the train can click along again.

Strategic readers do the same thing when they have a clunk, or a breakdown in understanding, while they read. When you come to a word or idea you don't know, it's time to use strategies to figure out the meaning of the word so you can repair your mental train track.

Demonstrate

1. Introduce the strategy.

There are two steps in Click and Clunk: First, identify words—clunks—you don't understand, and second, use fix-up strategies to figure out the meaning of your clunks.

Display *TM#1: Demonstrate—Fix-Up Strategies Poster*.

There are four fix-up strategies you can use to help figure out what the clunk means. The first two strategies remind you to use context clues, or the meaning of the text around the clunk, to help you identify the meaning of the difficult word. The first strategy is to reread the sentence containing the clunk and look for key ideas. The second strategy is to reread the sentences before and after the one containing the clunk.

The last two fix-up strategies cue you to look more closely within the word to find its meaning. The third strategy is to look for a prefix or suffix in the clunk that might help you understand its meaning. The fourth strategy is to break the word apart and look for smaller words.

Now I will show you how to use these strategies to determine the meaning of unfamiliar words. The words we practice with today might be easy for some of you. Focus on learning and practicing the strategy, so that you can later apply it with more difficult words.

2. Demonstrate using Click and Clunk to determine the meaning of a word.

Display *TM#2: Demonstrate—Passage*, and read aloud:

Sam Houston was the first president of the Texas Republic. He sent an ambassador, an official who represents a country, to the United States. This ambassador’s job was to ask that Texas be annexed. However, President Jackson disapproved...

Pause.

Wait. I don't know what this word *annexed* is, so it is a clunk. I am going to write *annexed* in my Clunk Log.

Display *TM#3: Demonstrate and Practice—Clunk Log* and direct students’ attention to their copies, *SB#1: Demonstrate and Practice—Clunk Log*. Write *annexed* in the shaded row, and instruct students to do the same.

I use the *Fix-Up Strategies Poster* to determine the meaning of the word. First, I reread the sentence containing the clunk. “This ambassador’s job was to ask that Texas be annexed.” This doesn’t tell me anything about the meaning of the word *annexed*, so I will try the second strategy.

I read the sentences before and after the clunk. The sentence before is, “He sent an ambassador, an official who represents a country, to the United States.” That doesn’t tell me about *annexed*. The sentence after is, “However, President Jackson disapproved, and did not want Texas to be added to the United States as the ambassador had requested.” This sentence does have a clue that tells me what *annexed* means. What is the clue? (*added*)

***Added* tells me what *annexed* means, so I write *added* in the column labeled “Clunk Definitions.” What was the fix-up strategy I used to determine the meaning? (*Reread the sentences before and after the clunk.*) So I write, “Reread the**

sentences before and the one containing the clunk” in the third column of the chart.

Record responses and instruct students to do the same.

Practice

1. Students work in pairs to practice Click and Clunk with a section of the text they will be reading in class that day.

Distribute previously prepared copies of text for each pair of students, selected from text they will read in class that day. The text should contain several words that students will not know but can figure out using the fix-up strategies.

Tell students to identify clunks, and have them write them in the remaining spaces of *SB#1: Demonstrate and Practice—Clunk Log*, record the definitions of the clunks, and note which fix-up strategies they used.

Have students restate the instructions, and check for understanding. Set the timer for 8 minutes.

Circulate among the students, check for understanding, and provide corrective feedback as needed.

2. Review student responses.

When 8 minutes have passed, ask for volunteers to share their clunks, definitions, and fix-up strategies. Have students make corrections or additions to their own papers.

Independent Practice

1. Have students complete *SB#2: Independent Practice*.
2. Collect the materials, score the work using *TM#4: Click and Clunk Independent Practice Answer Key*, and check for mastery.