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Sincerely,
Karen Haag

Monitoring Meaning Month ☺

Children use a variety of monitoring comprehension strategies to make sure they understand texts. Students learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They learn to figure out the meaning of unfamiliar words by figuring out how to pronounce words and inferring from context. In short, when readers recognize that they're confused, they take action; readers do something!

Most current approaches to comprehension instruction fail to fully address explicit comprehension instruction. Significant changes are required in most American classrooms if children are to have the instruction they need to comprehend more completely, more consistently and across more genres.
Exploring Thought by Ellin Keene

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Fix Up Strategies Unit

Students complain the most about figuring out unknown words. Even though monitoring meaning is more than looking at words, I created this unit to address the needs students tell me they have. Throughout the rest of my units, I will integrate the full range of monitoring comprehension strategies. For now, I still find students take to “Fix Up,” since it’s so easy to say and understand. The final goal is understanding. I offer these lessons with full knowledge that decoding is not the end goal. For without comprehension, reading words is not “reading”.

Readers do not use these strategies in any particular order. The lessons may be taught to any student, group of students, or whole class needing to know that there is more to reading than “sound it out.”

I hope that by writing initial lesson plans for you I can help you write your own. These lessons are just the beginning of your instruction. Your group may need one day or many days, depending on their grade level and reading sophistication, to be able to use these fix-up skills. I provided easy texts and challenging texts for some lessons. Choose the passage that works for your students and their reading level.

The discovery and discussion that correspond with the reading will help students understand that they will always be using these fix-up strategies. As they get to be better readers, they will use these same strategies on more difficult texts. Tell them that.

Encourage your students to discuss with one another. Try not to make the ALL the conversation go through you. Instead, facilitate. You will probably have to model by saying things like, “Say that to him, not to me.” or, “Do you agree with what ___ just said?”

To help students build from one day to the next, ask students to keep track of the strategies in their reader response notebooks on a Thinking Tree Map like this one:

Comprehension Strategies	Fix Up Strategies	Reading Habits
1. (There will be 7.)	1. (There will be 11.)	1. (There will be 8.)
2.	2.	2.
Etc.		

Download the PDF Bookmark and run one for each child. The lessons are numbered to match the bookmark.

You can find reading habit lesson plans on the Web: www.liketoread.com or by asking me or by asking each other. Happy explicit teaching! *Karen Haag*

Survey Name: _____ Date _____

Dear Students: You must know what to do when you come across an unfamiliar word. Sound it out is a good strategy but there are others. Please write “Yes” if you use the strategy and “No” if you do not. Think carefully before making a decision about your answer. If you write “No” you will learn how to use that strategy. Then, your teacher will try to catch you using the strategies and record the date. Plus, you and your teacher might discover other strategies so record those in the extra spaces.

Self-Assessment

Write yes or no before lessons.	Write yes or no after lessons.	Unfamiliar Word Strategy Survey	Observed by Teacher... Date
		Take words apart in chunks or syllables and sound them out! (Spot and Dot)	
		Try to remember where you have seen the word or the root word before!	
		Know when to take a guess and when to look up a word.	
		Keep a word list.	
		Skip the word and read on. See if you can come back and figure out the word.	
		Read slower!	
		Reread!	
		Use context clues. Read around the words and figure out the unknown word.	
		Access background knowledge to understand what the writer is talking about.	
		Use picture clues.	
		Take a guess.	
		Use a dictionary.	
		Ask for help.	

#1 SOUND IT OUT! No lesson plan in this packet.

#2 READ AROUND! USE CONTEXT CLUES

LEARNING TARET:

I can use context clues. I can read around the word and use the clues to figure out the unknown word.

EXPLORE

Make an overhead of "NTs."

- (1) Cover up everything but the first line. Ask students to read the first line and take a guess as to what the word NT means.
- (2) Explain their guess to a partner.
- (3) Discuss, What context clues caused you to select the synonym you did?
- (4) Have students read the next line and either rewrite the same word – if they think they are still right – or write a new word. Make them take a stand by writing down what they think.
- (5) Explain to a partner.
- (6) Discuss, who changed their mind and who didn't. See if they can explain their thinking. What context clues made them guess the way they did?
- (7) Repeat the same process for each line through the end: Take a guess and write it down. Explain to a partner. Discuss with the class: What context clues led to the prediction of what NTs means? When did everyone begin to agree? What clues caused everyone to come to the same conclusion? In Taiwan, an NT is a New Taiwan dollar.

EXPLAIN

- (8) Name the reading strategy that will help with figuring out unfamiliar words: Read on, look for context clues and be willing change your mind.

EXTEND

Students read their own books and look for words they don't know. They experiment with using context clues to see if they can (1) make a prediction. In addition, (2) were they willing to change their mind as they read more information? Tell them to make a list of the new words to bring back to share with the group.

EVALUATE

- (9) Let students share the new words they found.
- (10) Ask them to explain their predictions and the process they went through to make their predictions. The teacher should look up the words in a dictionary to "confirm" or "disconfirm."
- (11) Talk about what went right or how their thinking went off track.
- (12) Revisit the LEARNING TARGETS. Ask students to record "use context clues" to the tree map they are keeping in their reading notebooks under "Fix-Up Strategies."

MATERIALS

- 1) Make "NTs" available for all to see
- 2) Create a way to reveal one section at a time – up the point of each number.
- 3) Each student needs a partner to talk to.
- 4) Dictionary that has good definitions of words!
- 5) Reader's notebooks
- 6) Internet photos on NTs (New Taiwan dollar)

DIRECTIONS: Read to each number, keeping the rest of the passage covered. Decide what you think "NTs" means each time you pause. Notice how the meaning changes as you read more text. Notice what **context clues** you use to make sense of the reading.

NTs

When I went to Taiwan the first thing I did was find a place to get some NTs. Everybody in Taiwan uses NTs so as visitors we had to use them, too. ⁽¹⁾ The NTs really are quite pretty. They come in several colors – blue, red and green. ⁽²⁾

You can get NTs in a variety of places but you get charged different amounts depending on where you get them. The most popular places to get them are at your hotel or a bank. ⁽³⁾

The most amazing thing is that \$100 in American money is the same as about \$10,000 in NTs! When you exchange your American dollars for your first stash of NTs, you feel very rich! ⁽⁴⁾

#3A TRY TO REMEMBER!

LEARNING TARGET: I can try to remember where I've seen the word or the root word before.

ENGAGE

- 1) Ask students to guess the most common way of figuring out a word. Let them talk for 30-60 seconds to a partner and see what they think is correct.
- 2) Tell students the correct answer is "sound it out."
- 3) Discuss, "But what do you do when "sound it out" doesn't work?" One of the most often used strategies used by good readers – but overlooked by teachers, according to Lucy Calkins – is to remember where you have seen that word before or part of the word before.

MATERIALS

- 1) Overhead of *Winn Dixie* and *Maniac McGee* passages (included) OR choose a passage on reading level
- 2) Each student needs a partner to talk to.
- 3) Dictionary that has good definitions of words!
- 4) Reader's notebooks – one per child

EXPLORE

- 4) Make the passage from *Winn Dixie* available for everyone to see. Ask students to
 - Write (or think) what they think the word means.
 - Write (or think) where they have seen or heard this word before.
 - Write (or think) how remembering the word helped them figure out the word in this passage.

EXPLAIN

- 5) Ask students to explain their answers to the 3 questions to a partner.
- 6) Ask students to tell you what they think the word means. Record all their answers on chart paper.
- 7) Read the definition from a dictionary. Talk about all the definitions of produce (which is a homograph – pronounced the same, meaning different things). Discuss how seeing the word in different places can help you figure out the word in the passage especially if you "confirm your prediction" with context clues – "section" of the store with "tomatoes," etc.

EXTEND

- 8) Repeat the lesson with *Maniac McGee*. Change the questions to...
 - Write (or think) what they think the root word means.
 - Write (or think) where they have seen or heard this root word before.
 - Write (or think) how remembering the root word helped them figure out the word in this passage.
- 9) Read an independent reading book or a group-book book to look for words they don't know. Ask them to be ready to report if remembering where they have seen the word or the root word helps them gather clues that enable them to figure out the new word. Tell them to make a list of the new words to bring back to share with the group. Also, tell them to record the page number so they can read the context.

EVALUATE

- 10) Revisit the learning target.
- 11) Ask students who were successful share the words they found. Ask them to explain their predictions and the process they went through to make their predictions. The teacher should look up the words in a dictionary to "confirm" or "disconfirm" their predictions. (Teachers should control the dictionary in a lesson like this so as not to slow down the lesson.)
- 12) Teachers should explain what went right or how the student's thinking went off track.
- 13) Students add, "remember the word or root word" to the tree map they are keeping in their readers' notebooks under "Fix-Up Strategies."
- 14) Continue to observe students when working in small groups to see if they use this strategy.

What does the word in bold print mean? Record:

1) Write what you think the word means.	2) Write where you have seen or heard this word before.	3) Write how remembering the word helped you figure out the word in this passage.
produce		

From *Because of Winn Dixie* by Katie DiCamillo...

My name is India Opal Buloni, and last summer my daddy, the preacher, sent me to the store for a box of macaroni-and-cheese, some white rice and two tomatoes and I came back with a dog. This is what happened: I walked in to the **produce** section of the Winn-Dixie grocery store to pick out my two tomatoes and I almost bumped into the store manager. He was standing there all red-faced, screaming and waving his arms.

“Who let a dog in here?” he kept on shouting. “Who let a dirty dog in here?” At first I didn’t see a dog. There were just a lot of vegetables rolling around on the floor, tomatoes and onions and green peppers. And there was what seemed like a whole army of Winn-Dixie employees running around waving their arms just the same way the store manager was waving his.

What does the root word in bold print mean? Record:

1) Write what you think the root word means.	2) Write where you have seen or heard this root word before.	3) Write how remembering the root word helped you figure out the word in this passage.
quietness		
shinnied		

From *Maniac McGee* by Jerry Spinelli

Maniac loved his new life.

He loved his new sneakers, the ones Mrs. Beale bought for him.

He loved the new **quietness** of his footsteps as he trotted Bow Wow through the early morning streets.

He loved the early morning. The "before-the-working- people time," he called it. When even those who went to work the earliest were still sleeping behind their second-story shades. When it seemed as if the whole world had been created just before he woke up on his bedroom floor -- the red brick rows of houses, even the windows resting from faces, the cool, silent sidewalks and streets. So quiet you could hear the water running far below the sewer grates while the sun **shinnied** up the rainspouts.

3B WHAT DO YOU ALREADY KNOW? REMEMBER. USE CONNECTIONS.

LEARNING TARGETS

- 1) I can use my schema to understand what the writer is talking about.
- 2) I can think about what I know to figure out the confusing parts of the reading.
- 3) I can read as much as I can so that I build background knowledge and learn new words.

ENGAGE:

Students read Example One aloud. (These examples come from a book called *Beyond Traditional Phonics*, page 58. You may have to read these aloud to students.) Ask students these questions:

1. Who is John? Why do you think so?
2. Who gave John the forms? Why do you think so?
3. Who took John to the examining room? Does everyone agree?
4. Is the person who took John to the examining room a man or woman or child? Why do you think so?
5. Is the doctor a man or a woman? Why do you think so?

EXPLAIN

In the first example, the reader will visualize John in the doctor's office being escorted to an examining room. Most of us visualize what we already know so we will "see" our doctor's office in our heads. Then, we will probably visualize a woman behind a desk giving John forms to fill out – probably a clerk. Usually, a nurse escorts us to the examination room and gives us a gown. It will be interesting to see what the students share and why. The discussion on whether the doctor is a man or a woman is another thing that we "see" because of our personal experiences. The point is – readers read the words to make meaning and then rely on what they know to bring a fuller understanding of the text. We are not always right, as a result, but we rely on our schema (background knowledge) to understand reading.

ENGAGE

Second Passage: Ask children to work with their partner or in groups to read the second selection to answer this question: what is the topic?

EXPLAIN

Discuss what clues helped students figure out the topic.

The topic is doing laundry. If we have not had that experience, it will be difficult to figure out. Thinking about our own experience will help us connect to the reading selection and understand more deeply. Reading one sentence at a time while thinking about our personal experiences can help. Once you know the topic, rereading makes it seem obvious. I bet that students who have done laundry will guess before students who haven't – proving that having background knowledge helps readers understand even more about familiar topics.

EXTEND

Ask the students to turn to a page in their science or social studies book.

As a class brainstorm all that they know about the topic.

Read the selection.

Talk about how taking a moment to think about their background knowledge – or schema – helped them read with deeper comprehension.

Ask them to give specific examples. (*When Trevana explained what the Hubble looked like, it helped me visualize it when I read about it.*)

MATERIALS

- 1) Shared reading copy of John in the doctor's office and the "Topic?" example provided.
- 2) Students need a partner and their reading notebook.
- 3) Select pages from the social studies or science book that students can read and know something about.

EVALUATE

- 1) Explain again how we can use our schema to help us read a selection.
- 2) Add, "Think about your schema before reading a selection." to your Thinking Tree Map under Fix-up Strategies. In addition, you may want to reinforce that children need to read by having them write "Read!" under Reading Habits on their Tree Map.

Example One: Shared Reading Copy for What Do You Already Know?
From *Beyond Traditional Phonics* by Margaret Moustafa

John checked in at the doctor's office. He was given some new forms. A few minutes later, he was escorted to an examination room and given a gown. The doctor examined John and wrote a prescription. When John finished, he paid the bill and left.

What is the topic of this selection?

The procedure is actually quite simple. First you arrange things in different groups. Of course, one pile may be enough depending on how much there is to do. If you have to go somewhere else because you don't have any facilities, that is the next step.

It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run, this may not seem important but complications can arise easily. A mistake can be expensive as well.

The first time, the whole process will seem quite complicated. Soon, however, it will become just another part of life. It is difficult to see any end to the task in the immediate future but then one can never tell.

After the procedure is completed, arrange the materials into different groups again. Then put all the materials into their appropriate places. Eventually, the materials will be used once more and the whole cycle will have to be repeated. However, that is a part of life.

#4 PICTURE IT! – Use picture clues. There is no lesson in this packet for teaching fix-up strategy #4.

#5 SKIP ALONG! SKIP THE WORD AND READ ON.

LEARNING TARGETS: I can skip the word and read on. I can come back and figure out the word.

ENGAGE

Show just the title of “Nothing Else Will Do.” Tell students they will use a puzzle to discover a reading strategy today. The most important rule to remember is that the word they select as they work through the puzzle together must make sense in the blank and every blank that comes before the one they’re working on.

EXPLORE

- (1) Ask children to number 1 through 4 in their notebooks. Display the first line of “Nothing Else Will Do.” Ask the students to read the first line and take a guess as to what goes in the blank.
- (2) Ask student to discuss their choices with a partner. Ask students to pinpoint what word or idea triggered them to select the word that they did to fill in the blank.
- (3) Share guesses. What clues caused you to select the word you did? Take all reasonable responses.
- (4) Students read the second line and choose a word that will fit in the first AND second sentence. They either rewrite the same word – if they think they are still right – or write a new word.
- (5) Explain choices to a partner.
- (6) Explain choices to the whole class.

- (7) Repeat the same process for lines 3: Students choose a word that makes sense in all 3 blanks. Explain to a partner. Selected students explain to the group.

- (8) Repeat the same process for the final line in the paragraph. Discuss the clues that led to the prediction of the word that goes in the final blank: ruler.
- (9) Return to the LEARNING TARGETS: I can skip the word and read on. I can come back and figure out the word. Make sure students can name another reading strategy that helps students figure out unfamiliar words.

EXTEND

- (10) Students read their own book and look for words they don’t know. Ask students to explore using skipping an unfamiliar word to see if it helps them gather clues that enable them to (1) make a prediction. In addition, they need to be reminded that as they gather clues, they must be willing to (2) change their mind. Tell them to make a list of the new words to bring back to share with the group.
- (11) Let students share the words they found. Ask them to explain their predictions and the process they went through to make their predictions. The teacher should look up the words in a dictionary to “confirm” or “disconfirm” their predictions.

EXPLAIN

- (12) Talk about what went right or how their thinking went off track. Talk about other words that you can skip and not interfere with meaning like names, initials, and acronyms.

EVALUATE

- (13) Ask students to rate themselves on the learning target, 1-3 with 1 not working and 3 working well.
- (14) Have students add, “Skip the word and use clues to come back and figure out the word” to the tree map they are keeping in their reading notebooks under “Fix-Up Strategies.”

MATERIALS

- 1) Make “Something is Missing” or “Nothing Else Will Do” available for all to see
- 2) Create a way to reveal one sentence at a time.
- 3) Each student needs a partner to talk to.
- 4) Dictionary that has good definitions of words!
- 5) Reader Response Notebooks (daybooks)

Nothing Else Will Do

I wanted to get the work done in just the right way, but I had to find my ⁽¹⁾ _____ .

I went to my desk and pulled out the drawer. I could not find a ⁽²⁾ _____ right away.

I searched through everything. I found pencils and pens and erasers but no ⁽³⁾ _____ .

Finally, hiding under some papers I saw what I was looking for. My trusty, plastic, 12-inch ⁽⁴⁾ _____ .

#6 DO WHAT, AGAIN? REREAD!

LEARNING TARGET: I can reread to try to figure out word I don't know!

ENGAGE

- 1) Display a copy of "A Day at the Zoo" for all to see.
- 2) Review the strategies you've discussed so far.
- 3) Tell students that you have another engaging story to help them figure out another Fix-Up strategy.

EXPLORE

- 4) Ask the students to read the story and place an **X** at the place where they got confused. Tell them to try and clear up the confusion independently and pay attention to how they solved their comprehension problem.
- 5) Ask the students to explain their procedure to their partner:
 - Where did the story become confusing for you? Was it at the same place in the passage?
 - How did you clear up the confusion?

EXPLAIN

- 6) Ask volunteers to explain how they solved the reading problem with the whole group. The students should have thought that Ambrose and Judy were humans until they read, "*It's feeding time. First one down is a rotten monkey.*" To clear up the confusion, they probably reread to be sure who was the monkey and who was the human in the story.
- 7) Talk about how rereading is a great strategy to use for figuring out unfamiliar words. Readers should be able to explain how and why a reader would use rereading when she gets stuck.

EXTEND

- 8) Let students help you generate a list of how rereading helps with other comprehension problems such as...
 - When you're reading the beginning of the book and you don't understand what you're reading about yet.
 - When you pick up a book that you read yesterday or a few days before and you need to reread to remember what you're reading about.
 - When there are a lot of characters and you need to reread to remember who is who.
 - Rereading a whole book to understand main idea and theme. The first read is for structure. The second read is for details. The third read is for deep comprehension. Sometimes children think adults read selections ONE time and the full meaning. What they don't realize is that we REREAD too!
 - When reading a challenging text: readers read small chunks at a time. They reread each small chunk and even take notes to make sense of a hard text.

EXPLORE

Ask the students to read a book they're reading and pay attention to the times where the reading gets confusing. Ask them to experiment with rereading when that happens. Tell them to be ready to come back and share how the strategy worked. Bring the book, the page number, and the word that's confusing.

EVALUATE Collect each student's work.

- 1) Discuss (or write) when students reread in their daily life. (I-learned...)
- 2) Ask students to tell (or write) when they will use the new strategy. (I will apply this strategy...)
- 3) Ask students to add, "Reread!" to their Thinking Tree Maps under "Fix-Up Strategies."

MATERIALS

- 1) Make a copy of "A Day at the Zoo" for each student.
- 2) Partner for each child
- 3) Reader's notebook

#6 Do What Again?

Name _____

Directions: Put an X where the meaning of the story changes for you. Talk about why the story changes. What reading strategies did you use to make sense of this selection?

A Day at the Zoo

by Charlotte Hazelwood

The day was bright and sunny - a good day to be at the zoo. Many animal sounds and shouts of laughter filled the air.

"Look at that funny fellow!" said Ambrose.

"Throw him a peanut, quick, before he turns away!" cried Judy.

"Oh, he caught it and is going to throw it back! Clever fellow. Sometimes they seem fairly bright, don't they?"

"He's scratching his head. They always scratch their heads. Maybe they think it makes them look wise, but they're probably looking for fleas.

"It's feeding time! First one down is the rotten monkey!"

Ambrose shouted as he swung himself deftly down from the top of the cage to the floor.

"Oh, Ambrose, wait for me," cried Judy. "'Visitors' day at the zoo gives me such an appetite."

Reading Strategies: Focus on Comprehension
Goodman, Watson, and Burke
Richard C. Owen. Publishers ISBN 1.878.450.86.7

Evaluate

1. I learned

2. I will apply rereading when

3. Add rereading to your Fix Up Thinking Tree in you reader's notebook.

#7 SLOW DOWN!

LEARNING TARGET: I know when I need to read slower.

ENGAGE

- Display a passage for everyone to see.
- Read the passage aloud very quickly. The students can even follow along in their books if you want them to.
- Close the book and turn off the overhead or cover the SmartBoard.
- Ask students some questions about what you just read.

EXPLAIN

- Make the point that with some texts you have to read slower.
- Then read the same passage slowly. Model the following strategies as you talk aloud.
 - Read slowly.
 - Stop and think every once in awhile. Talk out loud about what you are learning, new words you encounter, how you figure out those words, talk about places where you get confused even though you can read the words, explain what goes through your head as you try to try to figure out the confusing parts, talk about the questions you still have at the end of the reading, show the students how you apply what you know to the parts you don't know in order to understand.
- Write a summary in the margin – even a one-word summary that helps you remember what you are learning.
- Ask the questions that didn't get answered the first time to prove the point that reading slower, taking time to stop and think, helps everyone comprehend better.

EXPLORE

- Tell the students that they are going to read 2 poems – quickly the first time and then slowly the second time.
- Ask them to pay attention to the experience and to be ready to discuss their discoveries.
- After the quick reading of the poem, give the students the questions. Ask them to answer them quickly. Time them. Collect the papers.
- For the second reading, tell students to stop and think, underline, summarize, questions, make connections, and mark on the paper – like you modeled.
- Give them the same quiz – on a second copy.

EVALUATE

- Ask the students to grade both quizzes. (Answers: 1-C, 2-A, 3-C, 4-A, 5-B)
- Find out whether the students did better on the first quiz or the second. Lead them in a discussion of why.
- Reread the LEARNING TARGET: I know when I need to read slower.
- Ask students to identify what kinds of texts need to be read slowly AND why. (Ex: poetry, challenging books, nonfiction selections, encyclopedias, online research)
- Ask students to identify texts that can be read more quickly AND why. (Ex: texts they reread, texts on topics they know about, texts by authors they know, comic books, easy books)
- Ask students to add, "Read slowly: thinking, underlining and summarizing." to their Thinking Tree Maps under "Fix-Up Strategies."
- Collect both quizzes to analyze where reteaching is needed.

MATERIALS:

- 1) Timer
- 2) Social studies or science selection + copy of selection everyone can see
- 3) Run of one copy of the poems, "Reading Books" and "I Like Books," for each student
- 4) Run 2 copies/student of the questions.

NAME _____ DATE _____

READING BOOKS
By Vivian G. Gouled

I LIKE A BOOK
By M. Lucille Ford.

- | | | | |
|----|--|---|--|
| 1 | I like to read all kinds of books
To entertain myself,
And so I'm glad when I can take
A book down from my shelf. | 1 | I like a book. It tells me things
Of ancient peoples and their kings
And what they used to do;
Of giants in some far-off land
And things I hardly understand,
Both make-believe and true. |
| 5 | I like the picture books of planes,
Of flowers, birds, and ships
From which I can imagine that
I'm taking wonder trips. | 7 | I like books. It's fun to see
How interesting they can be –
As people are. And so
I try to treat them like a friend
And many pleasant hours spend
In learning what they know. |
| 9 | I like the books with stories in
And also books of rhymes:
I often try to learn a few
And say them lots of times. | | |
| 13 | I like to read <i>all</i> kinds of books
I find upon the shelf –
Particularly now that I
Can read them by myself! | | |

NAME _____ DATE _____

READING BOOKS
By Vivian G. Gouled

I LIKE A BOOK
By M. Lucille Ford.

- | | | | |
|----|--|---|--|
| 1 | I like to read all kinds of books
To entertain myself,
And so I'm glad when I can take
A book down from my shelf. | 1 | I like a book. It tells me things
Of ancient peoples and their kings
And what they used to do;
Of giants in some far-off land
And things I hardly understand,
Both make-believe and true. |
| 5 | I like the picture books of planes,
Of flowers, birds, and ships
From which I can imagine that
I'm taking wonder trips. | 7 | I like books. It's fun to see
How interesting they can be –
As people are. And so
I try to treat them like a friend
And many pleasant hours spend
In learning what they know. |
| 9 | I like the books with stories in
And also books of rhymes:
I often try to learn a few
And say them lots of times. | | |
| 13 | I like to read <i>all</i> kinds of books
I find upon the shelf –
Particularly now that I
Can read them by myself! | | |

Name _____ Quiz # 1 or 2

1. In both poems, the reader says, "*I like . . .*" Who is I?
 - A. the book
 - B. the narrator
 - C. the poet
 - D. the editor

2. Both poems are mostly about
 - A. liking books
 - B. reading by myself
 - C. make-believe
 - D. interesting people

3. Which word has the same meaning as the word *ancient* in numbered line 2 of the second selection?
 - A. old
 - B. old-fashioned
 - C. living a time long ago
 - D. wise

4. What crafting strategy does each author use to create her poem?
 - A. Tells a story about herself using a narrative poem.
 - B. Exaggerates the truth as she writes.
 - C. Compares the poems to other things using similes.
 - D. Uses alliteration, choosing lots of words that start with the same letter.

5. What is missing from this graphic organizer?

How the Poems are Different

"Reading Books"

- 4 stanzas
- Author is Vivian Gould
- Uses italics
- Author reads to be entertained and learn.

"I Like a Book"

- 2 stanzas
- Author is M. Lucille Ford
- Doesn't use italics
- _____

- A. Author reads to be informed.
- B. Author reads to learn.
- C. Author reads to be entertained.
- D. Author reads to memorize.

8 MANY WORDS ARE “SPOT AND DOT-ABLE”! LOOK FOR CHUNKS AND SYLLABLES

LEARNING TARGET: I can take words apart in chunks or syllables and sound them out!

NOTE TO TEACHER

After teaching spot and dot, show students how to use the strategy on big words in real reading. Here is a nonfiction article from the magazine, *The World's No.1 Science & Technology News Service*. Obviously, this is a challenging article. Most children in 3rd grade will probably not comprehend it. However, I use it as a point to show how many words can be taken apart and sounded out – not letter by letter, BUT chunk by chunk. You may want to read it aloud but say “BLANK” when you come across the bolded words.

MATERIALS

- 1) Copy of Hubble (challenging) OR Gas Cutting (easy) article – one for each pair of students + overhead copy
- 2) Reader's Notebooks
- 3) Challenging text for students to read from science or social studies book
- 4) Download the PDF, Hot Spot and Dot Rules, from this website.

ENGAGE

- 1) Ask students if they're up for a challenge because you have one!

EXPLORE

- 2) Give the students a copy of the article, “Hubble delivers best-ever view of early universe.” Tell them to spot and dot the bolded words first. Then, identify more words in the passage. Ask them to find words that they can spot and dot that are difficult and apply the spot-and-dot strategy.
- 3) Ask students to spot and dot the words by writing them in their reader's notebook in a double-entry style. I would encourage them to work as partners as they think through using this strategy.

The word – spotted and dotted	Prediction: what the word means

EXPLAIN

- 4) Ask the students to think through how figuring out how to pronounce the word helps them know the meaning of the word. Discuss why being able to take words apart in chunks is a better strategy for big words than sounding them out letter by letter. If students cannot explain effectively, the teacher should.

EXTEND

- 5) Read a selection in their science or social studies book and look for words they don't know. See if spotting and dotting helps them figure out the new word. Tell them to make a list of the new words to bring back to share with the group.

EVALUATE

- 6) Students share the words they found in groups of 6 while the teacher rotates, listens in, and takes notes on their ability to use this strategy. Students explain their predictions and the spotting and dotting they went through while in these groups.
- 7) Teacher summarizes what she learned about what went right or how their thinking went off track.
- 8) Have students add “spot and dot” to the tree map they are keeping in their writing notebooks and tell them that they will continue to work on this to become masters at it under “Fix-Up Strategies.”

Name _____ Date _____

DIRECTIONS: Find difficult words. Write them in your double-entry journal. Spot and Dot them. See if you can pronounce the words. Then, see if you can figure out what the words mean. GOOD LUCK!

Hubble delivers best-ever view of early Universe

The World's No.1 Science & Technology News Service.

18:25 09 March 04, NewScientist.com news service

Astronomers have begun poring over the deepest visible-light image yet of the early Universe, which shows galaxies dating back to a mere 700 million years after the Big Bang. Near-infrared images of the same region push back to within 300 million years of the birth of the Universe, which occurred about 13.5 billion years ago.

However, the images were obtained with the Hubble Space Telescope and the cancellation of its shuttle means the new Ultra Deep Field visible-light image is likely to be astronomers' best view for many years to come.

Hubble stared at a small patch of sky in the constellation Fornax for a combined total of nearly 12 days to record the image. Only four people had seen the image before its' public release on Tuesday at the Space Telescope Science Institute (STScI) in Maryland, US.

It shows some 10,000 galaxies sprinkled across a region of sky just a tenth the size of the full Moon. The faintest objects are as only as luminous as a firefly on the Moon would be, with just one photon reaching the telescope each minute.

"It is an amazing time to be an astrophysicist," said Rodger Thompson of the University of Arizona. He described a DVD of the visible image as "the most valuable thing I've had in my hands for a very long time".

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The Charlotte Observer

Posted on Sun, Sep. 04, 2005 on Charlotte.com

Let us know how you cut costs and save gas.

With soaring gas prices and the specter of shortages looming, neighborhoods and people in and around the Charlotte region are thinking of large and small ways to cut costs and save gas. We'd like to know what's going on in your neighborhood or on your street.

Maybe your ideas will help others.

Please let us know about your car pools and other efforts. We'll publish a sample of cost-cutting and gas-saving efforts in Cabarrus Neighbors.

You can send e-mail to cabarrus@charlotteobserver.com with "save gas" in the subject field; fax your ideas to (704) 786-7813; call us at (704) 786-2185; or send regular mail to Cabarrus Neighbors, 371 Concord Parkway N., Concord, NC 28027.

Name _____ Date _____

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#9 HOW DO YOU KNOW? TAKE A GUESS!

LEARNING TARGETS:

- 1- I know when to take a guess and when to look up a word.
- 2- I can keep a word list.

ENGAGE

- 1) Ask students how many of them keep a word list. Ask those that do to share and to talk about why they do and how it helps them.
- 2) Ask students how many of them read with a dictionary. Ask those that do to share and to talk about why they do and how it helps them.

If no one does --- share why keeping word lists and using a dictionary are such a good strategies to use when they are reading their challenging texts.

EXPLAIN

- 3) Make "The Boy" available for each child to see. Tell them to read the first 2 sentences to themselves. Obviously, this is a challenging text.
- 4) Have each child open their dictionary to the word – spell it - "/d/ /a/ /n/ /g/ /l/ /e/." Tell them what page it is on to make the lesson go more smoothly. Explain that they must look up the word without the "-ing" because "-ing is a suffix and only root words are in the dictionary.
- 5) Tell them to look at the sound spelling. Explain that each letter is a sound and so therefore anyone can read it! Show them how sound spellings work. Tell them the dictionary is designed so that anyone can look up an unfamiliar word and learn how to pronounce it! Most students do not know that! They know about definitions but not sound spellings. Tell them that often, once they know how to say the word, they will know what it means.
- 6) If they still don't know what the word means --- then read the definition. Try to think of a synonym that will fit back in the story. In this case, they will have to add -ing to it again to make it work! Write the synonym above the word.
- 7) Repeat the procedure with the next bolded word. (An upside down e is the schwa sound which is pronounced as a short /u/.)
- 8) Have them make a chart in their writer's notebook that has 4 columns:

MATERIALS

- 1) Make "Apple Picking" (easy) or "The Boy" (challenging) available for all to see
- 2) Create a way to reveal one sentence at a time.
- 3) Each student needs a partner to talk to.
- 4) Each child needs a dictionary that has good definitions of words!
- 5) Reader Response Notebooks (daybooks)

The word	Prediction - What you think the word means.	The sound spelling	Synonym
dangle	to put feet in water	dang' gl	hanging
half-submerged	to go under	sub merj'	half-covered

EXPLORE

- 9) Ask them to read the rest of the passage and follow the same procedure for the bolded words. If your students can't handle making a chart, make one for them. Work for 15 minutes. Not every child has to work with every word for students to get the point.

EVALUATE

- 10) Talk about how the work went. What worked? What still needs work when it comes to using this strategy?
- 11) *Begin* a discussion of how you know when to guess and use your other strategies and when to just go ahead and look up a word. This discussion will go on all year because there is no one answer for everyone. Use examples from the exploration phase of this lesson.
- 12) Encourage your students to keep word lists for themselves to learn more words. Knowing vocabulary is one of the single BEST predictors of success in school. Allow 20 minutes a week just to share words they've found.
- 13) Ask them to add, "Know when to guess and when to look up a word." to their tree map in their reader's notebook. Also add, "Keep a word list" under "Fix-Up Strategies."

Apple Picking *by Karen Haag*

The owner advised us to pick the yellow apples because they tasted so delicious right now.

Unfortunately, the apples were high on the left hills. To reach them, we either needed a ladder or a giant!

We searched until we discovered another path above the trees and we tried that approach. I scrambled up the hill and leaned over the tree. I extended my body as far as I could. I reached for the one perfect yellow apple I wanted dangling from the tree. It was no use. I could not make my body stretch far enough.

The word	Prediction	Sound spelling	Synonym
advised			

The Boy *by Michael Haag*

A small boy sits on a rock with his feet dangling to the water below. The boy sits on a large smooth rock half-submerged in water and sand. The boy sitting on the rock is about four and a half feet tall with dirty blond hair, which sways to and fro in the breeze. His most notable feature is his eyes. They change colors from a bright shining blue to a dark sea green as the light changes in the forest. He sits as if deep in thought, staring into the rippling water, which catches the light and reflects it all around.

The word	Prediction	Sound spelling	Synonym
dangling			

Can You Say These Words?

1. drone	5. reglet	9. conspicuous
2. urgent	6. solanum	10. premonitory
3. incumbent	7. ineptitude	11. brunette
4. ophite	8. gittern	12. nominal

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Respellings or Phonetic Spellings

Most students do not know that the dictionary is an amazing tool for figuring out how to sound out words! After each entry in the dictionary, there is a sound spelling known as a respelling or phonetic spelling.

Now that you know that, here is your challenge: Figure out how to say difficult words by looking them up and reading the sound spelling!

- 1) Choose 5 difficult words from the box that you don't know and write them in your notebook.
- 2) Look up the sound spelling in a dictionary.
- 3) Figure out how to say the word by reading the respelling.
- 4) Ask a partner to double-check you. Are you saying the word correctly? (Make sure your partner has the dictionary so that he/she can check.)
- 5) Once you figure out how to say the word, put a check by it. *Put a second check* if you know what it means. *Example: drone ✓ ✓*

Answers! For the teacher.

1. drone (dron) to make a sustained noise	7. ineptitude (in ept' t(y) tud) awkwardness
2. urgent (er' jent) calling for immediate attention	8. gittern (git' tern) a medieval guitar
3. incumbent (in kem' bent) the holder of an office	9. conspicuous (ken spik' ye wes) obvious
4. ophite (o' fit) snakelike	10. premonitory (pri' man e tor e) giving warning
5. reglet (reg' let) a flat molding	11. brunette (bru net') person having brown or black hair
6. solanum (se lan' em) a prickly night vine	12. nominal (nam' en l) existing in name only, an insignificant amount

(Underlined e is schwa sound – short u; bolded vowels are long.)

#10 USE THE DICTIONARY – no lesson in this packet. Teach students how to look up a word in the dictionary or the online dictionary. My favorite is www.m-w.com. That's Merriam Webster for short and even our kindergarten students could type that on the computer. Once the word is typed into the search bar, click on the headphone icon to hear the word read. Search the definitions to match one with the way it is used in the text.

#11: ASK FOR HELP WITH WORDS

LEARNING TARGET: I can ask for help with unknown words after I've tried the strategies I know.

ENGAGE

Ask students to watch closely and see exactly what you're doing in this role-play. Tell them there are about 5 steps in what you're going to do. You will ask them to figure out all 5 steps. They can take notes.

Bring 3 students to the front of the room and make a pretend reading circle each with a novel.

Follow these steps when you ask for help with an unknown word or phrase.

1. Tell your group you need help with pronouncing a word.
2. Ask them to turn to the page where there's a word that's giving you difficulty. i.e.; "I have a word I can't pronounce and I need your help with it" or "I found a word I can pronounce but I don't know what it means." Tell them how many lines it is from the top or bottom of the page.
3. Ask if everyone found the word. Read the context around the word.
4. Ask if anyone knows that word – not guessing, but know what the word is and/or what it means.
5. If someone knows, thank him or her for his or her help. If no one knows, look it up QUICKLY.

EXPLORE

Ask all the students what you did. Asked for help with a word or phrase.

Ask students to work together to make a flow chart of what steps you followed to get help. Reveal the poster with the steps.

EXPLAIN

Show the poster (page 27).

Compare what the students wrote with what you wrote.

Explain that students should ask and get help with unknown words when working in reading groups.

1. Tell the group you need help with pronouncing a word or figuring out the meaning.
2. Tell what page you are on. Then count the lines from the "top down" or the "bottom up" to the word to help your group locate the word. For example, "I need help pronouncing a word on the 2nd line from the top of page 22." Or, "On page 22, I need help knowing what side-slipped means in the 5th line from the bottom."
3. When most of the students in your group have found the word, read the sentence or phrase where the word can be found. For example, "He knew how to BLANK on the gusts of the wind. Does anyone know how to say that word?" Or, "He side-slipped and circled, and made figure eights... Does anyone know what side-slipped means?"
4. Tell students that it is very important that they do not guess what the word means at this point!!!! Find out if someone REALLY knows the meaning. If someone knows, then that person should explain his/her understanding and how she knows.
5. If no one knows, then the leader should say, "Can we figure this word out by using context clues?" OR
5. If not, then the group should decide whether it is a word that needs to be looked up. The leader should ask, "Is this a word we need to look up?"

MATERIALS for #11

1. Make a copy of the poster and post it where it is visible to all.
2. Run a reader's notebook copy of the "How to Get Help" guidelines for each student
3. 3 students who will role-play with you; approach them and explain ahead of time
4. One book for each student – the same title
5. Readers' notebooks
6. 1 sticky note/child

The purpose is to keep the discussion going quickly and NOT getting bogged down in looking up word after word. For example, look at the sentence, *“He climbed down the mountain easily.”* Easily is probably not a word the group needs to discuss because it only adds a little bit of information to the discussion. The gist of comprehension can be gained by reading, *“He climbed down the mountain.”* However, look at the sentence, *“The gorilla is becoming extinct.”* Extinct is a word the group needs to understand to get comprehension from the rest of the text.

The group needs to make decisions quickly and move on to discussion. If a disagreement occurs, defer to the judgment of the leader. As the group matures, one student can look up the word while the group goes on to discuss another question and then the group can come back to the word question.

Tell the students that sometimes we come across words that are confusing. We need to bring word questions to our discussion groups to clear up any confusion we might have. This would be a good time to relate a story you remember about not understanding a word and having to ask someone about it. Assure the students that no matter how old they get, they will always have questions about vocabulary.

Ask your students to model using the 5 steps for asking for help with an unfamiliar word. Stress the importance of not spending all discussion time on discussing words. However, it is important to determine which words are important to spend time on.

Ask students to generalize the rule for how to understand the reading better: *Ask for help about unfamiliar words.* Students should begin to recognize when text does not make sense. They need to stop and think about what words mean and mark those places to discuss.

Ask students to record the rule in their response journals.

EXPLORE

- Give students an individual handout to glue in their reader’s notebook (page 26).
- Assign students reading in their own texts – social studies, science, or literature.
- Ask them to mark the places they have questions with a sticky note. (Give them one sticky note. They need to move the note around and bring their most nagging or most important question to group because they probably will only have time to discuss one question per person.)
- Bring the sticky notes to discussion and discuss the questions in small groups.

EVALUATE

- Ask students to share questions they asked about words – that they truly did not know.
- Reflect on the process. Ask about problems with remembering the steps, “How to Get Help From Your Group With an Unfamiliar Word.” Assure them that over time, these steps will become routine.

GET HELP WITH AN UNKNOWN WORD
FOLLOW THESE 5 EASY STEPS!

www.liketoread.com

1. Tell your group you need help with pronouncing a word or figuring out the meaning.
2. Tell what page you're on. Then count the lines from the "top down" or the "bottom up" to help your friends locate your word or phrase.
3. Read the context where the word is found.
4. If someone knows, that person should explain his or her understanding.

5. If no one knows, then the leader should say, "Can we figure this word out together using context clues?"

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5. If not, then the group should decide whether it is a word that needs to be looked up. The leader should ask, "Is this a word we need to look up or can we move on?"

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SET, ASSESS, AND RESET READING GOALS

As you listen to students read privately, you will notice problem areas in which they can work. If you're going to go to the trouble of listening and teaching, why not point out differentiated reading goals? My students kept a page for reading goals in their reader's notebooks. After conferring, I would suggest and model a goal for each student. The child would record the goal on her page and I would record it on the page I kept in my anecdotal records for her. That way when it was time to read again, I could pick up where I left off. I checked in on what progress the child was making toward her individual goal. Then, we would reassign the goal (if not mastered yet) or set a new goal. I instructed my students to be able to share their personal reading goal with any visitor in the room – especially tutors or volunteers who could help that child with that goal.

Beginning Reading Goals:

Fix-Up Strategies

- Sound out the word by looking at parts of words the student knows: c – at
- Ask someone what a word means.
- Skip words and then come back to make sense of the text.
- Reread. Reread again.
- Read on beyond where meaning breaks down to see if the text helps understanding.
- Read slower.
- Read in chunks of text, not word for word.
- Try substituting words that make sense.
- Build fluency by practicing.

Give the student survey again at the end of the unit. Analyze how the students self-assess their knowledge.

Advanced Reading Goals

Sound out the word by looking for recognizable chunks.

Ex: formidable = form + id + able

- Skip names or make up a pseudonym.
- Read in chunks or phrases, not word for word.
- Try to think about where the reader has seen the unfamiliar word before.
- When the reading doesn't make sense, stop and think a minute. See if you can figure out what is happening. If not, mark the spot to bring to class and ask about.
- Don't try to read every word correctly right now. Look ahead and try to build speed.
- Read 20-40 minutes per day.
- Find a book you like to read. Use other students, teachers and media specialists for help.
- Use the sound spelling in the dictionary to figure out how to say words. Once you know how to say them, you may recognize them.
- Study when to guess and when to take the time to look up a word.
- Keep vocabulary pages in your response journal. Record the new word, and a guess about what it means. Ask someone, look it up or bring it to class to ask about.