

# WEDNESDAY

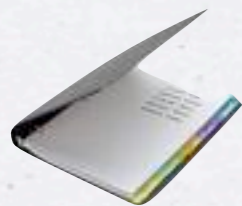
September 2nd, 2009 (9.2.2009)



## Required Materials:



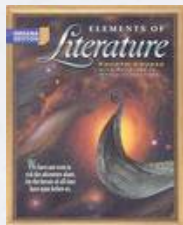
pen/pencil



3-ring binder



paper



textbook

## Agenda:

1. Homework: Turn into box (1st min of class)
2. Reminder: The “Snack While You Work” Challenge Current Standings (1 min)
3. Word of the Day and Warm Up (5-7 min)
4. Reading Rates (5 min)
5. Review: Purpose, Reading Strategies (3 min)
6. Notes Cont.: “What Good Readers Do” (15 min)
7. Practice By Yourself --> *Boys and Girls* (remaining time)
- 8. Homework: Concrete/Abstract Nouns**

Quote of the Week:

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

# Homework

NON  
NOTES

- From yesterday...turn it into the box. NOW.

# “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: 97% with materials + 1 strike
  - 2nd period: 97% with materials + 1 strike
  - 3rd period: 96% with materials + 1 strike
  - 4th period: 96% with materials + 1 strike
  - 5th period: 95% with materials + 0 strikes
  - 6th period: 98% with materials + 1 strike

9.2.2009

## Warm Up (5 min)

W  
A  
R  
M  
U  
P

- WOD:  
*stigma--a symbol of disgrace or shame; similarly, stigmata*
- Warm Up:
  1. Use your notes from yesterday if necessary. Why is it important to set a purpose while you read? Tell me the six things that “good” readers do when they read.
  2. What do you do if you read something and you don’t understand what you just read? Think about some of the strategies that you use to make sense of a difficult article or book.



# 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.

# Review:

## What “Good Readers Do”

### NOTES

- Set a purpose
  - On SAT/ACT --> Read questions first.
- Use background knowledge.
  - “What do I know about this?”
- Ask questions before, during, and after reading.
- Draw inferences from the text.
  - Inference is an opinion based on the text...
  - Your Opinion + What the text says = Inference

# Today: What “Good Readers Do”

## NONOTES

- Determine what is important and what is not.
- Synthesize information to create new thinking.
- Use “fix-up” strategies when meaning is lost.

# Important vs. Unimportant

## T A K E N O T E S

- Setting a purpose will determine importance.
  - “Why am I learning/reading this?”
  - “What should I focus on when I read?”

# Synthesizing Information

## T A K E N O T E S

- Analysis = aims to look at what already exists
  - is the opposite of...
- Synthesis = aims to create something new

# Synthesizing Information

## T A K E N O T E S

- Good readers read to create new thinking about themselves and the world around them.
  - Think “Moral Dilemmas.”

# Repairing Confusion

## NONOTES

- Most of you, at some point, will read something and forget what you read by the end.
- Even “good” readers don’t understand everything they read.
- “Good” readers have more strategies than you do--they are not BETTER readers than you.

# Repairing Confusion

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- Fix-Up Strategies:



# Repairing Confusion

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T  
E  
S

- Fix-Up Strategies:
  - Re-read

# Repairing Confusion

## T A K E N O T E S

- Fix-Up Strategies:
  - Re-read
  - Make a connection with the text

# Repairing Confusion

## T A K E N O T E S

- Fix-Up Strategies:
  - Re-read
  - Make a connection with the text
  - Make a prediction

# Repairing Confusion

## T A K E N O T E S

- Fix-Up Strategies:
  - Re-read
  - Make a connection with the text
  - Make a prediction
  - Visualize

# Repairing Confusion

## T A K E N O T E S

- Fix-Up Strategies:
  - Re-read
  - Make a connection with the text
  - Make a prediction
  - Visualize
  - Retell what you just read to another person

# Repairing Confusion

T  
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- Fix-Up Strategies:
  - Re-read
  - Make a connection with the text
  - Make a prediction
  - Visualize
  - Retell what you just read to another person
  - Speed up or slow down

# Visualize

NON  
NOTES

# Visualize

NON  
NOTES

- Imagine a movie playing in your head.



# Speed Up or Slow Down

**NON  
NOTES**

# Speed Up or Slow Down

## NONOTES

- Good reader's don't read at the same pace all the time...they speed up or slow down.

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- Take your time when reading--read as fast or as slow as you need to.
- Fast reading IS NOT good reading.

# Time to Practice

NON  
NOTES

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NON  
NOTES

- Take out your Post-It sticky notes



# Time to Practice

NON  
NOTES

- Take out your Post-It sticky notes
  - OR

# Time to Practice

NON  
NOTES

- Take out your Post-It sticky notes
  - OR

# Time to Practice

NON  
NOTES

- Take out your Post-It sticky notes
  - OR
- Take out a separate sheet of paper

# Time to Practice

NON  
NOTES

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NON  
NOTES

- Turn to pg. 52 --> *Boys and Girls*

# Time to Practice

## NONOTES

- Turn to pg. 52 --> *Boys and Girls*
- I want you to use the 6 strategies on this story...mark them on your sticky notes or write them on your paper.

# Time to Practice

## NONOTES

- Turn to pg. 52 --> *Boys and Girls*
- I want you to use the 6 strategies on this story...mark them on your sticky notes or write them on your paper.
- Use your sticky notes/paper to make questions, connections, inferences, or new thinking.

# Time to Practice

## NONOTES

- Turn to pg. 52 --> *Boys and Girls*
- I want you to use the 6 strategies on this story...mark them on your sticky notes or write them on your paper.
- Use your sticky notes/paper to make questions, connections, inferences, or new thinking.
- The goal is not to finish the story...this would take about 1 hour...you have about 20-25 minutes.



# Time to Practice

## NONOTES

- Turn to pg. 52 --> *Boys and Girls*
- I want you to use the 6 strategies on this story...mark them on your sticky notes or write them on your paper.
- Use your sticky notes/paper to make questions, connections, inferences, or new thinking.
- The goal is not to finish the story...this would take about 1 hour...you have about 20-25 minutes.
- Use “fix-up” strategies if you are confused....they work!

# Homework

## N O N O T E S

- Write a sticky note reminder & place inside your binder:
  - **Grammar Notebook:** pg. 1-2
  - Do all questions on pages 1 and 2. Due Friday.
  - Purpose: To know what a noun is; also, what the difference between a concrete and abstract noun is.