

# TUESDAY

September 1st, 2009 (9.1.2009)



## Required Materials:



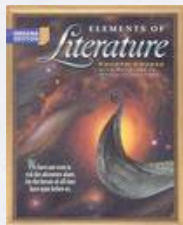
pen/pencil



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)
8. Homework: Practice Strategies

Quote of the Week:

*“Today a reader, tomorrow a leader.”*

# “Snack While You Work” Challenge

## NOTES

- 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

NONOTES

- 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)

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- WOD:  
*dogma--a set of beliefs accepted as authoritative, especially in religious doctrine.*
- 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”

## NOTES

- 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”

## T A K E N O T E S

- Good readers SET A PURPOSE when they read.
- Ask a teacher (or yourself):
  - “Why am I learning/reading this?”

# What “Good Readers Do”

## NON NOTES

- 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*.

NON  
NOTES



# What “Good Readers Do”

## NON NOTES

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

# What “Good Readers Do”

## NONOTES

- 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”

## NONOTES

- In *The House*:
  - This time, let's set another 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”

## NON NOTES

- What about on the SAT/ACT passages? How do I set a purpose with articles that I don't enjoy reading?

# What “Good Readers Do”

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- On the SAT/ACT: Read the questions first!

# What “Good Readers Do”

## NON NOTES

- What else do “good” readers do when they read?

# What “Good Readers Do”

## T A K E N O T E S

- 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

## T A K E N O T E S

- 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

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- Ask yourself: What do I wonder about?

# Drawing Inferences

## T A K E N O T E S

- Inference: “reading between the lines.”
  - Background Knowledge + What text says = Inference

# Modeling Strategies

## NONOTES

- 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

## NON NOTES

- 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.

NON  
NOTES

# Reading Rate...

## NOTES

- 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...

## NOTES

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

# Reading Rate...

## NOTES

- $400 /$  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.



# Homework

## NONOTES

- Write a sticky note reminder & place inside your binder:
  - **Reader's Notebook:** pg. 8-11
    - Read "Iroquois Constitution ." Mark pg. 9-11 with connections, questions, and inferences. Tear out pg. 9/10 & 11 and turn in tomorrow.
    - Purpose: To practice reading strategies