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| **Focus: “**I read it, but I don’t get it”  Using Active Reading Strategies with an Informational Text  **Materials:** copies of quick write prompt, copies of Hydrocephalus article, highlighters, pen/pencil, glue stick |
| **Before Reading:**   1. Greet your scholar. Ask how things are going since you last met. 2. Finish the vision board cover if needed. Talk about the newest items placed on the vision board cover if needed. 3. **Quick write: “If it doesn’t challenge you, it doesn’t change you.”**   **Say to scholars:** Some of our sessions will start off with a quote or a journal response question. I want you to write your thoughts on the quote or prompt. This is a time where we can make connections to our lives with what we read. We also will be able to look at your writing to see how much you have grown. Write today’s date in your journal. Glue the printed copy of the quote in your journal. Take three minutes to write what you think the quote means. Include your opinion on the quote. This means to write whether you agree with the quote and why you feel this way. If you have time left over, you may draw something that relates to the quote and your response. We will share your responses at the end of the three minutes.  **Say to scholars:** How did champions become champs? Who is the best in the game? Who is the best gymnast or the best violinist? How did they become the best in their craft? (Possible responses: Not giving up, perseverance, practice, practice, practice, having a positive attitude, having a mentor to help and motivate, etc.) How does the quote connect to champions and championships? Keep this in mind during our session today. |
| **During Reading:**   1. Pass out the article. 2. **Say to scholars:** I’m going to read a portion of this article aloud. Listen carefully because I want you to tell me what you think the gist or the main point of it is when I am finished reading. (Read a few paragraphs at a very rapid pace. Scholars should notice that you are reading too fast and should slow down.) Why do you think I should slow down my pace? (Possible responses: We are reading for information on a new topic with challenging vocabulary. We need to understand it!) 3. *Model for scholars how to stop to mark the text. Say what you are thinking as you read the article with scholars.* *S***ay to scholars:** Let’s try something different to help us understand this article. As I read the article a second time, I want you to circle words that you don’t know or words that you think are really important for us to talk about. I also want you to draw a (?) beside any part that you find confusing or have a question.   *As you are reading aloud,* **Say to scholars:** I don’t understand what this word means, so I’m going to circle it. **Say to scholars:** I wonder what this sentence means, so I’m going to draw a (?) beside it.   1. **Say to scholars**: Now that we have read the article together and marked confusing parts, let’s tackle it. Let’s reread the sentences with challenging words. Let’s determine what the word means based on the information around the word. Instead of skipping over the challenging words, we tackled them! Now, we can figure out what point the passage is making! Let’s reread the confusing sentences. *Help scholars determine what the information means in the confusing sections.*  Write what the information is saying in the margin beside the (?) mark. 2. **Say to scholars:** What events in the passage remind you of something in your life, something you’ve seen on television, or in another text that you’ve read? Write the heading Connection in your journal and your response at the bottom of the passage. (*Eighth graders often read a short story called “Raymond’s Run.” The main character, Squeaky, has a brother that has hydrocephalus.)* 3. Glue the article in your journal. |
| **After Reading:**  **Say to scholars:** In the beginning, this passage appeared to be challenging! What did we do to tackle it?   * **reread** it * circled words that were hard. * used **context clues** to figure out what the hard words meant * drew (?) marks for anything that was confusing * talked about what we thought the paragraph meant after we figured out the hard words * asked **questions** about the information * made **connections**     Our game play or strategy for tackling the hard stuff was called **active reading strategies**. We used a *few* of the active reading strategies that you use in your ELA class. These strategies are useful in *every* class! We will continue to use these strategies plus a few more on all types of literature in our sessions. |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #3 for next week. |