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| **Focus: Active Reading Strategies**  Central Ideas, supporting details  **Materials:** copies of Quick write quote, copies of the article “Florida Shudders as Zika Spread Forces Miami Shops to Close,” highlighters, pen/pencil, glue stick |
| **Before Reading:**   1. Check-in: Greet scholars. Ask about their week and classes. Talk about a positive or something that is improving. 2. Pass out the quote. “Champions aren’t made in the gym. Champions are made from something deep inside them- a desire, a dream, a passion.” Muhammad Ali   Have scholars glue the quote in their journal. Give scholars 3 minutes to write a response to the quote. What does the quote mean? What example can you give that would explain the quote? What’s your opinion about the quote? Why? |
| **During Reading:**   1. **Say to scholars:** Last week, we talked about game plays or things we can do as we read texts that help us understand what we read. Those things were called Active Reading Strategies. We are going to continue practicing Active Reading Strategies today. We want this process to become a natural part of you as a reader. 2. Pass out the news article called “Florida Shudders as Zika Spread Forces Miami Shops to Close.” **Say to Scholars:** We will use our active reading strategies to help us understand the main points in this article. As we read, circle any words that you don’t know. Draw a (?) beside any confusing parts. We will use more strategies as we discuss the article. 3. Read the first section of the article aloud stopping at Travel Warning. Discuss any **challenging words** with scholars. **Say to scholars:** What **questions** do you have? Where did you draw a (?)? What do you think is important for us to know about the Zika virus in this section? Why is this information important? Highlight the details that indicate these key points. 4. Read the section called Travel Warning. Discuss challenging words. **Say to scholars:** What questions do you have? Where did you draw a (?)? What do you think is important for us to know about the Zika virus in this section? Why is this information important? Highlight the details that indicate these key points. 5. Read the last section called Threat Looms. Discuss challenging words. **Say to scholars:** What questions do you have? Where did you draw a (?)? What do you think is important for us to know about the Zika virus in this section? Why is this information important? Highlight the details that indicate these key points. 6. **Say to scholars:** Now that we have read the entire article, let’s **make connections**. What does this information remind you of from other things that you have read, seen, or experienced? (Possible responses: H1N1, Flu) Write the heading Connections and your responses. 7. **Say to scholars:** You’ve marked the **key ideas** as we were reading. You **determined what was important**. Let’s go back to the article and write the words **central idea** beside each of the highlighted details. |
| **After Reading:**  **Say to scholars:**   1. What is the number one overall **message** that the author wants the reader to know about the Zika virus and Florida shops? This is the **central idea** of the article. The other details support or back up this idea. We tackled a lot of challenging words and determined what was important in a news article today using our active reading strategies. 2. Let’s take it a step further. What do you **predict** might happened next in Florida based on the information in the article and the central idea? (Possible response: Lawmakers and government officials might give Florida money to help fight the mosquitos spreading the Zika virus. They may give money to find a cure or vaccine to prevent the virus…) Write the heading **Prediction** and your response at the bottom of your article. |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #4 for the next session. |