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| January 10-14, 2012 | Reading Plans |
| MONDAY | 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:* determining the purpose (reader's and author's).
* making predictions.
* asking questions.
* locating information for specific reasons/purposes.
* recognizing and applying text structure.
* comprehending and examining author's decisions and word choice.
* determining fact and opinion.
* recognizing and comprehending figurative language.
* making inferences and drawing conclusions.

2.02 Use text for a variety of functions, including literary, informational, and practical.2.03 Read expository materials for answers to specific questions.2.04 Pose possible how, why, and what if questions to understand and/or interpret text.2.05 Self-monitor own difficulties in comprehending independently using several strategies.2.06 Recall main idea, facts, and details from a text.Mini Lesson * Remind students that we are learning about text structure. Friday, we learned about sequenced texts.
* Today, we will learn about compare and contrast.
* Use the smart file to go through the lesson sequence.
* Use the Five Text Structures chart to explain **the fourth text structure (cause and effect)**
* Help students understand the importance of understanding text structure by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented.

INDEPENDENT PRACTICE: 1. We have learned 4 different kinds of text structures that authors use the give the reader information. Today, you will choose a just right non-fiction text to read to self.2. As you read, pay attention to the text and see if you can discover any of the text structures we have learned about.**HOT: Why is it important to pay attention to text structure as you read?** |
| TUESDAY | 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:* determining the purpose (reader's and author's).
* making predictions.
* asking questions.
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* Today, we will learn about compare and contrast.
* Use the smart file to go through the lesson sequence.
* Use the Five Text Structures chart to explain **the last text structure (problem and solution)**
* Help students understand the importance of understanding text structure by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented.

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| WEDNESDAYYou will need the book Knut! | Mini Lesson* We have been learning all about nonfiction text structure. Sometimes as you read a non-fiction text, you may encounter or find words that you do not know the meaning of. Today we will learn how to infer (use clues to figure out) the meanings of new words.
* Introduce the 4 ways to infer: use your schema, looking at the pictures, thinking really hard and reading further along in the paragraph.
* Activate schema, and start reading *Knut*. (You’ll only read the first 3 pgs). As you’re reading, weave in what we’ve learned about text structure.
* Use the Debbie Miller chart on page 109 to infer vocabulary during the reading. Create your own chart. Some words you may want to choose are: enclosure, cradled, anxious, incubator, devote, foster, yelp, etc. You may want to model the first word. When the students hear the words, they should give you a thumbs up so you can stop at the end of the sentence/paragraph and make an inference.
* Complete the chart.

Independent Practice* Have students read a JR non-fiction book and infer three or more words in their RRJ.
* If students say they cannot find any words to infer, tell them that it is not a JR book for them.

Closure**HOT: Why do readers need to make meaningful inferences?** Numbered heads together (from SIOP) and have one number share out. |
| THURSDAY | Mini Lesson on Questioning* Review inferring strategies that we learned yesterday.
* Good readers ask questions while they read to help them understand the text better and to be active learners. Explain to the children that questioning is a strategy they will use throughout their lives.
* HOT: Have you ever asked a question while you were reading? Why did you ask the question?
* Brainstorm words to start questions. (such as Why, How, etc) Use the giant question mark on the smart file and write their responses inside the question mark.
* Read the next 3 pages of Knut and have students share some questions.
* Now, give each student each student one sticky note. Read the next page of the text and have students to write a question at the end.
* Post these questions around the giant question mark.
* Read on in the book Knut.

Independent Practice* Have students write down three or more questions that they have about what has been read so far in *Knut*.

ClosureHave students share one of their questions with their table. |
| FRIDAY | Mini Lesson* Review questioning.
* Then ask students what should you do with the questions? Find the answers! Why? The answers help you understand the text.
* Then, discuss how to find the answers to the questions. Strategies: You can look in the text (T), infer (I) or use an outside source (OS). Explain what an outside source is. (Refer to page 128 in Debbie Miller)
* Read the next page of *Knut* and then model asking two or three questions. (ex: **Why didn’t he stray far from Thomas?** (I) **Why isn’t it always easy to take care of Knut?** (T) Oh! Because he pounced on Thomas’s head and climbed out of his box. Thomas lost some sleep. **How did people speak up to support Knut?**  Find the answer at this link under the heading “controversy.” <http://thomasdoerflein.npage.de/knut-the-polarbaer-engl_57625162.html>

Independent Practice* Have students record questions as they read a just right book. They will try to answer their questions. They will record the strategy that they used by writing T, OS or I
* Guided Reading groups

ClosureReview the 3 ways to answer questions and the importance of answering a question.  |