

Unit 22, Lesson 4

By Unit 22, Units 1–21 activities have already been taught and include the following skills and strategies:



- Lecture note taking
- Strategy Bookmark:
 - Comprehension strategies, including SQ3R strategy (“Survey,” with integrated text connections; “Question”; “Read,” with integrated comprehension monitoring and text structure; “Reflect”; “Review”) and QHL strategy
 - Vocabulary strategies, including decoding-multipart-words strategy and word-learning strategies (context clues, glossary, dictionary, online dictionary)
- Oral and silent reading: fluency practice
- Think-pair-share strategy



- All skills taught in Units 1–20 (see above) are applied to the classroom science textbook.

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Lesson 4 specifics across the three instructional tracks include the following:

Part A: Comprehension Strategies: Strategy Bookmark: Comprehension Strategies

- Working with partners to complete the SQ3R strategy using the Strategy Bookmark and notebook paper.
- Working with partners to complete the QHL strategy using the Strategy Bookmark and notebook paper.

Part B: Vocabulary Strategies: Strategy Bookmark: Vocabulary Strategies

- Working with partners to complete a word-learning-strategies activity using the Strategy Bookmark and notebook paper.

Part C: Fluency Strategies: Oral Reading and Information Learned

- Working with partners to complete an oral reading and writing activity on notebook paper.

Unit 22 • Lesson 4

Reading Skills and Strategies

- Review text connections, text structure, comprehension monitoring, SQ3R, QHL, Strategy Bookmark, and word-learning strategies.

PART A 25 minutes **TEACHER SUPPORT** STRONG MODERATE **STUDENT INDEPENDENCE**

Comprehension Strategies

Activity Strategy Bookmark: Comprehension Strategies

1. **Direct** students to retrieve their green Strategy Bookmark from their science textbook.

A note-taking form with a header 'T13 Note-Taking Form'. It features a grid with two main columns: 'Question Page Number' and 'Answer'. The grid has 10 rows. There are some faint markings in the grid.

Transparency 13

ROUTINE • Using the Strategy Bookmark: SQ3R Strategy

- Assign** student partners.
- Show** Transparency 13: Note-Taking Form (T13). **Provide** notebook paper to students. **Have** students set up the paper for SQ3R notes.
- Direct** students to the beginning of the textbook section. **Assign** the total number of pages to be read.
- Have** students refer to the Strategy Bookmark as they complete on their own all SQ3R steps, look for text structure, and then discuss with their partners. **Have** students continue the process until they finish the section. **Monitor** students. **Guide** as needed.
- Ask** students to describe how they completed the SQ3R strategy. **Accept** reasonable responses.
- Ask** students what they did. **Write** on T13 as needed. (When you have completed this activity, **retain** T13 with any written notes for the next activity.)

NOTE: Before this activity, have ready for each student an encyclopedia, another resource book, or an online search engine and a Web site that includes information on the textbook-section topic. If you are unable to provide each student with a computer, provide computer access to small groups of students.

ROUTINE • Using the Strategy Bookmark: QHL Strategy

- Have** students continue to work with their partners. **Provide** notebook paper to students.
- Provide** students with access to an online search engine, or pass out encyclopedias or other resource books. **Have** students refer to the QHL strategy on the green Strategy Bookmark as they complete on their own all three QHL questions and then discuss with their partners. **Show** T13 from the previous activity as needed. **Monitor** students. **Guide** as needed.
- Ask** students what they wrote. **Write** on T13 as needed.

PART B 10 minutes **TEACHER SUPPORT** STRONG MODERATE **STUDENT INDEPENDENCE**

Vocabulary Strategies

Activity Strategy Bookmark: Vocabulary Strategies


NOTE: Select a vocabulary word from the textbook section. (The definition must appear in context.)

1. **Direct** students to the vocabulary-strategies section on the green Strategy Bookmark.

A note-taking form with a header 'T18 Note-Taking Form'. It features a grid with two main columns: 'Question Page Number' and 'Answer'. The grid has 10 rows. There are some faint markings in the grid.

Transparency 18

ROUTINE • Using the Strategy Bookmark: Word-Learning Strategies

- a. **Have** students continue to work with their partners. **Provide** notebook paper to students.
- b. **Have** available for students a dictionary or an online dictionary.
- c. **The word you're going to define is** [say word].
- d.  **Show** Transparency 18: Notebook Paper (T18) as needed. **Have** students write the word. **Write** on T18 as needed.
- e. **Have** students refer to the Strategy Bookmark as they find and write the definition. **Monitor** students. **Guide** as needed.
- f. **Ask** students for the definition and where it was found. **Write** on T18 as needed. **Accept** reasonable responses. (When you have completed this activity, **retain** T18 with any written notes for the next activity.)

2. **Direct** students to place the Strategy Bookmark in the next section of the textbook.


PART C  10 minutes **TEACHER SUPPORT** STRONG MODERATE **STUDENT INDEPENDENCE**

Fluency Strategies

Activity  Oral Reading and Information Learned

1. **Direct** students to the textbook fluency passage from Unit 22, Lesson 1.

ROUTINE • Taking Turns and Information Learned

- a. **Assign** student partners. **Provide** notebook paper to students.
- b. **Ask** students to read orally and to take turns. **Monitor** students. **Guide** as needed.
- c. **Have** students write three things they've learned and then discuss them with their partners. **Monitor** students. **Guide** as needed.
- d.  **Ask** students to read their answers. **Show** T18 from the previous activity as needed. **Write** on T18 as needed.

2. **Have** students take home notes from Lessons 1–4. **Tell** students to study these for the Lesson 5 assessment.

Lesson Wrap-Up

Conclude lesson with a brief review of reading skills and strategies taught (review text connections, text structure, comprehension monitoring, SQ3R, QHL, Strategy Bookmark, and word-learning strategies).