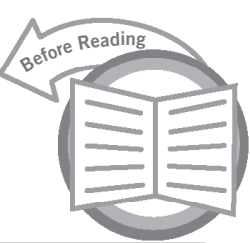


Table of Contents

Activities/Lessons	page(s)
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Before Reading

Before Reading Overview	1
Let's Vote!	2
Taking a "Book Walk," Making Predictions	3
KWL	4
Getting into the Glossary	5
Connections: What's Possible?	6
Getting into the Table of Contents	7



Teaching Strategies: *Before Reading*

Research shows that readers:

- Set a clear purpose for reading

They predict what the book is about and anticipate what they may learn.

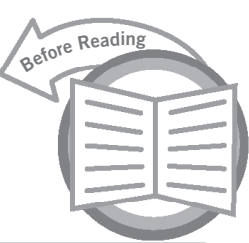
- Activate prior knowledge

They bring what they know about the book's topic (background knowledge) and connect the new information to what they already know.

- Notice new vocabulary words

They identify new words in the text. They know that many non-fiction texts have specific constructs, such as glossaries, that teach new vocabulary and highlight important terms in bold letters.

Notes:



Deciding What to Read

Let's Vote!

Materials:

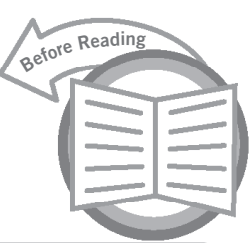
- 2 Non-fiction books
- Reproducible: *Voting Sheet*
- Reproducible: *Voting Tally*
- Markers
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

Directions:

1. Hold up two different books so students can see them.
2. Talk about the topic of each book.
3. Tell students they are going to decide which book to read.
4. Have students place marks in the space above the title and/or picture of the book they prefer.
5. Place the number of votes on the Vote Chart to determine the winner!

Differentiated Instruction:

- Ⓛ1 Gather a real object that relates to each story. Allow student to touch, see, or smell the objects. Then place the real object next to the book for the student to “choose” by touching, vocalizing, or eye gazing. For example, if one book is about ocean animals, a sea shell could be placed next to it. If the other book is about weather, a rain coat or umbrella could be placed next to it.
- Ⓛ2 Use pictures or picture symbols that relate to each book on the voting chart.
- Ⓛ3 Have student write three reasons why he/she chose the book. Have student present his/her reasons to the class.



Setting a Clear Purpose for Reading

Taking a "Book Walk," Making Predictions

Materials:

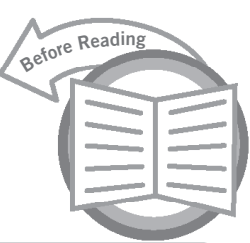
- 1 Non-fiction book
- White board or poster board
- Markers
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

Directions:

1. Hold up the book and show the cover to the students. Ask students what they see on the cover. Talk about the picture with them.
2. Open the book to the first page. Show students the Table of Contents. Tell them a Table of Contents tells us what we will be learning about. Read the items in the Table of Contents.
3. Show students the first story page. Ask them what they see there. Talk about the picture on the page. Continue this for each page in the book.
4. After looking at all the pictures, ask students to **predict** what the story might be about.
5. Write their predictions on white board or poster paper. Title the list "Our Predictions!"

Differentiated Instruction:

- Ⓛ1 Gather real objects that relate to the topic for student to touch, see, or smell. For example, if the story is about ocean animals, a bowl of water, a sea shell, sand, and a toy fish could be used. Allow student to turn pages during the "Book Walk."
- Ⓛ2 Use pictures or picture symbols that relate to the book's content.
- Ⓛ3 Allow student to lead the "Book Walk."



Activating Prior Knowledge

KWL

(KWL stands for "Know," "Want to know," and "Learned")

Materials:

- 1 Non-fiction book
- White board or poster paper
- Markers
- Step-by-Step™ or other literacy technology tool
- Reproducible: KWL chart (optional)
- Objects related to book (optional)

Directions:

1. After taking a "Book Walk" (see previous page), draw a chart on white board or poster paper with 3 columns. Write "K", "W," and "L" for each heading:

K	W	L

2. Ask students what they *Know* about the book's topic. Write answers under the "K" heading.
3. Ask students what they *Want to know or learn* about the topic. Write answers under the "W" heading.
4. Keep the chart displayed as you read the story. The last column will be completed as an *After Reading* activity when students tell what they *Learned* about the topic.

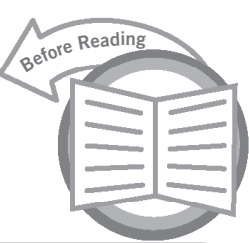
Differentiated Instruction:

- L1** Gather real objects that relate to the story for student to touch, see, or smell. For example, if the story is about the solar system, have a globe, a golf ball, and lamp to represent Earth, the sun, and the moon.

Prior to KWL activity, record comments and questions on a Step-by-Step™ or other literacy technology tool for student to activate when it is his/her turn in the discussion.

- L2** Using the story and/or picture symbols, have student tell what he/she knows and wants to know by speaking, pointing, or using eye gaze.

- L3** Have student write three reasons why he/she chose the book. Have student present his/her reasons to the class.



Identifying New Vocabulary and Constructs of Non-Fiction Text

Getting into the Glossary

Materials:

- 1 Non-fiction book (if reading to an individual student)
- 4 Pieces of paper or tag board (approximately 4" x 11")
- Markers
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

Directions:

1. Locate the glossary of the book.
2. Show students the glossary.
3. Read each glossary word and its definition.
4. Write each word on pre-cut paper or cardboard.
5. Talk about what each of the words and what they mean. Ask students to share what they know about each word.
6. Have students say each word 3-5 times. Students can sing, whisper, shout, whine, etc. for added fun!

Differentiated Instruction:

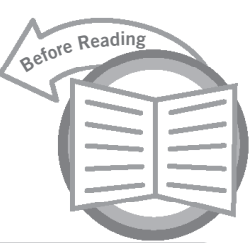
- L1** Gather real objects or toys that relate to the word for student to touch, see, or smell when you are talking about the word.

Record vocabulary words on a literacy technology tool, such as a Step-by-Step™ or QuickTalker™, for student to activate when it is his/her turn to say the word.

Have student introduce new vocabulary words to the class by pre-recording them on literacy technology tool.

- L2** Provide picture symbols or other picture examples from the Internet or magazines that correspond with each word for student to show, talk about, or match to each new word.

- L3** Ask student to use each new vocabulary word in a sentence.



Predicting Connections



Teaching Strategy: *Connections: What's Possible?*

Materials:

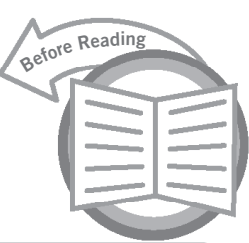
- 2 Non-fiction books (if reading to an individual student)
- Reproducible: *Voting Sheet*
- Reproducible: *What's Possible?*
- Reproducible: *Categories Chart*
- Markers
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

Directions:

1. Hold up two books. Place books in front of students to review.
2. Have student vote to read one of the books.
3. From the book present students with a list of key words/phrases/pictures on What's Possible Reproducible.
4. Discuss the meaning of the words/phrases/pictures
5. Ask students to arrange the words/phrases/pictures into the categories chart reproducible.
6. Have students read one possible sentence with the words/phrases/pictures.
7. Have students read book.
8. Ask the students to compare their possible sentence/phrase to the actual passage. "Was it possible?"

Differentiated Instruction:

- L1** Gather a real object that relates to the story or a point to a picture in the story, Allow student to touch, see, or smell the objects. Then place the object(s) next to the pictures in the book. Or have students point to, eye gaze or touch the pictures in the book. For example, if one book is about baby animals place a piece of soft cloth or fur next to it. Have student present his/her possible idea to the class.
- L2** Use pic-symbols for words or phrases in book. Students can identify photographs to use and cut out like pictures from magazines, etc. Place pic symbols or photographs on Categories reproducibles. Have student present his/her possible sentence or phrase to the class.
- L3** Have each student write a word or phrase on the categories chart. Have student present his/her possible sentence or phrase to the class.



Identifying Topics and Constructs of Non-Fiction Text

Getting into the Table of Contents

Materials:

- 1 Non-fiction book (if reading to an individual student)
- 4 Pieces of paper or tag board (approximately 4" x 11")
- Markers
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

Directions:

1. Locate the table of contents of the book.
2. Show students the table of contents.
3. Read each topics found in the table of contents.
4. Write each topic on pre-cut paper or cardboard.
5. Talk about what each topic and what it means. Ask students to share what they know about each topic.
6. Have students say each topic 3-5 times. Students can sing, whisper, shout, whine, etc. for added fun!

Differentiated Instruction:

- L1** Gather objects that relate to the topics for student to touch, see, or smell while you are talking about the topic.

Record topics on a literacy technology tool, such as a Step-by-Step™ or QuickTalker™, for student to activate when it is his/her turn to discuss.

Have student introduce new vocabulary words to the class by pre-recording them on literacy technology tool.

- L2** Provide picture symbols or other picture examples from the Internet or magazines that correspond to each topic for student to show, talk about, or match to each topic in the table of contents.

- L3** Ask student to use each topic in a sentence.