TUESDAY

★ ★ ★ ★ ★   ★ ★ ★ ★ ★
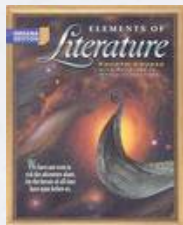
Required Materials:

pen/pencil

3-ring binder

paper

textbook

Agenda:

1. Reminders: The "Snack While You Work" Challenge (1 min)
2. Word of the Day and Warm Up (5-7 min)
3. Notes: Setting a Purpose (3 min)
4. Modeling w/ class: *The House* (7 min)
5. Notes: "What Good Readers Do" (15 min)
6. Modeling w/ class: *What Happened During the Ice Storm.* (15 min)
7. Reading Rates (time remaining)

Quote of the Week:
"Today a reader, tomorrow a leader."

"Snack While You Work" Challenge

- Good behavior should go rewarded.

- The reward? Mr. Hampton brings in snacks/drinks for class later this month.

- This week, classes will be under observation for the "Snack While You Work" challenge.
  - The least number of "strikes" this week

"Snack While You Work" Challenge

- Current standings:
    - 1st period: 94% with materials + 1 strike
    - **2nd period: 97% with materials + 1 strike**
    - 3rd period: 92% with materials + 1 strike
    - 4th period: 94% with materials + 1 strike
    - **5th period: 92% with materials + 0 strikes**
    - 6th period: 98% with materials + 1 strike

9.1.2009
Warm Up (4 min)

- WOD:
  abstract--*something difficult to understand*

- Warm Up:
  1. Use the **Word of the Day** in a sentence.
  2. Do you consider yourself a "good" reader, "bad" reader, or somewhere in between? Why do you think this? Do you think there are things a "good" reader does while reading that a "bad" reader doesn't do? Explain.

What "Good Readers Do"

- There are many things that a "good" reader does while reading.
- Today I hope to remove the mystery behind what "good" readers do when they read.
- You can use these strategies in this class or any class--now or years into the future.

What "Good Readers Do"

- Good readers SET A PURPOSE when they read.

- Ask a teacher (or yourself):
  - "Why am I learning/reading this?"

What "Good Readers Do"

- If your teacher can't answer, then they aren't doing their job.

What "Good Readers Do"

■ Let's take a look at an example: *The House*.

What "Good Readers Do"

- In *The House*:
    - What is the most important part of the story?

What "Good Readers Do"

- In *The House*:
  - This time, let's set a purpose for reading:
    - Imagine you a thief looking to rob this house.
    - Now, what are the most important parts of the story?

What "Good Readers Do"

- In *The House*:
  - This time, let's set <u>another</u> purpose for reading:
    - Imagine you are looking to buy this house.
    - Now, what are the most important parts of the story?

What "Good Readers Do"

- What about FCAT passages? How do I set a purpose with articles that I don't enjoy reading?

What "Good Readers Do"

- On the FCAT: Read the questions first!

What "Good Readers Do"

- What else do "good" readers do when they read?

What "Good Readers Do"

- Use background knowledge to make connections.
- Ask questions before, during, and after reading.
- Draw inferences from the text.
- Use "fix-up" strategies when meaning is lost.
- Determine what is important and what is not.
- Synthesize information to create new thinking.

Using Background Knowledge

- Good readers use their previous experiences.
  - Ask yourself: What do I know about this subject?
  - Use previous books, life experiences of you, family, or friends, even movies that you have seen.

Asking Questions

- Ask yourself: What do I wonder about?

Drawing Inferences

- Inference: "reading between the lines."

  - Background Knowledge + What text says = Inference

Modeling Strategies

- I will model 3 strategies using a short story from the textbook.
    - Background Knowledge
    - Asking Questions
    - Making Inferences
- Remember, this is what a "good" reader does while reading.

Modeling Strategies

- Turn to pg. 5 --> *What Happened During the Ice Storm*
- I will stop when I want to perform one of the strategies.

Tomorrow...

- We'll discuss the other three strategies and have you practice on your own.

Reading Rate...

- To help you determine how long it will take you to do homework and/or classwork, I'll help you determine how fast you read.
- Do not read fast because you are being timed.

Reading Rate...

- Turn to pg. 9 in your textbook --> *The Cold Equations*
- Read for <u>1</u> minute (I will time you).
- Count up the number of words that you read.

Reading Rate...

- 400 / The number of words you read in 1 minute = how many minutes it takes for you to read 1 page.
  - Example....400/200 words read in 1 minute = 2 minutes for me to read one page.
  - Example...400/120 words read in 1 minute = 3 minutes for me to read one page.
  - Example...400/40 words read in 1 minute = 10 minutes for me to read one page.