

Using a Venn Diagram to Teach Reading Comprehension

Objective: To teach literal, inferential, and relational comprehension using the Venn diagram strategy RELATE

Setting and Materials

Setting: special education classroom

Materials: Reading passages retyped in the same formats with approximately 700 words related to history (e.g., 3 Presidents) or science topics (e.g., planets, viruses, bacteria)

Content Taught

Venn Diagram Strategy Steps - RELATE

- 1. R – Read**
Read quickly to locate each topic.
- 2. E – Etch**
Etch out one circle for each topic.
- 3. L – Look**
Look for the unique and related topic ideas as you begin reading.
- 4. A – Anchor**
Anchor 3 unique ideas for each topic in each article.
- 5. T – Tie**
Tie together 2 or 3 related ideas for each 2 topics,
- 6. E – Enclose**
Enclose 3 related ideas for all 3 topics.

Teaching Procedures

1. Briefly describe the Venn diagram strategy and review the importance of comprehending material accurately.
2. Distribute materials to students (i.e., RELATE strategy form, piece of paper with Venn diagram, sample reading passage).
3. Describe each step of the RELATE strategy listed above to students using think aloud techniques to model the strategy while using a sample reading passage.
4. Ask questions throughout modeling the strategy to maintain high on-task responses.
5. Once you finish modeling the strategy have the students sit quietly and study the Venn diagram strategy.
6. Tell the students to take the strategy home and study it for homework.
7. When the student returns the next day, have them recite the RELATE strategy twice and practice using the strategy with another sample passage.

Evaluation

Students should recite the RELATE strategy with 100% accuracy in 2 out of 2 attempts and demonstrate by “thinking aloud” what to do with each step of the RELATE strategy using sample passages and the Venn diagram form.

Lesson Plan Based on:

Boyle, J. R. (2000). The effects of a Venn diagram strategy on the literal, inferential, and relational comprehension of students with mild disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 10, 5-13.