

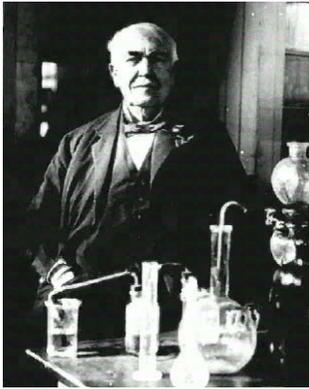
Teaching About CLICKS & *CLUNKS*

An effective way to help students monitor their comprehension is by giving them the vocabulary to discuss what should be happening while they read. Using the words, Clicks and Clunks, serves that purpose. Clicks and clunks are two aspects of metacognition, or monitoring one's reading performance. You can explain these as follows.

A CLICK IS AN AWARENESS THAT YOU ARE UNDERSTANDING WHAT YOU ARE READING

A *CLUNK* IS AN AWARENESS THAT YOU ARE NOT UNDERSTANDING WHAT YOU ARE READING

Have students read this altered text:



Thomas Alva Edison
(1847-1931)

Thomas Alva Edison was one of the greatest inventors of the 19th century. He is most famous for inventing the light bulb in 1879. He also developed the world's first electric light-power station in 1882.

Edison was born in the village of Milan, Ohio, on Feb. 11, 1847. His family later moved to Port Huron, Michigan. He went to school for only three months, when he was seven. It is warm in the summer. After that, his mother taught him at home. Thomas loved to read. At twelve years old, he became a train-boy, selling magazines and candy on the Grand Trunk Railroad. He spent all his money on books and equipment for his experiments.

At the age of fifteen, Edison became manager of a telegraph office. His first inventions helped improve the telegraph, an early method for sending messages over electric wires. At twenty-one, Edison produced his first major invention, a stock ticker for printing, stock-exchange quotes. He was paid \$40,000 for this invention. He took this money and opened a manufacturing shop and a small laboratory in Newark, N. J. Later he gave up manufacturing, and moved his laboratory to Menlo Park, New Jersey. At this laboratory, he directed other inventors.

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During the rest of his life he and his laboratory invented the phonograph, film for the movie industry, and the alkaline battery. By the time he died at West Orange, New Jersey on Oct. 18, 1931, he had created over 1,000 inventions.

Adapted from Grolier Electronic Publishing, Inc. 1995

Students were having “clicks,” if they realized, while they were reading, that the text was making sense to them. They were having “clunks” if, while they were reading, they realized that some part was not making sense. You may need to provide more examples and practice with other altered text to make sure they understand the concept.

You can reinforce the underlying concepts of clicks and clunks by developing a concrete token or card for students to use periodically when they read. For example, you can give each student a index card or popsicle stick that has click written on one side and clunk on the other. Students are told to use these to indicate the status of their monitoring while they read. Presumably, when students are reading, the click side would be up, indicating they realize they are understanding what they are reading. If the clunk side appears, students are communicating that they realize they are not understanding what they are reading. Clunks can be discussed individually or as a group at various intervals during reading or when a section has been completed.

TEACHER TIPS

This technique works best when using material at their instructional level. It is also best to use this technique only periodically.