



Welcome

So, you're wondering about Reading with Meaning....Maybe you've seen Debbie Miller's book, but haven't had time to read it? Maybe you're hearing the terms 'inferring' or 'visualizing' but have no idea what they mean. Perhaps your School Board is asking you to use these reading comprehension strategies, but isn't offering any help to get started. That's how we felt a year ago!

This resource is based on the book, *Reading With Meaning* by Debbie Miller. This resource contains a set of lessons for each of the 6 strategies: Making Connections, Visualizing, Inferring, Asking Questions, Determining Important Ideas and Synthesizing. Each strategy is demonstrated through an "anchor lesson" for Kindergarten, Primary, Junior and Intermediate divisions. Also, each division contains both a fiction and a non-fiction anchor lesson. Therefore, this resource contains 48 lessons – 6 strategies x 4 divisions x 2 genres.

If you are new to the Reading with Meaning strategies, you will be able to use these lessons as a way of introducing yourself to this technique and experimenting with its delivery.

We encourage you to begin by trying the lesson intended for your division level, but hope that you will also consider looking at the other lessons for each strategy as they can easily be adapted for other divisions.

This work could not have been completed without the help of several of our colleagues who tested lessons, listened to our thoughts and worries, offered suggestions of their own and were supportive of this project throughout. Thank you to Stacey DeSilva, Linda Phillips, Nancy Wagner and Erin Walsh.

We hope you will enjoy using this resource. Good luck and have fun!

Table of Contents

Making Connections.....	4
Kindergarten – Fiction	
Primary – Fiction	
Junior – Fiction	
Intermediate – Fiction	
Kindergarten – Non-Fiction	
Primary – Non-Fiction	
Junior – Non-Fiction	
Intermediate – Non-Fiction	
Visualizing.....	22
Kindergarten – Fiction	
Primary – Fiction	
Junior – Fiction	
Intermediate – Fiction	
Kindergarten – Non-Fiction	
Primary – Non-Fiction	
Junior – Non-Fiction	
Intermediate – Non-Fiction	
Inferring.....	40
Kindergarten – Fiction	
Primary – Fiction	
Junior – Fiction	
Intermediate – Fiction	
Kindergarten – Non-Fiction	
Primary – Non-Fiction	
Junior – Non-Fiction	
Intermediate – Non-Fiction	
Asking Questions.....	60
Kindergarten – Fiction	
Primary – Fiction	
Junior – Fiction	
Intermediate – Fiction	
Kindergarten – Non-Fiction	
Primary – Non-Fiction	
Junior – Non-Fiction	
Intermediate – Non-Fiction	

Determining Important Ideas..... 79

Kindergarten – Fiction
Primary – Fiction
Junior – Fiction
Intermediate – Fiction
Kindergarten – Non-Fiction
Primary – Non-Fiction
Junior – Non-Fiction
Intermediate – Non-Fiction

Synthesizing..... 98

Kindergarten – Fiction
Primary – Fiction
Junior – Fiction
Intermediate – Fiction
Kindergarten – Non-Fiction
Primary – Non-Fiction
Junior – Non-Fiction
Intermediate – Non-Fiction

Making Connections

Readers use prior knowledge (schema) to make connections between the text and:

- Their lives (text to self)
- Another text (text to text)
- The world (text to world)

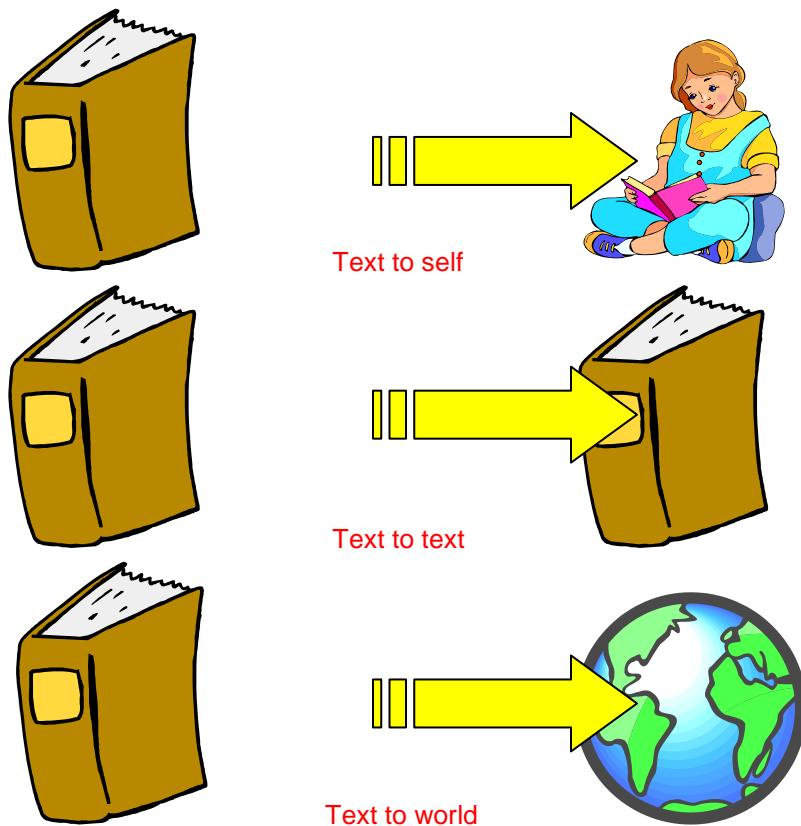
Readers use their prior knowledge to help in comprehending the text before, during and after reading a text.

Readers distinguish between connections that are meaningful and relevant and those that aren't.

From Debbie Miller's Reading with Meaning pg. 71

Making connections, while reading, helps the reader to be an active participant in the text.

Using Connections



I use what I know
to understand what I read

It reminds me of when I read ... because ... (text to text)

It reminds me of the time I ... because ... (text to self)

It reminds me of something I read because ... (text to text, or text to world)

It reminds me of something I heard about because ... (text to world)

Strategy	Genre	Level
Making Connections	Fiction	Kindergarten

Title	Author	Call Number
Sometimes you Get What you Want	Meredith Gary	E GAR

Before Reading	During Reading	After Reading
Practice making connections by listening to teacher's story about getting ready for school.	Stop at various points in the story to make connections.	Students draw a picture in their journal of a connection they made with the story.

Book Summary

Sometimes you get what you want and sometimes you don't. This book uses a variety of real life examples that young children will easily recognize from their own experiences.

Before Reading

- Start by singing "The Making Connections Song". Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Making Connections Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, read *it*,
 You connect it, **connect it**
 To other books of this kind, things in your mind,
 To your own life **and family**,
 Even school books **or movies**,
 Comics and rhymes, things in your mind.
 Connect stories, memories, real things that you know,
connect stories, memories, real things that you know.
 You can relate to what the author's trying to show.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell the students “Today as we read through the story, we’re going to be looking for ways the story reminds us of things we have done or something else we have read. This is called making connections. When we make a connection – when we remember something we have done, how we have felt or a part of a book we have read – it can help us understand what is happening in the story.”
- “Let’s practice...I’m going to tell you about getting ready for school today. As I describe my morning, see if there are parts of my day that remind you of what your morning was like.” Describe getting up in the dark, getting dressed, brushing your teeth, having breakfast, getting stuff into your backpacks, getting your lunch ready and heading out to catch the bus at the end of the driveway.
- “Were there any parts of my morning that reminded you of your morning? What connections can you make?” Have a few students share how their morning routine is similar.
- “Today we’re going to listen to the story and look carefully at the pictures. We’re going to find parts of the story that remind us of something we’ve done, or are the same as another story we’ve read. We’re going to make connections.”

During Reading

- Begin reading the story. At various points in the text, stop to ask the students if they can make a connection to the story. “Can you think of a time when you had to wait your turn?” “Tell me about a time when you had to be quiet.” “When did you get to make a mess like the children in the story are doing?”

After Reading

- “Sometimes stories remind us of something we have done or felt, or sometimes a story can be the same as another story we have already read. Using our memories to help us understand what we are reading is called making a connection. It is a strategy that great readers use all the time to help them read!”
- Have students draw a picture in their journal of a connection they made with the story.

Strategy	Genre	Level
Making Connections	Fiction	Primary

Title	Author	Call Number
Ira Sleeps Over	Bernard Waber	E WAB

Before Reading	During Reading	After Reading
Define making connections strategy.	Students record connections on sticky notes.	Share connections.

Book Summary

This fiction selection takes students through the story of a character named Ira who has been invited to sleep over at a friend's house. Although excited, he also feels worried about how he can possibly sleep without his favourite teddy bear.

Before Reading

- The activity can be done as a whole class activity with the teacher modeling or with students chiming in as a shared class activity. If a few copies are available, it could also be done with a guided reading group or even independently at a center.
- Introduction/Review of strategy by listening and singing song. Audio track is available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Making Connections Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, read *it*,
 You connect it, ***connect it***
 To other books of this kind, things in your mind,
 To your own life ***and family***,
 Even school books ***or movies***,
 Comics and rhymes, things in your mind.
 Connect stories, memories, real things that you know,
connect stories, memories, real things that you know.
 You can relate to what the author's trying to show.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of the strategy can be done by discussing three types of connections (text to self, text to text and text to world), examining poster and reading sentence starters that will assist in making connections altogether.
- Discuss the front cover and back cover (i.e., picture, author, summary)
- Use Literacy Place spinner to “activate back ground knowledge” and make predictions about the topic.
- Decide whether the book is a fiction or non-fiction and why.
- Introduce/Review features of reading strategies that you are currently practicing whether for decoding or for comprehension.

During Reading

- Teacher can read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher can think out loud about features of a fictional text (i.e., characters, setting, problem, events, solution).
- Teacher can model how to make meaningful connections to the text (teacher may use sticky notes to label his/her connections so that they can be further discussed later if necessary).
- Be sure to encourage students to ask questions if there is something they don't understand.

After Reading

- Ask what connections students have after hearing the story and discussing the features of the text.
- Use sentence starters to model/encourage more meaningful connections in their reading response (whether oral or in writing).

Strategy	Genre	Level
Making Connections	Fiction	Junior

Title	Author	Call Number
Sylvester and the Magic Pebble	Vivien Bowers	E STE

Before Reading	During Reading	After Reading
Introduce/review strategy to set stage for learning.	Read story and stop to make connections at various points in the book.	Present connections on chart paper. Discuss why everyone's connections are different.

Book Summary

When Sylvester finds a shiny red pebble, he wishes for it to stop raining. The rain immediately ceases and Sylvester thinks that the pebble is magical. But, how can he know that it was the pebble that caused the rain to stop and not merely a coincidence?

Before Reading

- Show students the title of the book to elicit the use of schema and create anticipation.
- Discuss what they already know about the text form/content (structure of the text will determine what text features they will use).
- Introduce/review strategy by listening and singing song (photocopy or show lyrics on overhead).

Audio track is available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Making Connections Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, read *it*,
 You connect it, ***connect it***
 To other books of this kind, things in your mind,
 To your own life ***and family***,
 Even school books ***or movies***,
 Comics and rhymes, things in your mind.
 Connect stories, memories, real things that you know,
connect stories, memories, real things that you know.
 You can relate to what the author's trying to show.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Determine the purpose for reading with the students.
- Describe for them what you did when you woke up in the morning. Then ask them if anyone else did the same thing. Let them know that what they are doing is making connections between something that they have done to something else.

During Reading

- Tell them that when you read, good readers make connections to the text because it allows them to engage in the story as well as further understand what is happening in the story.
- Begin reading the story stopping at various points to model how you are making connections to the story. Use a sticky note to mark that spot in the book where you made that connection. Continue this process until you have finished the text.
- Once you have completed the book, create a t-chart and model how to record the connections that you have made.

Event on the story	Connection

- Once you have modeled that, give the students post-it notes and read the story again. Allow them to make their own connections to the text while you read this time.
- When the text is complete, have them share their connections in their table groups. Rotate through the groups and guide the discussion getting them to see that the connections are different based on the experiences each person brings to the table.

After Reading

- Allow students to place their connections on a piece of chart paper so each connection can be viewed.
- Engage them in a discussion of how the connections are different based on their schema.
- Whole class, review class connections and emphasize the purpose of making connections to the text.

Strategy	Genre	Level
Making Connections	Fiction	Intermediate

Title	Author	Call Number
Egghead	Caroline Pignat	F PIG

Before Reading	During Reading	After Reading
Discussion with the students around the prevalence of bullying in schools.	Students create a "point of view" chart for each of the characters in the book.	Discussion and sharing of most important and relevant information in each of their charts.

Book Summary

This book is written from the perspective of three different teens in a school setting. The issue of bullying is front and centre in this poignant account of one boy, William Reid, and his struggles with the school bully, Shane and Shane's somewhat reluctant, albeit silent, friend Devan. Katie, who befriended Will before high school, is caught between sticking up for Will and wishing she could be less visible. This story will strike a chord with anyone and everyone who has ever seen, been a part of or endured bullying. Egghead seems to stir up questions of "what if..." in the reader as painful incidents of bullying play out in realistic detail. At the end of the book, one is made to pause and reflect on one's own involvement in school and possibly with bullying.

Before Reading

- Discuss the front cover of the book with your students. For example, looking at the picture of the child super-imposed on a cracked egg, ask them: what do you think the book will be about? What images come to mind when you think of the name "Egghead"? Does it make you laugh? Why or why not? What can you infer about the image of the child on the surface of the egg?)
- Read the back cover of the book. Now that the students have a clearer sense of what the book will be about, ask them how do the answers to the questions above change? Why?
- Open to the front cover page, right before the first entry. There is a quote from King Solomon (Go to the ant, consider its ways, and be wise); ask the students what they think the quote means?
- Discuss the importance of talking about bullying issues present in schools and what to do if you witness it or experience it.

During Reading

- As you read through the different entries from William, Katie, and Devan, make a note of the way the text is written. William's entries appear have free verse poetry feel/structure to them. Ask your students why do they think it feels like poetry? What does it say about William?
- Ask your students to think about Katie and Devan, both witnesses to the bullying that is occurring in the school. How do students think they would feel if they were either Katie or Devan? What kind of actions, on Katie's and Devan's part (that happened or did not happen), do they agree with?
- As students read the book, have them take notice of all the important events and the emotions associated with these events. Also, have the students examine the complex relationships that are presented in the book. These relationships are very important when looking at reasons why kids bully, why witnesses don't necessarily speak up and how misconceptions can lead to rumors, gossip and untruths being told and/or assumed.
- Have the students create a point of view chart for each of the characters. The chart should include Katie's, William's, Devan's and Shane's point of view.
- As the students read the book to completion, have them fill out the point of view chart with what they consider to be the **most important information** related to the issue of bullying.
- Next, have the students create their own point of view. What would they have done throughout these incidents? Would they have spoken up/out?

After Reading

- At the end of the book, and after all the students have completed the point of view chart, have a class discussion about what kinds of information the students chose to put down into their charts. Why was the information important? What does it say about the character? What can they infer about the character's personality based on this information?
- Have the students write a reflection piece on what they have learned as a result of reading this book, and what connections they have made. What pieces of information were the **most important and relevant** to their learning? Why? What other books or pieces of text have they read that connect to Egghead? How do they connect?

Strategy	Genre	Level
Making Connections	Non-Fiction	Kindergarten

Title	Author	Call Number
Feeling Scared	Helen Frost	152.4 FRO

Before Reading	During Reading	After Reading
Practice making connections by listening to teacher's story about the first day of school.	Stop at various points in the story to make connections.	Students draw a picture in their journal of a connection they made with the story.

Book Summary

This book uses a variety of real life examples that young children will easily recognize from their own experiences. Photographs of common fearful situations will spark connections even with very young students.

Before Reading

- Start by singing "The Making Connections Song". Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Making Connections Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, read *it*,
 You connect it, ***connect it***
 To other books of this kind, things in your mind,
 To your own life ***and family***,
 Even school books ***or movies***,
 Comics and rhymes, things in your mind.
 Connect stories, memories, real things that you know,
connect stories, memories, real things that you know.
 You can relate to what the author's trying to show.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell the students “Today as we read through the story, we’re going to be looking for ways the story reminds us of something we already know. This is called making connections. When we make a connection, we remember something we have done, how we have felt, or a part of another book we have read. It can help us understand what is happening in the story.”
- “Let’s practice...I’m going to tell you about my first day of school in September. As I describe my day, see if there are parts of my story that remind you of what your first day of school was like.” Describe getting up, having clothes all ready to go, packing my lunch, feeling excited and a little nervous, wondering how the day would go, getting my picture taken on the front steps, going to school, being happy to see everyone I know and hearing about everyone’s summer, etc.
- “Where there any parts of my first day of school that reminded you of your first day? What connections can you make?” Ask specific questions (“Who packed your lunch this morning?”, “Did anyone else take their picture this morning?”) Have a few students share how their routine is similar.
- “Today we’re going to listen to the story and look carefully at the pictures. We’re going to find parts of the story that remind us of something we’ve done or are the same as another story we’ve read. We’re going to make connections.”

During Reading

- Begin reading the story. At various points in the text, stop to ask the students if they can make a connection to the story. “Can you think of a time when you were scared?” “Tell me what you do to make yourself feel better when you feel scared.” Ask specific questions to help students make connections (“Has anyone thought there was a monster under their bed?”, “Who has learned to look both ways before crossing the street?”)

After Reading

- “Sometimes stories remind us of something we have done or felt or sometimes a story can be the same as another story we have already read. Using our memories to help us understand what we are reading is called making a connection. It is a strategy that great readers use all the time to help them read!”
- Have students draw a picture in their journal of a connection they made with the story.

Strategy	Genre	Level
Making Connections	Non-Fiction	Primary

Title	Author	Call Number
Children Just Like Me	Barnabas & Anabel Kindersley	305.23 KIN

Before Reading	During Reading	After Reading
Define making connections strategy.	Examine how features of the text aid in comprehension of text. Model making connections using sticky notes.	Share connections.

Book Summary

This non-fiction selection introduces students to children all over the world. Using photographs, captions, labels, diagrams, and more, students can easily compare and make connections to children and their communities all over the world.

Before Reading

- In most non-fiction books, the teacher should choose one page from the book to photocopy and make an overhead to share with the class so students can easily see the text as a group.
- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Making Connections Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, ***read it***,
 You connect it, ***connect it***
 To other books of this kind, things in your mind,
 To your own life ***and family***,
 Even school books ***or movies***,
 Comics and rhymes, things in your mind.
 Connect stories, memories, real things that you know,
connect stories, memories, real things that you know.
 You can relate to what the author's trying to show.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by discussing three types of connections (text to self, text to text and text to world), examining poster and reading sentence starters that will assist in making connections altogether.
- Discuss the front cover and the back cover (i.e., picture, author, summary).
- Use Literacy Place spinner to “activate background knowledge” and make predictions about topic.
- Decide whether we think the book will be fiction or non-fiction and why.
- Introduce/Review features of non-fiction text that can be used to assist in reading and understanding the text (i.e., photographs, captions, labels, diagrams, etc.).

During Reading

- Teacher should read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher should point out pictures, labels and captions.
- Teacher should model how to make meaningful connections to the text (teacher may use sticky notes to label his/her connections so that they can be further discussed later if necessary).
- Be sure to encourage students to ask questions if there is something they don't understand.

After Reading

- Ask what connections students have after hearing the text and discussing the features of text
- Use sentence starters to model/encourage more meaningful connections

Extensions/Goals to Continue

- Same process should be followed with a different child's community and life but with more input in the “during” reading part.
- Same process should be followed with a different child's community and life but with more limited teacher assistance (perhaps through guided reading sessions).
- After that, students can try to independently follow the same process with yet another child's community and life.

Strategy	Genre	Level
Making Connections	Non-Fiction	Junior

Title	Author	Call Number
Wow Canada! Exploring This Land from Coast to Coast	Vivien Bowers	917.104 BOW

Before Reading	During Reading	After Reading
Define making connections strategy.	Read story and stop to make connections at various points in the book. Record connections on a T chart.	Class discussion as to why everyone's connections were different.

Book Summary

Wow Canada is a scrapbook of a car trip across Canada written from the perspective of a 12 year-old boy named Guy. As the narrator, Guy describes places, flora, fauna and experiences with a terrific sense of humour and in a language that readers can easily relate to. There is information about Canada's nature and history.

Before Reading

- Show students the title of the book to elicit the use of schema and create anticipation.
- Discuss what they already know about the text form/content (structure of text will determine what text features they will use).
- Introduce/review strategy by listening and singing song (photocopy or show lyrics on the overhead). Audio track is available as a free download at:
<http://reading.ecb.org/teacher/downloads.html>

Making Connections Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, read ***it***,
 You connect it, ***connect it***
 To other books of this kind, things in your mind,
 To your own life ***and family***,
 Even school books ***or movies***,
 Comics and rhymes, things in your mind.
 Connect stories, memories, real things that you know,
connect stories, memories, real things that you know.
 You can relate to what the author's trying to show.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Determine a purpose for reading with the students.

During Reading

- Tell students that sometimes stories remind us of something we have done or felt or sometimes a story can be the same as another story we have already read. Using our memories to help us understand what we are reading is called making a connection. It is a strategy that great readers use all the time to help them read.
- Begin reading the story. Read page 4 aloud to model through a think aloud, accessing my prior knowledge, to demonstrate how making connections to my prior knowledge helps me to interact with the text.
- Demonstrate how to keep record of your connections using a t-chart. Use one side to identify the text and the other to identify the connection.

Text	Connection

- Ask the students to share some of their connections and place them on the t-chart.
- The goal is to make connections that help students understand the text at a deeper level. (Achieving this can be done in subsequent lessons).
- Show students the picture of Ontario on page 52-53 and have them describe what they see.
- Put the students into triads and provide them with chart paper. Have the students look at the picture and make connections to the image.

After Reading

- Engage them in a discussion of how the connections are different based on their schema.
- Whole class, review class connections and emphasize the purpose of making connections to the text.

Strategy	Genre	Level
Making Connections	Non-Fiction	Intermediate

Title	Author	Call Number
I Have A Dream	Dr. Martin Luther King, Jr. Foreword by Coretta Scott King	

Before Reading	During Reading	After Reading
Discuss the knowledge students may have of Dr. Martin Luther King Jr.	Students examine how illustrations relate to text. Students look at the relevance of the speech today.	Students connect this speech to another message in present day media.

Book Summary

This book is the famous speech written and spoken powerfully by Dr. Martin Luther King Jr. He believed very strongly that the people of America could put their differences aside and look ultimately at a future of kindness, sharing and unity. His words and his legacy live on within this powerful book, and it is impossible to read it and not dream along with him.

Before Reading

- Discuss the front cover of the book. For example, looking at the picture of Dr. Martin Luther King Jr., ask your students who they think the other two people/images are? Why?)
- Read the foreword by Coretta Scott King, Martin Luther King Jr.'s wife. Now that the students have a clearer sense of what the book will be about, ask what do they already know about Dr. Martin Luther King Jr.
- Discuss the importance of Dr. Martin Luther King's speech - why do students think it is so important, not just in the past, but present and future as well?

During Reading

- As you read through the speech, pause at the end of every page to connect the illustrations to the text. Do the illustrations help the students get a clearer sense of Dr. Martin Luther King Jr. and his cause? Do they understand the theme, the main ideas?
- Ask the students to think about the audience receiving this speech at the time of its live delivery. How would they feel if they had been in this audience? Do they think it would have been relevant to them? Why or why not? Is it still relevant today?

- As students hear the rest of this speech, have them take notice of how necessary this speech was then and how the same message applies today. Also have the students examine the complexity of some of the words, and have them look up any words they do not know in the dictionary.

After Reading

- At the end of the book, ask students to think about connecting Dr. Martin Luther King Jr.'s message to another they may have heard in the media, either in speech form or perhaps a song. Have them write down these connections and share them with a partner or with the rest of the class.
- What evidence or personal experience can students bring to the table in order to connect to Dr. Martin Luther King Jr.?
- Have the students think about (and possibly create) their own speech of justice and equality. What would they say? Why? What connections could they make between their own speech and the one from Dr. Martin Luther King Jr.? You may choose to have the students work together or independently on this task.

Visualizing

Readers use their prior knowledge to create mental images.

Readers create images from the emotions and all five senses.

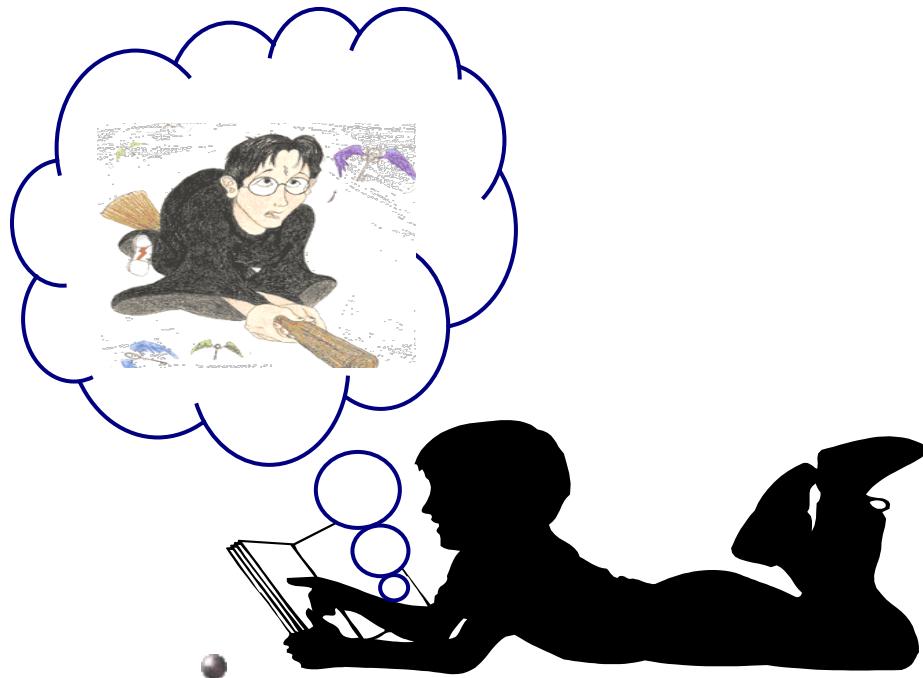
Creating images enhances comprehension of the text.

Readers use images to:

- draw conclusions
- create interpretations of text
- recall significant details

From Debbie Miller's Reading with Meaning pg. 91

Visualizing



I see what I read
I feel what I read
It's like a movie in my mind

I create pictures in my mind as I read.

© Readinglady.com

Strategy	Genre	Level
Visualizing	Fiction	Kindergarten

Title	Author	Call Number
Bee-Wigged	Cece Bell	E BEL

Before Reading	During Reading	After Reading
Practice visualizing by imagining a birthday cake.	Read story without showing pictures. Stop at various points to share visualizations of the story.	Review how visualizing helped to focus on the details of the story.

Book Summary

Jerry the Bumblebee just wants to make friends, but that's hard to do when everyone is scared of a giant bumblebee. When Jerry finds a wig and discovers that people mistake him for a boy, his dream of making friends comes true. But when everyone discovers who he really is, will Jerry be lonely again? This is a story of friendship and looking beyond appearances.

Before Reading

- Start by singing the Visualizing song. Audio track available as a free download at:
<http://reading.ecb.org/teacher/downloads.html>

Visualizing Song

Let's go into the book,
Jump in take a look!
When you read it, read it!
Can you see it? See it?
Open your eyes, visualize.
Do you hear it? And feel it?
Even taste it? Or smell it?
Open your eyes, visualize.
Use the paintbrush, chalkboard, movie screen in your head,
Use the paintbrush, chalkboard, movie screen in your head,
Bring to life all the words that you just read.
Let's go into the book
Let's go into the book

Song is taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell your students “Today we’re going to read a story, but we won’t look at all the pictures as we read. Instead, we’re going to try to make our own pictures with our imaginations. This is called visualizing.”
- “Let’s practice....imagine a birthday cake....what does your birthday cake look like?” (Encourage answers describing the number of candles, the shape, the colour of the icing, the flavour, etc.)
- “Notice how everyone’s imaginary birthday cake was different and how the details helped us make a better picture in our mind. Today we’re going to listen to the descriptions in the story to help us make pictures in our minds.”

During Reading

- Begin reading the story, but do not show the students all of the pictures. Encourage them to use their imaginations and the details in the text to create their own pictures.
- At various points in the text, stop to ask the students to describe the pictures in their mind. Ask specific questions to get detailed descriptions. For example, Jerry bee is as enormous as.... Hold out your hands to show me how big Jerry the big is. What did the wig look like? Describe the clothes the teacher is wearing. What were the children eating for lunch? Use all of your senses to describe being at the parade.

After Reading

- The following day (or after each discussion in During Reading, above) reread the story while showing the students the illustrations. Discuss how the illustrations differ from the pictures they had imagined in their minds.
- “Listening to the author’s words carefully when they describe how something in the story looks, smells, sounds, tastes or feels and using our imaginations to make a good picture in our minds helps us to be better readers.”
- Remind students that “getting the picture right” is not important. Paying attention to the “clues” (details) from the story to make a good picture in our minds is what will help us to be a better reader.

Strategy	Genre	Level
Visualizing	Fiction	Primary

Title	Author	Call Number
Just Another Ordinary Day	Rod Clement	F CLE

Before Reading	During Reading	After Reading
Define visualization strategy.	Read without pictures.	Students share their visualizations by drawing. Show real illustrations.

Book Summary

This fiction selection takes kids through a seemingly ordinary day in the life of a character named Amanda. The magical illustrations prove that Amanda's life is not so ordinary after all.

Before Reading

- The activity can be done as a whole class activity with the teacher modeling or with students chiming in as a shared class activity. If a few copies are available, it could also be done with a guided reading group or even independently at a center.
- Introduction/Review of strategy by listening and singing song. Audio track is available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Visualizing Song

Let's go into the book,
 Jump in take a look!
 When you read it, read it!
 Can you see it? See it?
 Open your eyes, visualize.
 Do you hear it? And feel it?
 Even taste it? Or smell it?
 Open your eyes, visualize.
 Use the paintbrush, chalkboard, movie screen in your head,
 Use the paintbrush, chalkboard, movie screen in your head,
 Bring to life all the words that you just read.
 Let's go into the book
 Let's go into the book

Song is taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by examining poster and re-affirming that students should think about what they could sense or picture based on the text.
- Without showing students the front or back cover, discuss how the title might give us some clues about the book and activate some background knowledge.
- Explain that students should close their eyes to listen to the story and try to “paint a mental picture” in their minds.
- Explain that you will not be showing them the pictures during the first read because you want them to have time to show you what they visualized after the first reading.

During Reading

- Read the story to your students without showing them the pictures. Encourage your students to create detailed pictures in their minds as they listen to the story.
- Teacher should read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher should point out the features of a fiction text (i.e., characters, setting, problem, events, solution) as he/she reads.
- Teacher should stop frequently to give students opportunities to share what they are visualizing.
- Be sure to encourage students to ask questions if there is something they don't understand.

After Reading

- Ask your students to draw a picture of what they visualized based on the text and features of text.
- Emphasize that drawings will look different because people's background knowledge is different.
- Re-emphasize that visualization comes from emotion in the written words or from using the five senses that the writing includes.
- These illustrations can be made into a class book that can be shared.
- When the class book is done, re-read Just Another Ordinary Day. This time show the illustrations so that the students can see that Amanda's life is really quite extraordinary.

Strategy	Genre	Level
Visualizing	Fiction	Junior

Title	Author	Call Number
This Little Light of Mine	Raffi	E RAF

Before Reading	During Reading	After Reading
Practice visualizing by describing an object.	Have students create the front cover of the book based on their visualizations having heard the story.	Summarize what we learned and why it is important.

Book Summary

Raffi presents the traditional song about letting one's light shine around the world, with illustrations depicting a group of children as they prepare to perform that song for an audience.

Before Reading

- Ask the students to close their eyes. While their eyes are closed describe an object to them. Have them guess what it is and discuss how they figured it out. "What was happening in your mind as I was describing the object?" The descriptive words that were being used were allowing you to make picture in your mind, which is called visualizing.
- Introduce/review the strategy by listening and singing the song (photocopy or show lyrics on overhead). The audio track is available as a free download at:
<http://reading.ecb.org/teacher/downloads.html>

Visualizing Song

Let's go into the book,
Jump in take a look!
When you read it, read it!
Can you see it? See it?
Open your eyes, visualize.
Do you hear it? And feel it?
Even taste it? Or smell it?
Open your eyes, visualize.
Use the paintbrush, chalkboard, movie screen in your head,
Use the paintbrush, chalkboard, movie screen in your head,
Bring to life all the words that you just read.
Let's go into the book
Let's go into the book

Song is taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

During Reading

- Before the lesson, cover the front cover of the book with a piece of construction paper.
- Tell the class that you are going to read the book and you want them to focus on the story and the words.
- Read the book without showing them any pictures.
- Once you finish, put the students into triads and ask them to create a cover page for the book based on the story they just heard.
- After they have finished their cover, let the groups share and talk about why they chose their image.
- Read the text again with pictures so they get see the illustrated story.
- Talk about how, as readers, we are so dependent on images to create an understanding, but when there are no images we have to rely on the words, making inferences, and our personal connections to help us with making meaning. The more descriptive the book, the easier it is to visualize.

After Reading

- Ask your students if their understanding of the book changes after seeing the pictures.
- Point out that good readers make pictures in their minds to help them understand what they are reading.

Strategy	Genre	Level
Visualizing	Fiction	Intermediate

Title	Author	Call Number
The Hunger Games	Suzanne Collins	F COL

Before Reading	During Reading	After Reading
Discuss thoughts around the title of the book "The Hunger Games".	Ask students what they envision as a costume, not only for Katniss, but also for her fellow tribute, Peeta. (idea courtesy of Erin Walsh)	What new thoughts, ideas, questions and feelings are brought to the surface as a result of visualizing The Hunger Games? Compare the Before Reading with the During Reading visualizations.

Book Summary

This amazing book captures the intermediate reader from the very beginning, exploring the relationships between family, friends and competitors in a riveting tale based in the future. Katniss, the main character, is chosen as a tribute from her district to participate in the Hunger Games, a barbaric game created by the Capitol as a way of reminding the surrounding districts that they ultimately control their lives. The Hunger Games pit twenty-four, twelve to eighteen year olds (two chosen from each of the twelve districts) in an arena filled with cruel and unusual obstacles, and as the Capitol and surrounding districts watch via live television, these children are forced to fight each other to the death until only one remains. The victor of the Hunger Games wins gifts for their district in the way of food and delicacies for an entire year, until the reaping for another crop of children comes full circle and the Hunger Games begin again.

Before Reading

- Discuss thoughts around the title of the book "The Hunger Games". What comes to mind when the students think of hunger? What comes to mind when you add the word "games"?
- Discuss with the students the criteria for what makes a great book? What captures the attention of the reader? Does a book with a slow start have the same impact as one with a great deal of action from the beginning? Why or why not?
- Emphasize that emotion usually drives our visions, and encourage the students to use their five senses when trying to visualize the events in The Hunger Games.

During Reading

- Small group discussion about the images that came to mind as you read the first chapter of The Hunger Games. Students may wish to have a sketch book in front of them when they read - this often helps them to focus on certain elements of the story as they become pictures in their minds.
- The end of the first chapter is an amazing moment for the students - it is emotional and pivotal to the plot of the story, in which Primrose Everdeen, Katniss' sister, is one of the chosen tributes to participate the Hunger Games. Ask the students to try and put their emotions into picture form on paper. Encourage them to use not only drawings and sketches of what comes to mind, but also words (even onomatopoeia).
- Ask students what makes this chapter so interesting that they want to read more right away - what does the author do to capture the interest of the reader here? Is it the way she is writing the book, the words she uses, the images she is able to create in the mind? Having the students consciously look at the reasons for good writing may lead them to comprehend their own connections to books in general.
- Encourage the students to continue their discussion as a think-pair-share.
- As you continue to read The Hunger Games, another great visual activity, courtesy of teaching partner Erin Walsh, occurs in chapter 5. Read up until page 66, stopping midway through the first paragraph on page 66 where it states "...our current thought is to dress you in....". At this point in the text, Katniss is about to be dressed in a costume for the opening ceremony of the Hunger Games. Ask students what they envision as a costume, not only for Katniss, but also for her fellow tribute, Peeta. Why did they design their costume the way they did? What does it say about Katniss? What does it say about Peeta? What do they think the crowd will say/think? Once students have visualized the costume, they put it to paper and complete a short write-up addressing the questions above.

After Reading

- Ask students to look and compare the original vision they had in their minds when all they knew was the title versus the visions they created as a result of reading the first chapter.
- Discuss the importance of visualizing a text and attempting to capture those visions and reflect upon them. Does this help them understand the text better? Does it help
- them understand themselves and their own experiences better?
- What new thoughts, ideas, questions and feelings are brought to the surface as a result of visualizing The Hunger Games?
- Re-emphasize that emotion that usually drives our visualizing experience, and using our five senses can help detail the vision in our minds.

Strategy	Genre	Level
Visualizing	Non-Fiction	Kindergarten

Title	Author	Call Number
One Small Place in a Tree	Barbara Brenner	577.3 BRE

Before Reading	During Reading	After Reading
Practise visualizing by imagining a river.	Read story without showing pictures. Stop at various points to share visualizations of the story.	Review how visualizing helped to focus on the details of the story.

Book Summary

This is the story of how a bear scratching his claws on a tree creates a tiny hole. Using simple descriptions and beautiful illustrations, the book journeys through the life of the hole as it transforms from a home for beetles to squirrels to birds, growing larger with each inhabitant. Eventually, the years and the weather will bring the tree down, but we are reminded that even dead trees are homes for animals and have an important place in the ecosystem.

Before Reading

- Start by singing the Visualizing song. Audio track available as a free download at:
<http://reading.ecb.org/teacher/downloads.html>

Visualizing Song

Let's go into the book,
Jump in take a look!
When you read it, **read it!**
Can you see it? **See it?**
Open your eyes, visualize.
Do you hear it? And feel it?
Even taste it? Or smell it?
Open your eyes, visualize.
Use the paintbrush, chalkboard, movie screen in your head,
Use the paintbrush, chalkboard, movie screen in your head,
Bring to life all the words that you just read.
Let's go into the book
Let's go into the book

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell the students Today we're going to read a story, but that we won't look at all the pictures as we read. Instead, we're going to try to make our own pictures with our imaginations."
- "Let's practice....imagine a pond....what does your pond look like?" (Encourage answers describing the amount of water, its temperature, the sound it makes, animals and plants nearby, etc.)
- "Notice how everyone's imaginary pond was different and that the details helped us make a better picture in our mind. Today we're going to listen to the descriptions in the story to help us make pictures in our minds."

During Reading

- Begin reading the story, but do not show the students all of the pictures. Encourage them to use their imaginations and the details in the text to create their own pictures. Some pictures will be easier than others for the children to visualize. If there is a difficult page (beetles creating tunnels) show the students that picture and discuss it together.
- At various points in the text, stop to ask the students to describe the pictures in their mind. (What does the bear smell like? How does she move? How many beetles are there? What does the woodpecker sound like?, What does a woodpecker look like as he pecks for food? How did the tree fall down – wind, snow, lightning? etc)
- Students may also enjoy acting out some of their visualizations during the story.

After Reading

- The following day (or after each discussion in During Reading, above) reread the story while showing the students the illustrations. Discuss how the illustrations differ from the pictures they had imagined in their minds.
- "Listening to the author's words carefully when they describe how something in the story looks, smells, sounds, tastes or feels and using our imaginations to make a good picture in our minds helps us to be better readers."
- Remind students that "getting the picture right" is not important. Paying attention to the "clues" (details) from the story to make a good picture in our minds is what will help us to be a better reader.

Strategy	Genre	Level
Visualizing	Non-Fiction	Primary

Title	Author	Call Number
EEW! Icky, Sticky, Gross Stuff in Your Body	Pam Rosenberg	612 ROS

Before Reading	During Reading	After Reading
Define visualization strategy.	Examine how features of the text aid in comprehension of text. “Think aloud” to model visualization.	Students share their visualizations by drawing.

Book Summary

This non-fiction selection introduces students to all the icky, sticky gross stuff that is a part of their bodies. Using sub-titles, illustrations, and different font size and colour, students can visualize what is going on in their own bodies.

Before Reading

- In most non-fiction books, the teacher should choose one page from the book to photocopy on an overhead and share so that all students can easily see the text as a group.
- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Visualizing Song

Let's go into the book,
Jump in take a look!
When you read it, **read it!**
Can you see it? **See it?**
Open your eyes, visualize.
Do you hear it? And feel it?
Even taste it? Or smell it?
Open your eyes, visualize.
Use the paintbrush, chalkboard, movie screen in your head,
Use the paintbrush, chalkboard, movie screen in your head,
Bring to life all the words that you just read.
Let's go into the book
Let's go into the book

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by examining poster and re-affirming that students should think about what they could sense or picture based on the text.
- Discuss front cover and back cover (i.e., picture, author, summary).

- Use Literacy Place spinner to “activate back ground knowledge” and make predictions about topic.
- Decide whether we think the book will be fiction or non-fiction and why.
- Look at the Table of Contents so that students are aware of information that they can go to directly.
- Introduce/Review features of non-fiction text that can be used to assist in reading and understanding the text (i.e., table of contents, type size, colour of type and font, glossary, etc.).

During Reading

- Teacher should read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher should point out the sub-title as the topic for p. 20-21, pictures and areas where the print is a different font, type size or colour and explain how this helps the reader by focusing attention on specific information from a lengthy text.
- Teacher should also point out some words are bolded and can be found in the glossary. This additional definition may help students to further visualize.
- Teacher may wish to mark certain words or passages to emphasize the exact language that gave him/her a mental image.
- Be sure to encourage students to ask questions if there is something they don't understand.

After Reading

- Ask students to draw a picture of what they visualized based on the text and features of text.
- Emphasize that drawings will look different because people's background knowledge is different.
- Re-emphasize that visualization comes from emotion in the written words or from using the five senses that the writing includes.

Goals to Continue

By using the gradual release model, students will begin to independently use visualization to add to their comprehension of text. This activity could easily be repeated with a different text, less teacher modeling and more input from students as well as in guided reading situations.

Strategy	Genre	Level
Visualizing	Non-Fiction	Junior

Title	Author	Call Number
How Strong Is It?	Ben Hillman	620. 1 HIL
Before Reading	During Reading	After Reading
Review and activate prior knowledge	Draw images on half a page. Add details to other half of page as story progresses.	Share their images and discuss their learning with a partner.

Book Summary

Astonishing facts abound in this eye-popping look at 22 of the strongest animals, substances, and elements on earth. For each breezy but fact-filled written description, there's an accompanying double-page oversized color photograph that will make you do a double take.

Before Reading

- Show students the title of the book to elicit the use of schema and create anticipation.
- Discuss what they already know about the text form/content (structure of text will determine what text features they will use).
- Introduce/review strategy by listening and singing song (photocopy or show lyrics on overhead). Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Visualizing Song

Let's go into the book,
 Jump in take a look!
 When you read it, **read it!**
 Can you see it? **See it?**
 Open your eyes, visualize.
 Do you hear it? And feel it?
 Even taste it? Or smell it?
 Open your eyes, visualize.
 Use the paintbrush, chalkboard, movie screen in your head,
 Use the paintbrush, chalkboard, movie screen in your head,
 Bring to life all the words that you just read.
 Let's go into the book
 Let's go into the book

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Determine a purpose for reading with the students.

During Reading

- Ask the students, "Based on the title of the book, what image did you create in your mind as the cover page?"
- Read the subtitle **Wood** and ask the students to take a sheet of paper and fold it in half. On one side draw what they visualize when they hear the subtitle.
- Read the page, pausing at spots to ask students what is happening to their image (as they collect more information, their image should be changing).
- Discuss what vocabulary is used and how it appeals to the senses (Emotions).
- After the text has been read, ask the students to draw their new image on the other side of the paper.
- Have a discussion about what has changed (elicit the response of how as a reader you collect more information, the image changes).

After Reading

- With their elbow partner, discuss the similarities and differences in their drawings.
- Whole group discussion about how your schema determines how you use the strategy.

Strategy	Genre	Level
Visualizing	Non-Fiction	Intermediate

Title	Author	Call Number
Exploring Tough Issues - Why Do People Join Gangs?	Julie Johnson	302.3 JOH

Before Reading	During Reading	After Reading
Ask students to close their eyes and visualize a movie they have seen where the glorification or disturbing nature of gangs or gang-related activities was shown.	Students are to draw one of the most prominent images that came to mind related to gangs on a piece of paper.	Ask the students to make changes or modifications/enhancements to their drawings based on the new visuals they have created in their minds.

Book Summary

This book helps readers take a good, honest look at the realities of illegal activities, addiction to drugs and joining gangs. Through case studies, readers can explore the real and present danger of violent activities, bullying and the effect this can have on one's future. Ultimately, the reader is led discover some positive solutions to dealing with pressures related to bullying and gang involvement.

Before Reading

- Discuss the simplicity of the front cover of the book, (e.g. plain and simple, to-the-point) as well of the back cover (e.g. have a mini class discussion about the questions posed on the back cover, What Are Gangs?, Who Joins Gangs?, and What Is It Like To Be A Gang Member?)
- Read the back cover aloud; ask students to predict some of the information they might learn about as a result of reading this non-fiction book.
- Ask students what lessons they think await them upon reading this book?
- Guide the students through the Table of Contents; ask the students what further information they can gather as a result of seeing the pictures and listed contents
- Ask students to close their eyes and visualize a movie they have seen where the glorification or disturbing nature of gangs or gang-related activities was shown (this will cause students to access prior knowledge and help them to visualize further throughout the course of the lesson).
- Emphasize that emotion usually drives our visions, and encourage the students to use their five senses when trying to visualize their chosen movie.

During Reading

- Small group discussion about the images that came to mind about previous movies students have seen; what are some of the common themes in their visions? What are some of the differences? Students are then to draw one of the most prominent images that came to mind on a piece of paper. Students can be as detailed as they can/want.
- I choose "Rites and Rituals", pages 6-7 from the book since there are connections to health that can be used to help students understand and visualize more about the seriousness of gangs.
- Point out to students that they may use the Glossary at the back of the book to help them understand the definitions of rites and rituals.
- With fluency, read aloud from the text (including the case study), encouraging the students to visualize the rites and rituals included on these two pages.
- Turn the book now to face the students. Show them the pictures and read the captions to them. This may lead to a very rich class discussion about what the students know about shoplifting as a gang ritual (which may not have crossed their minds) and about the Klu Klux Klan.
- Encourage the students to continue their discussion as a think-pair-share.

After Reading

- Ask students to look at the original visual they created based on their prior knowledge of gangs through the media.
- Now ask the students to make changes or modifications/enhancements to their drawings based on the new visuals they have created in their minds (as a result of the passage on Rites and Rituals)
- What did the students change? What did they enhance? What new thoughts, ideas, questions and feelings are brought to the surface as a result of visualizing gangs after reading the passage?
- Re-emphasize that emotion that usually drives our visualizing experience, and using our five senses can help detail the vision in our minds.

Inferring

Readers know to infer when the answers to their questions are not explicitly stated in the text.

Readers use their prior knowledge and textual clues to draw conclusions and form unique interpretations of the text.

Readers create inferences to enrich and deepen their experience in a text.

From Debbie Miller's Reading with Meaning pg.121

Readers use illustrations and other visual clues to make inferences and decisions about what they are reading and the author's purpose.

inferring



Questioning as I read to help me draw conclusions, make predictions and reflect on my reading.

When the author doesn't answer my questions I must infer...

Maybe...

I think...

It could be ...

It's because...

Perhaps...

It means that ...

I'm guessing...

© Readinglady.com

Strategy	Genre	Level
Inferring	Fiction	Kindergarten

Title	Author	Call Number
Look Out, Suzy Goose	Petr Horacek	E HOR

Before Reading	During Reading	After Reading
Practise inferring by using body language.	Stop at various points in the story to make inferences.	Review how inferencing can help us understand a story.

Book Summary

Suzy, the goose wants some peace and quiet. She decides to leave her noisy flock for a peaceful walk alone in the woods. Little does Suzy know that she's being followed by a variety of hungry predators!

Before Reading

- Start by singing the Inferring songs.

Tune of 'Frere Jacques'

What's inferring?

What's inferring?

Let's use clues.

Let's use clues.

Look at the pictures.

Figure out some details.

Without words.

Without words.

Tune of 'Twinkle Twinkle'

What's inferring in a book?

Figure things out with just a look.

Look at pictures, what do they say?

Expressions and actions tell what they may.

Look at pictures, figure it out.

They show details, there's no doubt.

What's inferring in a book?

Figure it out with just a look.

Songs written by Linda Phillips

- Tell the students “Today as we read through the story, we’re going to be looking for clues. There are *parts of the story that the author doesn’t write down, but if we pay attention we can figure them out on our own*. This is called inferring.”
- “Let’s practice....if I sit like this (lean back pretend to be sleepy)....even though I’m not telling you anything, what can you guess about how I’m feeling? What can you infer? (That you are sleepy, that you didn’t go to bed early enough, etc.) Let’s try another one...if I look like this (put on a sad face)...even if I don’t tell you anything, use clues to guess how I’m feeling. What can you infer?” (That you are sad, upset, etc)
- “Notice how even without me telling you anything, you were able to use clues to guess or infer how I was feeling. Today we’re going to listen to the descriptions in the story and look carefully at the pictures to help us find clues. We’re going to make inferences about things that the author won’t tell us with words, but are still happening in the story.”

During Reading

- Begin reading the story. At various points in the text, stop to ask the students what clues they are noticing in the pictures. “On the first page Suzy goose is the only one not honking. How do you think she is feeling?” (grumpy, annoyed) “The story doesn’t say Suzy is feeling grumpy, what clues make you think this is how she feels?” (She is looking at the ground, her eyebrows are furrowed). Remind students again that an inference is when we use the clues in the story and the pictures to figure something out that the author doesn’t tell us in words.
- Repeat this discussion at other points in the story (when the fox starts following Suzy “What is the fox thinking?”, when the bear is sitting down, when the bear is about to leap, when all the animals run away, etc.) “How do you think this animal is feeling?” “What could the animal be thinking about?”

After Reading

- “Paying attention to the pictures and the words can help us find clues. Using these clues to figure out parts of the story that the author doesn’t tell us with words is called inferring. Inferring is one of the skills we can use to become great readers!”

Strategy	Genre	Level
Inferring	Fiction	Primary

Title	Author	Call Number
The Rag Coat	Lauren Mills	E MIL

Before Reading	During Reading	After Reading
Define inferring strategy.	Students practice recording inferences on sticky notes using teacher cues if necessary.	Use student inferences to create a class chart during sharing.

Book Summary

This fiction selection takes students through the story of a character named Minna who is going to be starting school for the first time at age 8. Your students will experience a range of emotions along with Minna through her experiences at home and at school.

Before Reading

- The activity can be done as a whole class activity with the teacher modeling or with students chiming in as a shared class activity. If a few copies are available, it could also be done with a guided reading group or even independently at a center.
- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Inferring Song

Let's go into the book!
 Jump in! Take a look!
 Can you find clues, ***find clues***
 While you're reading, ***reading***
 For what happens next or unwritten text?
 Are you searching, ***searching***
 For the meaning, ***meaning?***
 It's not so complex. Use the context!
 Inferring means you read between the lines.
Use the pictures, headings, details that you find.
 Add them to the things inside your mind.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by discussing that all good readers ask questions while they are reading. We need to practice our inferring skills so that we can come up with answers to those questions. Stress that when you are inferring, it is like you are a detective who is using all your resources (i.e., prior

knowledge/connections, visual cues, etc.) to make decisions about what you are reading. Examining the inferring poster and read sentence starters that will assist in making inferences.

- Discuss front cover and back cover (i.e., picture, author, summary).
- Use Literacy Place spinner to “activate back ground knowledge” and make predictions about topic.
- Decide whether we think the book will be fiction or non-fiction and why.
- After confirming that it is a fiction book, review/confirm features of fiction text that can be used to assist in reading and understanding the text (i.e., characters, setting, problem, etc.).
- Introduce/Review features of reading strategies that we are currently practicing whether for decoding or for comprehension.
- Explain to students that you are going to give them a sticky note to write on while they are listening to the story. Explain that in this book, the main character experiences a lot of emotions. Teacher may want to do a sharing circle where students can share an example of what the word emotion means (i.e., happy, sad, embarrassed, proud, etc.). Explain that their job will be to write down any emotions that the main character feels throughout the story. For example, if you think Minna feels sad at any point in the story, write sad on your sticky note. If you think she feels happy at any point in the story, add happy to your list of emotions.

During Reading

- Teacher should read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher should think out loud about features of a fiction text (i.e., characters, setting, problem, events, solution).
- Teacher may wish to stop at certain points in the book to ask out loud, "Hmm, I wonder how Minna feels at this point? Students should be recording.
- Be sure to encourage students to ask questions if there is any vocabulary or something that they don't understand.

After Reading

- Teacher should post a chart paper with pre-prepared headings:

Page	Emotion	What helped me decide

- As a whole class, do a walk-through of the book. Invite students to interrupt the walk-through, if the text or picture helped them infer how Minna was feeling.

- Through discussion and modeling if necessary, teacher should be able to elicit a final product with responses such as:

Page	Emotion	What helped me decide
5	Sad	Connections - I know how I felt when my grandfather died. That helps me know how Minna must feel
14	Angry	Picture clues - Shane is pulling Minna's hair. The girls in the back are whispering about her. That would make someone feel angry.
21-22	Lonely	Picture clues and connections - I see and hear that the kids are making fun of Minna. I remember when I was bullied because..... I felt the same way as Minna must.

- When the chart is done, review with the students that this is what good readers do. They use their prior knowledge and other reading strategies to have opinions and draw conclusions about different parts of the story.
- Before the next lesson on the making inferences reading strategy, put this chart back up and review with students the process they went through of making decisions and the proof from the story (whether in the text, pictures or through their schema) that helped them have an opinion about Minna's emotions.

Goals to Continue

- Using the gradual release model and with confidence gained through other reading strategies such as using prior knowledge, making connections and more, students will eventually learn to independently make decisions and have opinions about what they are reading.

Strategy	Genre	Level
Inferring	Fiction	Junior

Title	Author	Call Number
Flotsam	David Wiesner	E WIE

Before Reading	During Reading	After Reading
Practise making inferences using facial expressions.	Make inferences as the story is read.	Summarize what we learned and why it is important.

Book Summary

A wordless book in which a boy finds a camera at the beach and the film inside reveals fascinating underwater pictures as well as children around the world, so the boy takes his own picture and returns the camera to the sea where it will journey to another child.

Before Reading

- Show students the title of the book to elicit the use of schema and create anticipation.
- Discuss what they already know about the text form/content (structure of text will determine what text features they will use).
- Introduce/review strategy by listening and singing song (photocopy or show lyrics on overhead). Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Inferring Song

Let's go into the book!

Jump in! Take a look!

Can you find clues, ***find clues***

While you're reading, ***reading***

For what happens next or unwritten text?

Are you searching, ***searching***

For the meaning, ***meaning?***

It's not so complex. Use the context!

Inferring means you read between the lines.

Use the pictures, headings, details that you find.

Add them to the things inside your mind.

Let's go into the book!

Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell the students that you are going to make faces at them. (Make angry, sad, happy, etc) Have a conversation with them about how they knew that I was feeling that way. Ask them, "What could have been associated with that facial expression?" (had a bad day, hurt myself, etc).
- Explain to them they do not really know what happened but they were using their prior knowledge and clues to draw a conclusion about a situation. That is called making an inference.
- Post a list of sentence stems and model for the students how to use the stems to state an inference. (I think..., Maybe..., It could be..., It means..., Based on..., I am guessing that...)
- Display 5 pictures on the board and have the students look at them. Get them to choose one and draw/form a conclusion about that picture by writing it down. Share the conclusion aloud making sure they support their conclusion with prior knowledge and clues from the picture.

During Reading

- Explain that the book you are going to look at today has no words and they have to construct the meaning of the book by using the pictures and their own prior knowledge.
- Model for the students how to draw inferences based on what you observe in the story and using your own prior knowledge using the posted sentence stems.
- As you continue through the story, invite the students to join in with their inferences using the sentence stems.

After Reading

- Discuss the importance of inferring as a part of becoming a strategic reader. "We use our thinking, our experiences, and our background knowledge to try and figure out what information is being presented to us. We slow down our thinking to see how we use our brain to infer and fill in the missing pieces of text."

Strategy	Genre	Level
Inferring	Fiction	Intermediate

Title	Author	Call Number
The Hunger Games	Suzanne Collins	F COL

Before Reading	During Reading	After Reading
Discuss with the students the importance of continually reviewing important information	What prior knowledge do the students have from the text to justify their inferences? Clues from text?	Students complete chart (prior knowledge, clues from text, inferences).

Book Summary

This amazing book captures the intermediate reader from the very beginning, exploring the relationships between family, friends and competitors in a riveting tale based in the future. Katniss, the main character, is chosen as a tribute from her district to participate in the Hunger Games, a barbaric game created by the Capitol as a way of reminding the surrounding districts that they ultimately control their lives. The Hunger Games pit twenty-four twelve to eighteen year olds (two chosen from each of the twelve districts) in an arena filled with cruel and unusual obstacles, and as the Capitol and surrounding districts watch via live television, these children are forced to fight each other to the death until only one remains. This victor of the Hunger Games wins gifts for their district in the way of food and delicacies for an entire year, until the reaping for another crop of children comes full circle and the Hunger Games begin again.

Before Reading

- Discuss the first four chapters of The Hunger Games. Ask the students to summarize important main ideas from the text. What is most important? Least important?
- Discuss with the students the need to continually review important information, perhaps even putting sticky notes in different areas of the text as they determine importance. This often helps them at the end of a chapter or section of a book - students can quickly access information they have put sticky notes on and remind themselves of important events.
- Emphasize that feelings, interest and attention all help us understand The Hunger Games on a deeper level.

During Reading

- Small group discussion about the images that have come to mind throughout the first four chapters.
- Read the fifth chapter. At the end of the fifth chapter, discuss the feelings Katniss has of uncertainty and possible betrayal. Why does she suspect Peeta is going to kill her? What makes her feel this way?

What prior knowledge do the students have from the text to justify their response(s)? What can they infer based on prior knowledge and clues from the text? Have students record some of their ideas and knowledge as they are discussing this in class and in their small groups.

After Reading

- Ask students to look back at the first five chapters of The Hunger Games.
- Students are then to create a chart on a fresh piece of paper, with the headings "Prior Knowledge", "Clues From Text" and "Inference".
- Students use the information they have gained as a result reading/listening to the first five chapters of The Hunger Games to create inferences about the characters and their feelings toward the Hunger Games.
- For example:

Prior Knowledge	Clues From Text	Inference
Prim is chosen as the tribute from District 12 and must go fight in the Hunger Games. Katniss, Prim's older sister, volunteers to go in her place.	"No, Katniss! No! You can't go!" (Chapter 2, page 23, Prim speaking)	<ul style="list-style-type: none">- I infer that Prim is absolutely devastated by Katniss' decision to take her place at the Hunger Games. Her words, spoken in panic, show how upset she is, as well as her actions as she clutches at Katniss' body as Katniss climbs the stage.- I can also infer that Katniss felt it was her duty, her responsibility as an older sister to take her place, and she did so as selflessly and without thought for her own safety. She must care deeply, more deeply than anyone else, about Prim.

- Students use prior knowledge and text to help guide their inferences. This may be done to start in pairs, then as students get more comfortable, they can complete this assignment independently.
- After everyone is done, have the class share some of their inferences and discuss.

Extension

- As an additional activity, students can draw their own judgments and conclusions based on prior knowledge, clues from the text and inferences. This is a great reflection activity and helps the students to piece all the details of the text together.

Strategy	Genre	Level
Inferring	Non-Fiction	Kindergarten

Title	Author	Call Number
Find Out about Wild Animals	Moira Butterfield	590 BUT

Before Reading	During Reading	After Reading
Practice inferring with a scenario about an injured dog.	Stop at various points in the story to make inferences.	Review how inferencing can help us understand a story.

Book Summary

This is a simple introduction to animals, laid out with non-fiction features such as headings, sub-headings and labels. Short captions introduce readers to a variety of interesting animal facts.

Before Reading

- Start by singing the Inferring songs.

Tune of 'Frere Jacques'

What's inferring?

What's inferring?

Let's use clues.

Let's use clues.

Look at the pictures.

Figure out some details.

Without words.

Without words.

Tune of 'Twinkle Twinkle'

What's inferring in a book?

Figure things out with just a look.

Look at pictures, what do they say?

Expressions and actions tell what they may.

Look at pictures, figure it out.

They show details, there's no doubt.

What's inferring in a book?

Figure it out with just a look.

Songs written by Linda Phillips

- Tell the students “Today as we read through the story, we’re going to be looking for clues. There are parts of the story that the author doesn’t write down, but if we pay attention we can figure them out on our own. This is called inferring.”
- “Let’s practice.... if a dog looks like this (hold up your paws, wag your tongue, and give a happy bark)...even if it can’t tell you anything, you can use clues to guess how it is feeling. What can you infer?” (That it is happy, friendly, glad to see you, wants to play, etc) “Let’s try another one...if a dog is sitting beside some broken glass and does this (hold up a sore paw and whimper)....what can you guess or infer about what has happened to him?” (he hurt his paw on the glass; he has some glass stuck in his paw)
- “Notice how even without the animals telling you anything, you were able to use clues to guess or infer how they were feeling or what had happened to them. Today we’re going to listen to the descriptions in the story and look carefully at the pictures to help us find clues. We’re going to make inferences about things that the author won’t tell us with words, but are still happening in the story.”
- The teacher should choose only a few pages to read at a time. There is no need to feel that the entire book must be read from cover to cover as with fiction books. Use the children’s interest level and attention span to guide your decision about how many pages to read.

During Reading

- Begin reading. For each set of pages point out to the students the heading. Point to each section of the page as different captions are read and mention to the students that with non-fiction books we can often ‘jump’ around on the page; non-fiction doesn’t need to be read from left to right.
- After each set of pages, ask the children what they can infer about the animals by looking at the pictures. Do some ‘thinking aloud’ to model this for the children. For example, one could infer that bears like to eat fish because he has one in his mouth on page 8. This is an inference because the author hasn’t told us this fact with words, but we have used clues to infer it from the picture.
- Continue reading a set of pages at a time and making inferences from the pictures. Other inferences might be: Leopards eat their food in trees. (pg. 3) Seals learn to swim at an early age. (pg. 5) Beavers have strong teeth. (pg. 9) Mountain lions must have good eyesight or a strong sense of smell to catch prey at night. (pg. 18)

After Reading

- “Paying attention to the pictures and the words can help us find clues. Using these clues to figure out parts of the story that the author doesn’t tell us with words is called inferring. Inferring is one of the skills we can use to become great readers!”

Strategy	Genre	Level
Inferring	Non-Fiction	Primary

Title	Author	Call Number
How Big Is It?	Ben Hillman	153.7 HIL

Before Reading	During Reading	After Reading
Define inferring strategy.	Students practice recording inferences on sticky notes using teacher cues if necessary.	Use student inferences to create a class chart during sharing.

Book Summary

Ben Hillman shows kids how big something can be simply by putting that something next to something else.

Before Reading

- The activity can be done as a whole class activity with the teacher modeling or with students chiming in as a shared class activity. If a few copies are available, it could also be done with a guided reading group or even independently at a center.
- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Inferring Song

Let's go into the book!

Jump in! Take a look!

Can you find clues, ***find clues***

While you're reading, ***reading***

For what happens next or unwritten text?

Are you searching, ***searching***

For the meaning, ***meaning?***

It's not so complex. Use the context!

Inferring means you read between the lines.

Use the pictures, headings, details that you find.

Add them to the things inside your mind.

Let's go into the book!

Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by discussing that all good readers ask questions while they are reading. "We need to practice our inferring skills so that we can come up with answers to those questions." Stress that when you are inferring, it is like you are a detective who is using all your resources (i.e., prior knowledge/connections, visual cues, etc.) to make decisions about what you are reading.
- Examine the inferring poster and read sentence starters that will assist in making inferences.
- Discuss front cover and back cover (i.e., picture, author, summary).
- Activate background knowledge and make predictions about topic.
- Decide whether we think the book will be fiction or non-fiction and why.
- Introduce/Review features of non-fiction text that can be used to assist in reading and understanding the text (i.e., sub-titles, photographs, etc.).
- Introduce/Review features of reading strategies that we are currently practicing whether for decoding or for comprehension.

During Reading

- Teacher should select one page (sub-topic) to focus on at a time (i.e., pg. 15). He/she should read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher should think out loud about features of a non-fiction text (i.e., sub-titles, photographs, etc.).
- Be sure to encourage students to ask questions if there is any vocabulary or something that they don't understand.

After Reading

- Teacher should post a chart paper with pre-prepared headings:

Page	Inference	What helped me decide

- As a whole class, re-read the text.

- Through discussion and modeling if necessary, teacher should be able to elicit a final product with responses such as:

Page	Inference	What helped me decide
15	The Goliath Bird-Eating Spider must be a really big spider	Schema – The sub-title (name of spider) has “bird-eating” in it. No spider that I have seen would be big enough to eat even a small bird so this one must be big.
15	Very large size	Picture Clue- The spider is sitting on a dinner plate which proves to me exactly how big the spider can be.
15	Very large size	Measurement – 30 cm is the same as my ruler.

- When the chart is done, review with the students that this is what good readers do. They use their prior knowledge and other reading strategies to have opinions and draw conclusions about different parts of the text.
- Before the next lesson on the making inferences reading strategy, put this chart back up and review with students the process they went through of making decisions and the proof from the text.

Goals to Continue

Using the gradual release model and with confidence gained through other reading strategies such as using prior knowledge, making connections and more, students will eventually learn to independently make decisions and have opinions about what they are reading.

Strategy	Genre	Level
Inferring	Non-Fiction	Junior

Title	Author	Call Number
Why War is never a good idea	Alice Walker	172.42 WAL

Before Reading	During Reading	After Reading
Review and activate prior knowledge.	Create an Observe, Wonder, Infer chart.	Summarize what we learned and why it is important.

Book Summary

Simple, rhythmic text explores the wanton destructiveness of War, which has grown old but not wise, as it demolishes nice people and beautiful things with no consideration for the consequences.

Before Reading

- Show students the title of the book to elicit the use of schema and create anticipation.
- Discuss what they already know about the text form/content (structure of text will determine what text features they will use).
- Introduce/review strategy by listening and singing song (photocopy or show lyrics on overhead). Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Inferring Song

Let's go into the book!

Jump in! Take a look!

Can you find clues, ***find clues***

While you're reading, ***reading***

For what happens next or unwritten text?

Are you searching, ***searching***

For the meaning, ***meaning?***

It's not so complex. Use the context!

Inferring means you read between the lines.

Use the pictures, headings, details that you find.

Add them to the things inside your mind.

Let's go into the book!

Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

During Reading

- We are going to use the strategy today O/W/I - Observe, Wonder, Infer.
- Begin the lesson by showing them a picture in the story. (Model on chart paper what you observe in the picture, inviting them to join in). Make sure they tell you what they can see, not what they think is happening.

OBSERVE	WONDER	INFER

- Looking at the picture, ask what they are wondering about, again modeling for the students. (Questions asked should help them with their understanding, be careful of them asking things that they are just curious about).
- Let's think about these questions and use clues from the picture, plus our own schema and knowledge to infer (again modeling with sentence stems; "I think..., Maybe..."). Have them share with an elbow partner and then whole class.

After Reading

- Discuss the importance of inferring as a part of becoming a strategic reader. We use our thinking, our experiences, and our background knowledge to try and figure out what information is being presented to us. We slow down our thinking to see how we use our brain to infer and fill in the missing pieces of text.

Strategy	Genre	Level
Inferring	Non-Fiction	Intermediate

Title	Author	Call Number
Global Citizenship, Making Global Connections	Susan Watson	303.48 WAT

Before Reading	During Reading	After Reading
Discuss the importance of learning about global citizenship, and the importance of getting involved.	Students work in pairs to share their understanding of the who, what, when, where, why and how of the text. Have the students discuss the importance of the youth helping the environment in any way they can.	Students research the United Nations and their Sustainable Consumption Campaign.

Book Summary

In this book, the reader is brought through a series of lessons ranging from defining a global citizen to showing how one person can make a difference as a global citizen.

This book shows how technology, travel, sporting events, government and business can and do play a part in global citizenship.

Before Reading

- Discuss the table of contents at the beginning of the book; what parts of the book do the students think will be the most relevant to them? Why?
- Ask students what questions, thoughts or opinions come to mind when thinking about global citizenship. Some students may have questions relating to what global citizenship is - have the students brainstorm what they think it means, and why, as well as why it is important.
- Looking at the picture on the table of contents page, ask the students if they feel as though they are global citizens - why or why not?
- Guide the students through the table of contents; ask the students what further information they can gather as a result of seeing the pictures and listed contents.
- Discuss the importance of learning about global citizenship, and the importance of getting involved.

During Reading

- Turn to page 4-5 in the book. On these two pages, the author introduces and defines global citizenship and global connections.
- Fluently read the text aloud to the students, pausing at the end of each section to discuss who global citizens are, where they are, why they are doing what they are doing, and how they are doing it. Now discuss why getting involved is so important.
- Once you have completed this portion of the lesson, please turn to page 21 in the book.
- Read aloud to the students, pointing out the captions, definitions and photos.
- Encourage students to look in the back of the book at the glossary any time they are unclear on a term (many specific terms are written in red so students know they can find them in the glossary - incidentally, in the case of this book, the yellow box toward the top of the page also contains information also located in a glossary); for example, **consume** and **ecologically sustainable development** may be two terms students are unsure of and need defined.
- Have students work in pairs to share their understanding of the who, what, when, where, why and how of the text. Also have the students discuss the importance of the youth helping the environment in any way they can.

After Reading

- Once students have had a chance to discuss the importance of world youth and the environment, have them organize their thoughts in a reflective writing piece that shows their understanding of what they have learned after reading this text (students can record this information on chart paper in pairs/small groups)
- Have the students focus on what they determined to be the most important and relevant information, as well as any inferences they made regarding the state our earth is in at the present time, how it got that way, and why it is important to react now as a young person.
- Students may choose to chart this information, using categories such as "Prior Knowledge", "Clues From Text", "Inference" and "My Judgment and Conclusion".
- After the students have written their information down on the chart paper, have them share their ideas briefly before posting them around the room.
- Individually, you may choose to have the students research the United Nations and their Sustainable Consumption Campaign.

Asking Questions

Readers ask questions to:

- Clarify meaning
- Speculate about text yet to be read
- Determine an author's style, intent, content or format
- Focus attention on specific components of the text
- Locate a specific answer in the text or consider rhetorical questions inspired by the text

From Debbie Miller's *Reading with Meaning* pg. 140

Students should ask questions before, during and after they read a text.

Students will discover that some questions are “superficial” (Why is the lady’s hat red?) while other questions can lead to a deeper understanding of the text (Why don’t the mother and daughter get along with each other?).

Asking questions creates curiosity and invests the reader in reading the text for a specific purpose (to find the answer!).

Questioning to Understand



Asking questions and looking for answers -
before I read
as I read
after I read.

*I wonder... I was confused when...
How could that be? Why do you think?
Who... What... Where... When...*

© Readinglady.com

Strategy	Genre	Level
Asking Questions	Fiction	Kindergarten

Title	Author	Call Number
Come on, Digby!	Caroline Jayne Church	E CHU

Before Reading	During Reading	After Reading
Practise asking questions by looking at book cover.	Stop at various points in the story to ask questions.	Review how asking questions helped to better understand the story.

Book Summary

Digby, the sheepdog is new to the farm. No matter how he tries to round up all the sheep, he can't get them into their pen. Finally, the pigs and cows give him a little help and Digby is a success – sort of!

Before Reading

- Start by singing "The Asking Questions Song". Audio track available as a free download at:
<http://reading.ecb.org/teacher/downloads.html>

Questioning Song

Let's go into the book!

Jump in! Take a look!

Are you wondering, "**What if?**"

When you're reading, "**What next?**"

Find what it means, with questions like these.

If you're thinking, "**How come?**"

And you're asking, "**Why not?**"

You'll find what it means, with questions like these.

Ask the author, friends and teachers as you go.

Ask the author, friends and teachers as you go.

Ask yourself what you really want to know.

Let's go into the book!

Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell the students “Today as we read, we’re going to stop and ask some questions about the story.”
- Young children may try to answer the questions, instead of just posing them. It may be more useful to use the sentence starter ‘I wonder...’ rather than ask ‘Why is....’
- “I bet just looking at the cover of this book gives you some questions. Is that true? What are you wondering about?” (I wonder what the dog is doing?, I wonder why are the sheep peeking out of the bush? I wonder what is the dog’s name?, etc.)
- “Today we’re going to listen to the story and look carefully at the pictures. We’re going to find parts of the story that make us wonder about things and we’re going to ask questions.”

During Reading

- Begin reading the story. At various points in the text, stop to ask the students what questions they have. (On page 1 – I wonder why the farmer is grumpy? I wonder why there is a new sheep dog? I wonder if there was an old sheep dog? If so, what happened to him? On page 3 – I wonder how Digby will get the sheep in the pen? I wonder if it will work? On page 9 – I wonder what will Digby’s new plan be? I wonder why the sheep won’t listen to him? On page 15 – I wonder why the sheep aren’t scared of Digby? I wonder why they won’t listen to him? On the last page – I wonder if Digby be able to get the ducks into the pen? I wonder what he will try this time?)

After Reading

- “Asking questions is a great way to help you better understand what is happening in the story. We can ask questions before we even start a story, during the story and even after it is over.”

Strategy	Genre	Level
Asking Questions	Fiction	Primary

Title	Author	Call Number
The Wednesday Surprise	Eve Bunting	E BUN

Before Reading	During Reading	After Reading
Define questioning strategy	Sticky notes throughout text to model relevant questioning	Students share their questions, sort them and discuss which ones can be answered

Book Summary

This fiction selection introduces students to a character named Anna whose love for literacy turns into a wonderful surprise for the whole family.

Before Reading

- As per During Reading instructions (below), the teacher may wish to prepare his or her own sticky notes with "I wonder" questions in advance so as not to disrupt the flow of the story.
- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Questioning Song

Let's go into the book!
 Jump in! Take a look!
 Are you wondering, "**What if?**"
 When you're reading, "**What next?**"
 Find what it means, with questions like these.
 If you're thinking, "**How come?**"
 And you're asking, "**Why not?**"
 You'll find what it means, with questions like these.
 Ask the author, friends and teachers as you go.
Ask the author, friends and teachers as you go.
 Ask yourself what you really want to know.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by examining poster and reading sentence starters that will assist students in questioning. Stress that good readers are always asking questions in order to better understand the text.
- Discuss front cover and back cover (i.e., picture, author, summary).
- Do a picture walk.
- Use Literacy Place spinner to “activate back ground knowledge” and make predictions about topic.
- Decide whether we think the book will be fiction or non-fiction and why.
- Introduce/Review features of fiction text that can be used to assist in reading and understanding the text (i.e., characters, setting, problem, etc.).
- Use sentence starters/poster to model/encourage questions that will lend themselves to discussion and further investigation.
- Use sticky notes to record questions that people may be wondering before reading.

During Reading

- Teacher should read the text out loud modeling how to read with fluency (as though you are having a conversation).
- Teacher should "think out-loud" and use sticky notes to model how questioning can be used throughout the book as a means of predicting, better comprehension of information and the need to look for specific answers inspired by the text (i.e., page 5 - "I wonder what the surprise could be?", page 8 - "I wonder what is inside Grandma's lumpy bag?, page 11 - "Why does Grandma pretend that she had forgotten dad's birthday?", etc.).
- Be sure to provide students with their own sticky notes so that they can ask questions throughout the read-aloud. Students should write the page number that inspired their question so that it is easy to discuss afterwards.

After Reading

- Teacher should provide a chart paper divided into sections according to pages in the book. Model how to stick the questions onto the chart paper in the appropriate spot. Invite students to stick their questions on the appropriate section (i.e., If anyone wrote down a question from page 5, come and stick it here. If you came up with a question while I was reading page 6, come and stick it here. etc.).
- As a whole class, review questions and sort them to eliminate duplicates.
- As a whole class, discuss whether answers to their questions can be found in their reading (through actual content or through inferring) or if they will have to investigate further for answers.
- Please note that teachers may wish to stop the lesson after students have stuck their sticky notes to the chart paper and continue the After Reading activities later. The opportunity for the teacher to preview student's questions before sorting and discussing as a whole class would help frame whole class discussion and minimize disruptions to the flow of the lesson.

Goals to Continue

Using the gradual release model and with confidence gained through other reading strategies such as inferring, students will eventually learn to independently decide if the answers to their questions can be

found in their reading (through actual content or through inferring) or if they will have to investigate further for answers.

Strategy	Genre	Level
Asking Questions	Fiction	Junior

Title	Author	Call Number
The Wild Things	Maurice Sendak	E SEN

Before Reading	During Reading	After Reading
Introduce/review strategy to set stage for learning	Read story and guide discussion	Summarize what we learned and why it's important

Book Summary

A boy named Max throws a hissy fit and his parents send him to bed without supper. His imagination allows him to travel to a crazy island where he meets The Wild Things.

Before Reading

- Introduce/review strategy by listening and singing song (photocopy or show lyrics on overhead). Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Questioning Song

Let's go into the book!
Jump in! Take a look!
Are you wondering, "**What if?**"
When you're reading, "**What next?**"
Find what it means, with questions like these.
If you're thinking, "**How come?**"
And you're asking, "**Why not?**"
You'll find what it means, with questions like these.
Ask the author, friends and teachers as you go.
Ask the author, friends and teachers as you go.
Ask yourself what you really want to know.
Let's go into the book!
Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

During Reading

- Tell them that today we are going to read a book and ask questions to determine what the elements of a narrative story are.
- Put the students into triads and tell them that while you are reading today that they will be responsible for finding the answers to specific questions about narrative elements.
- Review what the elements of a narrative are; plot, setting, characters, setting, solution, and theme.
- Show the whole class the organizer that we will be using.

Who are the Characters?	What is the setting?
What are the problems or conflicts?	How is the conflict or problem solved?
Why do you think the author wrote this book?/	
(adapted from Debbie Miller's Reading with Meaning (2002))	

- Give each triad a piece of chart paper with the question that they will be focusing on.
- Read the story aloud, pausing at spots to allow think time.
- Once the story is complete, have them discuss in groups the answers to the posed questions.
- Get them to do 2 things: First, answer their question with words and then create a drawing to depict their answer. Emphasize that they should be able to prove the answer to their question with details from the text.
- Have the triad present their answer when complete.

After Reading

- Debrief with the class and reiterate that questioning helps you establish a purpose for reading and be more focused. It also encourages curiosity enough to stay with the material until they understand.

Strategy	Genre	Level
Asking Questions	Fiction	Intermediate

Title	Author	Call Number
On the Sidewalk Bleeding	Evan Hunter	Healthy Living - Health and Physical Education, Grade 8 OPHEA document

Before Reading	During Reading	After Reading
Discussion about gangs with students; what they already know about gangs.	Students write down questions they have about gangs and post them on chart paper.	Students answer as many questions as they can; research using computers to find remaining answers.

Book Summary

This story guides the reader through the brief life of a boy who was a part of a gang, and ended up paying with his life for his affiliation with this gang. His name was Andy, and as he lays dying in the rain, he is forced to ponder his decisions, and ultimately ends up regretting his unfortunate decision to belong to this gang, The Royals.

Before Reading

- Discuss what the students already know or think they know about gangs. What questions do they have? What ideas do they already have that they want to challenge or prove? Have they heard any stories about gangs in the media? If so, what kinds of things have they heard or read?
- Look at top of the first page, at the quote from Andy and the brief summary.
- Encourage the students to ask plenty of questions - this is part of their understanding process.
- Have the students write one or two questions they have and post them on a chart paper at the front of the room.

During Reading

- Read the story to the students, pausing on the second page after Andy wonders if Laura would be angry. Have the students write down any more questions they may have at this point and post them on a second chart at the front of the room.
- Pause again on the third page after the drunk slurs that maybe he should call a cop and have the students think of any more questions they have. Write them on stickies and post them on a second chart paper at the front of the class.

- As you read, discuss some of the complex emotions this story may bring up in some of the students. Why or why not?
- Once you have reached the end of the story, ask students to write down any unanswered questions they may still have and post them on a third chart paper at the front of the class.

After Reading

- Have the students look at the questions on the chart papers and come up with an answer or reaction/comment either independently or in partners.
- Ask the students if all questions can be answered in a fictional story - why or why not?
- Ask students to share their written answers or reactions.
- How many questions from the very beginning managed to be answered as the students read further on in the text? What questions still remain unanswered?

Extensions

- Have students work together or independently on a project to further their understanding of gangs. Providing access to computers may facilitate this activity.
- Past this moment, you may wish to have the students create and participate in an activity to promote gang awareness and alternate choices students have if or when faced with this temptation.

Strategy	Genre	Level
Asking Questions	Non-Fiction	Kindergarten

Title	Author	Call Number
Out and About at the Fire Station	Muriel Dubois	628.9 DUB

Before Reading	During Reading	After Reading
Practise asking questions by looking at book cover.	Stop at various points in the story to ask questions.	Review how asking questions helped to better understand the story.

Book Summary

Firefighters Tim and Raj give children a tour of the fire station, introduce them to common firefighting tools and remind them of ways to stay safe. Contains non-fiction features such as: captions, glossary and index.

Before Reading

- Start by singing “The Asking Questions Song”. Audio track available as a free download at:
<http://reading.ecb.org/teacher/downloads.html>

Questioning Song

Let's go into the book!
Jump in! Take a look!
Are you wondering, “**What if?**”
When you're reading, “**What next?**”
Find what it means, with questions like these.
If you're thinking, “**How come?**”
And you're asking, “**Why not?**”
You'll find what it means, with questions like these.
Ask the author, friends and teachers as you go.
Ask the author, friends and teachers as you go.
Ask yourself what you really want to know.
Let's go into the book!
Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell the students "Today as we read, we're going to stop and ask some questions about the story."
 - Young children may try to answer the questions, instead of just posing them. It may be more useful to use the sentence starter 'I wonder...' rather than ask 'Why is....'
-
- "I bet just looking at the cover of this book gives you some questions. Is that true? What are you wondering about?"
 - "Today we're going to listen to the story and look carefully at the pictures. We're going to find parts of the story that make us wonder about things and we're going to ask questions."

During Reading

- Begin reading the story. At various points in the text, stop to ask the students what questions they have. (I wonder why firemen have a rescue boat? (pg. 4), I wonder how firefighters rescue someone in a tall building if they can't get up the stairs? (pg. 7) I wonder how can the camera see through the smoke when people can't? (pg. 8) I wonder why does the hose have to be so heavy? I wonder what makes it heavy – the water or how the hose is made? (pg. 10), etc)

After Reading

- "Asking questions is a great way to help you better understand what is happening in the story. We can ask questions before we even start a story, during the story and even after it is over."

Strategy	Genre	Level
Asking Questions	Non-Fiction	Primary

Title	Author	Call Number
One Hen	Katie Smith Milway	338.03 MIL

Before Reading	During Reading	After Reading
Define questioning strategy.	Sticky notes throughout text to model relevant questioning.	Opportunity to share more questions.

Book Summary

This non-fiction selection introduces students to a character named Kojo who shows how incredible changes can happen to one person, if that person is patient and makes changes for one family, one community at a time.

Before Reading

- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Questioning Song

Let's go into the book!
 Jump in! Take a look!
 Are you wondering, "**What if?**"
 When you're reading, "**What next?**"
 Find what it means, with questions like these.
 If you're thinking, "**How come?**"
 And you're asking, "**Why not?**"
 You'll find what it means, with questions like these.
 Ask the author, friends and teachers as you go.
Ask the author, friends and teachers as you go.
 Ask yourself what you really want to know.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by examining poster and reading sentence starters that will assist students in questioning.
- Discuss front cover and back cover (i.e., picture, author, summary).
- Examine pictures, text colours, subtitles, etc.
- Use Literacy Place spinner to “activate back ground knowledge” and make predictions about topic.
- Decide whether we think the book will be fiction or non-fiction and why.
- Introduce/Review features of non-fiction text that can be used to assist in reading and understanding the text (i.e., illustrations, font size, etc.).
- Use sticky notes to record questions that people may be wondering before reading.

During Reading

- Teacher should read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher should point out pictures and areas where the print is a different font and explain how this helps the reader by focusing attention on specific information from a lengthy text.
- Teacher should use sticky notes to model how questioning can be used throughout the book as a means of predicting, better comprehension of information and the need to look for specific answers inspired by the text.
- Be sure to encourage students to ask questions if there is something they don't understand.

After Reading

- Ask what questions students might like to add after hearing the text and discussing the features of text (students may need to do a second picture walk).
- Use sentence starters to model/encourage questions that will lend themselves to discussion and further investigation.

Goals to Continue

- Using the gradual release model and confidence with other reading strategies such as inferring, students will learn to independently decide if the answers to their questions can be found in their reading (through actual content or through inferring) or if they will have to investigate further for answers.

Strategy	Genre	Level
Asking Questions	Non-Fiction	Junior

Title	Author	Call Number
Breakout Dinosaurs	H. Brewster	567.9 BRE

Before Reading	During Reading	After Reading
Introduce/review strategy to set stage for learning	Read story and guide discussion	Summarize what we learned and why it's important

Book Summary

When it comes to dinosaurs, Canada had lots of them - from the scary giant T. Rex in Saskatchewan to strange, duck-billed creatures in Alberta and really ancient dinos in Nova Scotia. They've even found dinosaurs in the Arctic! Maybe some of them lived where you live. Millions of years ago Canada was a strange and exotic place and Hugh Brewster brings these creatures to life in this book with his descriptions and illustrations.

Before Reading

- Introduce/review strategy by listening and singing song (photocopy or show lyrics on overhead). Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Questioning Song

Let's go into the book!

Jump in! Take a look!

Are you wondering, "**What if?**"

When you're reading, "**What next?**"

Find what it means, with questions like these.

If you're thinking, "**How come?**"

And you're asking, "**Why not?**"

You'll find what it means, with questions like these.

Ask the author, friends and teachers as you go.

Ask the author, friends and teachers as you go.

Ask yourself what you really want to know.

Let's go into the book!

Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

During Reading

- Tell the students that today while they are reading they are going to be asking themselves lots of questions. Show the students the chart on an overhead.

- Show students the title of the book to elicit the use of schema and create anticipation. Model for them how to fill in the preceding questions.
- Because you are reading a non-fiction text, the students will be collecting facts and information and they need to know that the text requires them to pay attention to those facts using the 5w's to guide their thinking.

Pre-Reading			During Reading-Post Reading
What I Already Know	What is my purpose for reading?	What does the text require of me?	What strategies will I use to find the key information?
I think the topic of the text is... The structure of the text is... Some of the text features and clues that will help me are... When I think about the topic I already know...	By reading this text I think I will learn..	The structure of the text tells me that I will be...	Who... What... Where... When... Why...

- Choose a page of interest and read aloud the text pausing at spots to illustrate how the questions you have asked prior to reading are now being answered. Model how to fill in the chart, answering the 5 W's.
- Put the students into triads and read another page in the book as a shared reading activity. As you read together, have them work in triads and guide their thinking to fill out the answers for the 5 W's.

After Reading

- Reiterate the purpose of questioning, that it helps students establish a purpose for reading and makes you more focused as a reader. It also encourages curiosity enough to stay with the material until the questions are answered.

Strategy	Genre	Level
Asking Questions	Non-Fiction	Intermediate

Title	Author	Call Number
Medicine	Anne Rooney	610 ROO

Before Reading	During Reading	After Reading
Discussion with students around what they already know about stem cell research or other medical advances.	Students post questions on chart paper as reading of the text unfolds.	Students answer as many questions as they can based on what they have read and research the rest online. Possible participation in a debate around stem cell research.

Book Summary

This amazing book tackles such informative topics as stem cell research, working with genes and superbeams. Anne Rooney provides timelines, connections and future glances in order to help us understand these complex medical topics.

Before Reading

- Discuss what the students already know or think they know about stem cell research. What questions do they have? What ideas do they already have that they want to challenge or prove? Have they heard any stories about stem cell research in the media? If so, what kinds of things have they heard or read?
- Look at the back cover of the book - some of the questions we know will be answered by reading this book are posted there.
- Encourage the students to ask plenty of questions - this is part of their understanding process.
- Have the students write one or two questions they have and post them on a chart paper at the front of the room.

During Reading

- Turn to page 8 of the book. Read the text to the students, showing them the illustrations, timeline, captions and connections as you read through to page 15.
- Pause at the end of each section and have the students think of any more questions they have. Write them on stickies and post them on a different chart paper at the front of the class.
- As you read, some words may be unclear to some of the students, such as radiation or immune system. Encourage them to look these up in the glossary located on pages 54 - 55 of the book.

- Once you have reached page 15, you will see that the author has provided questions of her own.
- Discuss whether some of these questions are similar or different from their own.
- Discuss any further questions students may have - then have them post these final questions on a third chart paper at the front of the room.

After Reading

- Have the students choose one of the questions on the chart papers of from page 15 and come up with an answer or reaction/comment either independently or in partners.
- Ask students to share their written answers or reactions.
- How many questions from the very beginning managed to be answered as the students read further on in the text? What questions still remain unanswered?
- Have students work together or independently on a project to further their understanding of stem-cell research and answer remaining questions from the lesson. Providing access to computers will facilitate this activity.

Extension

- Past this moment, you may wish to have the students create and participate in a debate based on one of the questions from page 15 (i.e. Is it right to use cells from "spare embryos"?)

Determining Important Ideas

Readers distinguish important from unimportant information in order to identify key ideas or themes as they read.

From Debbie Miller's Reading with Meaning pg. 155

Determining Important Ideas helps the reader to determine the author's purpose for writing.

Determining Important Ideas forces the reader to slow down the rate at which they are reading in order to look for important information.

While looking for Important Ideas the reader will discover the structure of the text.

Determining Important Ideas



I understand the main ideas of the text and what the author's message is.

The text was mostly about...
The author is trying to tell us that...
I learned...
The important details were...

© Readinglady.com

Strategy	Genre	Level
Determining Important Ideas	Fiction	Kindergarten

Title	Author	Call Number
What Pet to Get?	Emma Dodd	E DOD

Before Reading	During Reading	After Reading
Practise finding the main idea by reciting the story of The Three Little Pigs.	Use a chart to record main ideas as the story is read.	Review how knowing the main ideas of the story can help us understand the whole story.

Book Summary

Jack is trying to decide which pet to get. An elephant? A crocodile? Maybe a shark? Each animal seems to have its drawbacks, until Jack finds the perfect pet for his family.

Before Reading

- Start by singing “The Summarizing Song”. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Summarizing Song

Let's go into the book!
 Jump in! Take a look!
 First you read it, **read it**.
 Then you shrink it, **shrink it**.
 Make it your size. Summarize!
 If you tell it, **say it**
 In your own words, **your words**.
 Then you'll seem wise, 'cause you summarized!
 It's the main points, not the details, that you need,
main points, not the details, that you need.
 Tell what's most important in what you read.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

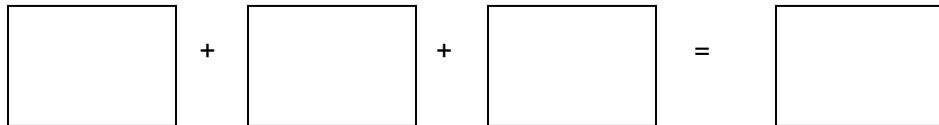
(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell the students “Today we are going to read a story. After we've read the story, we're going to try to use only a few words to tell someone else what the story was about. They won't need to know all the parts of the story, just the main idea of what happened.”

- Think of a story the children will know well. "Let's practice....remember what happened in the story The Three Little Pigs? There were 3 pigs who each made their own house – one out of straw, one out of sticks and one out of bricks. A big, bad wolf came and blew all the houses down except for the brick house. He blew and blew, but couldn't knock it down."
- "We just used a few words to tell the idea of the story. We didn't use all the words the author used, but it was enough for someone else to understand the important parts of what happened in The Three Little Pigs. This is called the Main Idea."

During Reading

- "Today we're going to read the book from the beginning to the end of the book. After the story we'll go back through the pictures to see if we can think of only a few sentences to describe the whole book."
- Read through the story, stopping at various points as necessary to ensure the children are understanding why each animal isn't appropriate as a family pet.
- Draw 4 squares on the board. Use the following questions to guide the children to find the main points of the story. It may be helpful to flip through the pictures as the children answer each question.



- "What was Jack trying to do?" (get a family pet) Draw or write this in the 1st box.
- "What types of animals did he think might be a good pet?" (lion, elephant, polar bear, etc.) - "Where do we find all of these animals?" (at the zoo) Draw or write this in the 2nd box
- "Why did his mom think they wouldn't be a good pet?" (too big, too noisy, too tall, etc.) Draw or write this in the 3rd box
- "What kind of animal did Jack finally choose as a pet?" (a BIG dog!) Draw or write this in the 4th box.
- Recap for students the main ideas they have just listed. "So this story was about a boy who was trying to think of a family pet, but all the animals he kept suggesting were zoo animals and they were too big, or too noisy to be a family pet. Finally Jack decided on a dog – a very large dog. Those are the main ideas of what happened in the story we just read."

After Reading

- "Using a few words to describe a story in your own words is called the Main Idea and it is a strategy that good readers use to help them understand what they are reading. Sometimes being able to use just a few words to describe what is happening in a story can help us to understand the whole story a lot better."

Strategy	Genre	Level
Determining Important Ideas	Fiction	Primary

Title	Author	Call Number
The Ant Bully	John Nickle	E NIC

Before Reading	During Reading	After reading
Define determining important ideas strategy.	Use the GO chart to do a concise retell of important parts.	Use retell to figure out “main message”.

Book Summary

This fiction selection introduces students to a character named Lucas who is tired of being bullied by a neighbour named Sid. Unable to adequately defend himself, Lucas bullies the ants. The ants are able to teach Lucas a valuable lesson.

Before Reading

- The activity can be done as a whole class activity with the teacher modeling or with students chiming in as a shared class activity. If a few copies are available, it could also be done with a guided reading group or even independently at a center.
- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Summarizing Song

Let's go into the book!
 Jump in! Take a look!
 First you read it, ***read it***.
 Then you shrink it, ***shrink it***.
 Make it your size. Summarize!
 If you tell it, ***say it***
 In your own words, ***your words***.
 Then you'll seem wise, 'cause you summarized!
 It's the main points, not the details, that you need,
main points, not the details, that you need.
 Tell what's most important in what you read.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

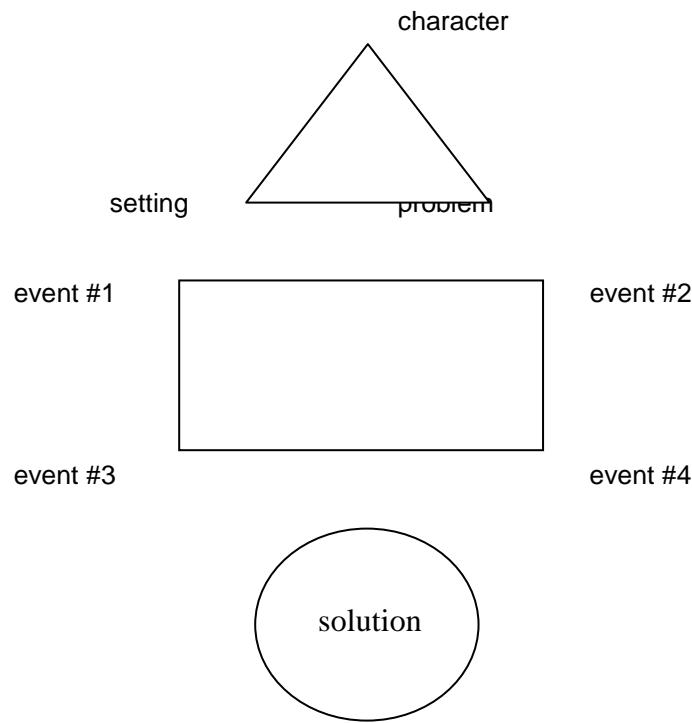
(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by discussing that good readers try to understand the important details of the text and what the author's message is.

- Discuss front cover and back cover (i.e., picture, author, summary).
- Use Literacy Place spinner to “activate background knowledge” and make predictions about topic.
- Decide whether we think the book will be fiction or non-fiction and why.
- Introduce/Review features of reading strategies that we are currently practicing whether for decoding or for comprehension.
- Introduce/Review the GO map (triangle, square, circle) as a means of helping students capture the important parts of the story with the solution leading to the author's message.

During Reading

- Teacher can read the text out loud modeling how to read with fluency (like you are having a conversation)
- Introduce/Review features of the GO chart:



- Teacher can think out loud using a large copy of the GO map as he/she reads to illustrate how to isolate the main ideas. For example, after the first few pages are read, teacher can say, "We quickly realize that the main character is Lucas. We see that the story takes place in his neighbourhood and that the problem is going to relate to Lucas being bullied by Sid".
- As the teacher continues to read, think out loud to isolate the main events (3-4) that are important to the story (i.e., Lucas bullied the ants who decide to teach him a lesson. The ants shrink Lucas and make him work really hard. Lucas learns to appreciate how hard the ants work and is sorry for how he treated them.).

- As the teacher continues to read, think out loud to isolate the solution to the problem.
- Have students write on a sticky note what they think the author's message might be.
- Be sure to encourage students to ask questions if there is something they don't understand.

After Reading

- Do a picture walk and think out loud about the important ideas that have been developed in During Reading activities.
- Share what students thought the main message might be by sorting them into common ideas (i.e., Treat others how you expect them to treat you).
- Emphasize that students may have differing opinions of the author's message because we all have different background knowledge and connections that build our opinions.

Goals to Continue

- By using the gradual release model, students will begin to independently use the GO Map (or another graphic organizer of your choice) to add to their comprehension of text. This activity could easily be repeated with a different text, less teacher modeling and more input from students as well as in guided reading situations.

Strategy	Genre	Level
Main Idea	Fiction	Junior

Title	Author	Call Number
The Three Little Pigs	B. Miles	E MIL

Before Reading	During Reading	After Reading
Review and activate prior knowledge.	Model and discuss.	Summarize what we learned and why it is important.

Book Summary

Retells the fatal episodes in the lives of two foolish pigs and how the third pig managed to avoid the same pitfalls.

Before Reading

- Review with the class the structure of a narrative and the plot diagram.
- Preview with the students their knowledge about the story and some of the events in the story.
- Set a goal for the lesson by telling the students that you are going to read the story to them and you are going to figure out the main idea of the story.
- Put the students into group of three or four and give them a copy of the plot diagram.

During Reading

- Read the story to them. Since it is a very familiar story to them you want to emphasize the significant events in the story. (problem, rising action, climax)
- After reading the story ask the students to explain what happened in the beginning, middle, and end of the story.
- As a guided activity, complete the plot diagrams.



- As you complete the diagram, discuss why they have chosen to include certain events or why they have not chosen to choose certain events. The emphasis being that what you are trying to do as a reader is determine what is important to the development of the story.

After Reading

- When really good readers read fiction books that have lots of events happening in them they have to think hard about which ideas are most important to the story.
- You may choose to give them another simple story that they are familiar with to read in small groups and complete a plot diagram. (The plot diagram is also a good activity to lead to the skill of summarizing).

Strategy	Genre	Level
Determining Important Ideas	Fiction	Intermediate

Title	Author	Call Number
The Giver	Lois Lowry	F LOW

Before Reading	During Reading	After Reading
Read dedication and discuss its importance.	Students create a chart with Most Important Information and Least Important Information.	Have the students focus specifically on what they determined to be the most important and relevant information, as well as the who, what, when, where, why and how.

Book Summary

In this extremely thought-provoking book, we find the main character, Jonas, in a world that is completely placid and controlled. Every person in Jonas' community has a place, everyone has a purpose, and everyone is freed of making their own actual choices. As such, there are no experiences of war, pain or fear - this remembrance of experience is The Giver's role and responsibility. When Jonas turns twelve, he is assigned the role as The Giver, and he must learn to cope with the complex world of feelings and experiences his community has long ago forgotten.

Before Reading

- Discuss the front cover of the book, (e.g. looking at the picture of the older man looking off into the distance and the forest, what do students think this means?)
- Ask students what questions, thoughts or opinions come to mind when thinking about the title, The Giver.
- Open to the front cover page, right before the story begins. There is a dedication there that reads "For all the children, To whom we entrust the future".
- Ask the students if they think this dedication is important; why or why not?

During Reading

- Guide the students through the first chapter, where they discuss the Ceremony of the Twelves. What do the students think the ceremony is all about?
- Taking a careful look at the text and the way the author describes the Ceremony of the Twelves in the upcoming chapters, what do students think is the most important information. Why do they think this?

- Have students create a chart with Most Important Information and Least Important Information as the two headings. Talk to students about what constitutes important information and what may be interesting but less important. When reading, have the students think about what is essential to understanding the story, and that should be included in their Most Important category.
- Have the students complete reading the book using this chart.
- Encourage students to evaluate and re-evaluate their most important and least important information as they are reading. The list they begin with may not be the one they end with.
- Have students work in pairs to share their understanding of the who, what, when, where, why and how of the text. Also have the students discuss their most important and least important information.

After Reading

- Once the students have had a chance to discuss their charts, have them organize their thoughts in a writing piece OR visual representation that shows their understanding of what they have learned after reading The Giver.
- Have the students focus specifically on what they determined to be the most important and relevant information, as well as the who, what, when, where, why and how.
- After the students have completed their writing piece or visual, have them share their ideas briefly before posting them around the room.
- Now have the students look at the similarities and differences in each other's work. What do they think? Would they change anything in their own work as a result of seeing what other students are doing?
- Individually, have the students write down a reflection on what they have learned as a result of reading (and gathering important information from) The Giver.

Strategy	Genre	Level
Determining Important Ideas	Non-Fiction	Kindergarten

Title	Author	Call Number
Get Moving Tips on Exercise	Kathy Feeney	613.7 FEE

Before Reading	During Reading	After Reading
Practise finding the main idea by reciting the story of The Very Hungry Caterpillar.	Use a chart to record main ideas as the story is read.	Review how knowing the main ideas of the story can help us understand the whole story.

Book Summary

Short paragraphs describe why exercise is important to a healthy body and encourage children to drink water, eat well and have fun. Contains non-fiction features such as: subtitles, text boxes, table of contents and glossary.

Before Reading

- Start by singing “The Summarizing Song”. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Summarizing Song

Let's go into the book!
 Jump in! Take a look!
 First you read it, ***read it.***
 Then you shrink it, ***shrink it.***
 Make it your size. Summarize!
 If you tell it, ***say it***
 In your own words, ***your words.***
 Then you'll seem wise, 'cause you summarized!
 It's the main points, not the details, that you need,
main points, not the details, that you need.
 Tell what's most important in what you read.
 Let's go into the book!
 Let's go into the book!

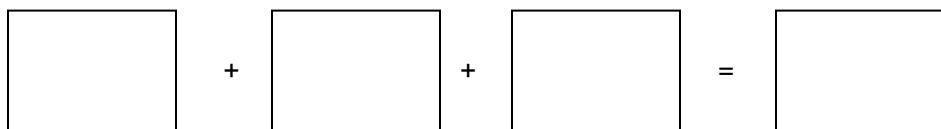
Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell the students “Today we are going to read a story. After we’ve read the story, we’re going to try to use only a few words to tell someone else what the story was about. They won’t need to know all the parts of the story, just the main idea of what happened.”
- Think of a story the children will know well. “Let’s practice....remember how the story of the Very Hungry Caterpillar goes? A little caterpillar popped out of his egg and he was hungry, so he found some food. Each day he would eat a little more food until one day he ate so much that he had a tummy ache. After that, he built a cocoon and stayed inside for two weeks. When he came out again he had turned into a butterfly.”
- “We just used a few words to tell the idea of the story. We didn’t use all the words the author used, but it was enough for someone else to understand the important parts of what happened in The Very Hungry Caterpillar. This is called the Main Idea.”

During Reading

- “Today we’re going to read the book from the beginning to the end of the book. After the story we’ll go back through the pictures to see if we can think of only a few sentences to describe the whole book.”
- Read through the story, stopping at various points as necessary to ensure the children are understanding why exercise is important to their health.
- Draw 4 squares on the board. Guide the children to find the main points of the story.



- Look at pages 9, 11 and 13. Read the subtitles to the students. “What is the same about all these pages?” (having strong muscles is important) Draw or write this in the 1st box.
- Look at page 15. Read the subtitle. “What did we learn on this page? (it is important to warm up before exercising.) Draw or write this in the 2nd box
- Look at pages 17 and 19. Read the subtitles. “What did we learn on these pages?” (your body needs water and healthy food.) Draw or write this in the 3rd box
- Look at page 21. Read the subtitle. “What is important to remember about this page?” (exercise should be fun) Draw or write this in the 4th box.
- Recap for students the main ideas they have just listed. “So this book about exercise is telling us that it is important to have strong muscles and to warm them up before exercising. It is telling us that drinking lots of water and eating healthy foods are important. And it reminds us that exercise should be fun! Those are the main ideas in the story we just read.”

After Reading

- “Using a few words to describe a story in your own words is called the Main Idea and it is a strategy that good readers use to help them understand what they are reading. Sometimes being able to use just a few words to describe what is happening in a story can help us to understand the whole story a lot better.”

Strategy	Genre	Level
Determining Important Ideas	Non-Fiction	Primary

Title	Author	Call Number
Polar Bears (All About...Canadian Animals)	Barb McDermott and Gail McKeown	599.786 MCD

Before Reading	During Reading	After Reading
Define determining important ideas strategy.	Use features of text to zero in on important and relevant facts.	Use the helping hand to do a concise retell of important parts.

Book Summary

This non-fiction series teaches kids all about Canadian animals and allows beginning research skills with words that they can read themselves. The All About Series is also available in 6 other topics including Provinces and Territories, Capital Cities, Canadian Geographic Regions, Canadian Attractions, Famous Canadian, and Canadian Sports.

Before Reading

- The activity can be done as a whole class activity with the teacher modeling or with students chiming in as a shared class activity. If a few copies are available, it could also be done with a guided reading group or even independently at a center.
- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Summarizing Song

Let's go into the book!

Jump in! Take a look!

First you read it, **read it**.

Then you shrink it, **shrink it**.

Make it your size. Summarize!

If you tell it, **say it**

In your own words, **your words**.

Then you'll seem wise, 'cause you summarized!

It's the main points, not the details, that you need,

main points, not the details, that you need.

Tell what's most important in what you read.

Let's go into the book!

Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by discussing that good readers try to understand the important details of the text and what the author's message is.
- Discuss front cover and back cover (i.e., picture, author, summary).
- Make predictions about topic or sub-topic (teacher may wish to focus on just one page in the book when modeling research skills).
- Decide whether we think the book will be fiction or non-fiction and why.
- Introduce/Review features of non-fiction text that can be used to assist in reading and understanding the text (i.e., photographs and diagrams, bolded words, font size, glossary, etc.).
- Introduce/Review features of reading strategies that we are currently practicing whether for decoding or for comprehension.

During Reading

- Teacher should read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher should think out loud about features of a non-fiction text (i.e., sub-titles, diagrams, different fonts and text colours, etc.) and how they help comprehension.
- Be sure to encourage students to ask questions if there is any vocabulary or something that they don't understand.

After Reading

- Teacher should post a large copy of the "Helping Hand for Non-Fiction books" and model how to use it for sentence starters that would generate a summary of the sub-topic.

Goals to Continue

Using the gradual release model, students will become independent (or at least more independent) in using the helping hand to assist in summary of a non-fiction text selection.

Strategy	Genre	Level
Determining Important Ideas	Non-Fiction	Junior

Title	Author	Call Number
How Weird Is It?	Bill Hillman	502 HIL

Before Reading	During Reading	After Reading
Review and activate prior knowledge.	Model and discuss.	Summarize what we learned and why it is important.

Book Summary

A freaky book that covers a range of concepts about 'strange', from how different cultures view the concepts of 'strange' and 'weird' differently (as in a dish of scorpions which are a delicacy to Chinese kids, who may not be happy about a slice of pizza) to strange fungus, bacteria, and giant weather jets. Full-page color photos provide vivid accompaniment to the 'world of strange'.

Before Reading

- Show students the cover of the book to elicit the use of schema and create anticipation.
- Discuss what they already know about the text form, structure of text will determine what text features they will use.
- Before reading any selections, the students must have an understanding of what a Main Idea is. Explain to them that determining importance is hard to do as authors seldom come right out and say what they think is important. Second to figure out the main idea we must look at several clues and decide how they go together.

During Reading

- Read Fungus is Family as a Shared Reading activity focusing on fluency.
- Through a think aloud, identify the main idea of the text.
- Using the GIST (Gee, I Summarized hat) strategy, create a list of words that highlight and identify vital words that reflect the author's message/main idea. Tell them that the words you have identified are vital/key words to help me understand the important ideas of the text.

- The GIST Strategy would look something like this:

Create your GIST LIST with a predetermined set of words that would represent the main ideas of the text.
(the number of words will vary depending on the text).

SUMMARY

- Once you have your list, create your summary using those words.
- You may choose to watch the video on using the GIST strategy
(<http://www.curriculum.org/secretariat/january30TU.shtml>)
- Explain and illustrate how to use these words to create a summary of the text that reflect the important ideas of the text.

After Reading

- Explain to them that when really good readers read nonfiction books that have lots of new ideas in them they have to think hard about which ideas are most important. By focusing on key words in the text and using some text features, you can determine what is important and hold onto that information.

Strategy	Genre	Level
Determining Important Ideas	Non-Fiction	Intermediate

Title	Author	Call Number
Get Involved - Human Rights Activist	Ellen Rodger	323 ROD

Before Reading	During Reading	After Reading
Discuss the importance of learning about Human Rights, and the importance of getting involved.	Students work in pairs to share their understanding of the who, what, when, where, why and how of the text.	Students look at the Unicef website mentioned on page 31; this details additional information related to Children's Rights.

Book Summary

In this book, the reader is brought into an awareness of why one should be concerned about Human Rights. Different stories of Human Rights violations throughout history are brought forward in an engaging non-fiction recount, and readers are led to understand the impact their own positive contributions to Human Rights can have on people all over the world.

Before Reading

- Discuss the front cover of the book, (e.g. looking at the picture of the child holding the candle, what do students think this means?)
- Ask students what questions, thoughts or opinions come to mind when thinking about Human Rights.
- Open to the front cover page, right before the Table of Contents. There is a picture of a man and woman holding a sign that reads "Power to the People"; discuss with students what they think the sign means. Do they think the slogan is important? Why or why not?
- Guide the students through the Table of Contents; ask the students what further information they can gather as a result of seeing the pictures and listed contents.
- Discuss the importance of learning about Human Rights, and the importance of getting involved.

During Reading

- Turn to page 30 - 31 in the book. On these two pages, the author introduces some of the different types of Rights organizations operating today.
- Fluently read the text aloud to the students, pausing at the end of each different organization to discuss who they are, where they are located, why they are doing what they are doing, and how they are doing it. Why is each of these organizations so important?

- Once you have completed this portion of the lesson, please turn to pages 22 - 23, where the text speaks to the issue of Children's Rights.
- Read aloud to the students, pointing out the captions and photos, as well as the slogan and Get Active! portion of the text
- Encourage students to look in the back of the book at the Glossary any time they are unclear on a term (many specific terms are written in bold so students know they can find them in the Glossary); for example, **International Criminal Court** and **war crime** may be two terms students are unsure about and need defined.
- Have students work in pairs to share their understanding of the who, what, when, where, why and how of the text. Also have the students discuss the importance of the Children's Rights movement.

After Reading

- Once the students have had a chance to discuss the importance of Human Rights, have them organize their thoughts in a reflective writing piece that shows their understanding of what they have learned after reading the Children's Rights text (students can record this information on chart paper in pairs/small groups)
 - Have the students focus on what they determined to be the most important and relevant information, as well as the who, what, when, where, why and how.
 - After the students have written their information down on the chart paper, have them share their ideas briefly before posting them around the room.
 - Now have the students look at the Unicef website mentioned on page 31; this details additional information related to Children's Rights.
- Individually, have the students write down information on the importance of Unicef and their impact on the Children's Rights movement.

Synthesizing

Readers monitor overall meaning, important concepts and themes as they read. They understand that their thinking evolves as the process continues.

From Debbie Miller's Reading with Meaning pg. 171.

Synthesis is where all the strategies come together.

Synthesizing



I combine what I know with new information to understand the text.

Now I get it!...

This makes me think of...

I learned that ...

I understand this because of

© Readinglady.com

Strategy	Genre	Level
Synthesizing	Fiction	Kindergarten

Title	Author	Call Number
Little Moon Dog	Helen Ward	E WAR

Before Reading	During Reading	After Reading
Sing song and define strategy.	Use thumbs up/thumbs down to determine how students are feeling about the dog.	Summarize strategy.

Book Summary

The Man in the Moon and his pet, Little Moon Dog live quietly on the moon. Once each year a busload of noisy, rude visitors invade the moon and the Man on the Moon hides in his house until they leave. This year, Little Moon Dog decides to play with the visitors and is enchanted by his new companions – until they scoop him up and take him home with him. The honeymoon with his new friends is short lived and soon Little Moon Dog is wondering if he'll ever see his true friend, the Man in the Moon, ever again.

Before the Lesson

- Start by singing “The Synthesizing Song”. Audio track available as a free download at:
<http://reading.ecb.org/teacher/downloads.html>

Synthesizing Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, **read it**,
 Then you learn it, **learn it**.
 See with new eyes! Synthesize!
 Read another book.
 Take a different look.
 See with new eyes! Synthesize!
 Take the things that you are reading every day.
Take the things that you are reading every day.
 Piece them all together in a new way.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Tell the students “Today as we read, we’re going to listen to the story and look carefully at the pictures. We’re going to find parts of the story that make us wonder about things and we’re going to ask questions. Every now and then, we’re going to stop see what we’re thinking. By the end of the book, we may have changed our minds about the story. ”

During the Lesson

- Begin reading the story. At various points in the text, stop to ask the students “Is the dog being a good friend to the Man in the Moon?” Have students give a thumbs up or a thumbs down. (Stop after “The Man in the Moon waited for the noisy visitors to go away.” (pg. 5), “They taught him to pinch plums and drop them down the chimney and to chase moonmoths across the starry sky.” (pg. 11), “He called and called but soon the Man in the Moon realized that his Little Moon Dog was far too far to hear.” (pg. 16), “He hugged the little dog, wrapped him up in his great warm coat and took him home. (pg. 28).

After the Lesson

- “Sometimes as we read a story, our thoughts about it change and that is alright. Good readers pay attention to their thinking as they read a story and watch how their thoughts change as the story keeps going.”

Strategy	Genre	Level
Synthesizing	Fiction	Primary

Title	Author	Call Number
The Name Jar	Yangsook Choi	E CHO

Before Reading	During Reading	After Reading
Define synthesizing strategy.	Use GO chart to do a concise retell of story.	Use retell to see if original opinion changed as the story progressed.

Book Summary

This is a story about a young Korean girl named Unhei who moves to a new country and considers whether or not she should change her name to sound more like those of her new peers.

Before Reading

- The activity can be done as a whole class activity with the teacher modeling or with students chiming in as a shared class activity. If a few copies are available, it could also be done with a guided reading group or even independently at a center.
- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Synthesizing Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, ***read it***,
 Then you learn it, ***learn it***.
 See with new eyes! Synthesize!
 Read another book.
 Take a different look.
 See with new eyes! Synthesize!
 Take the things that you are reading every day.
Take the things that you are reading every day.
 Piece them all together in a new way.
 Let's go into the book!
 Let's go into the book!

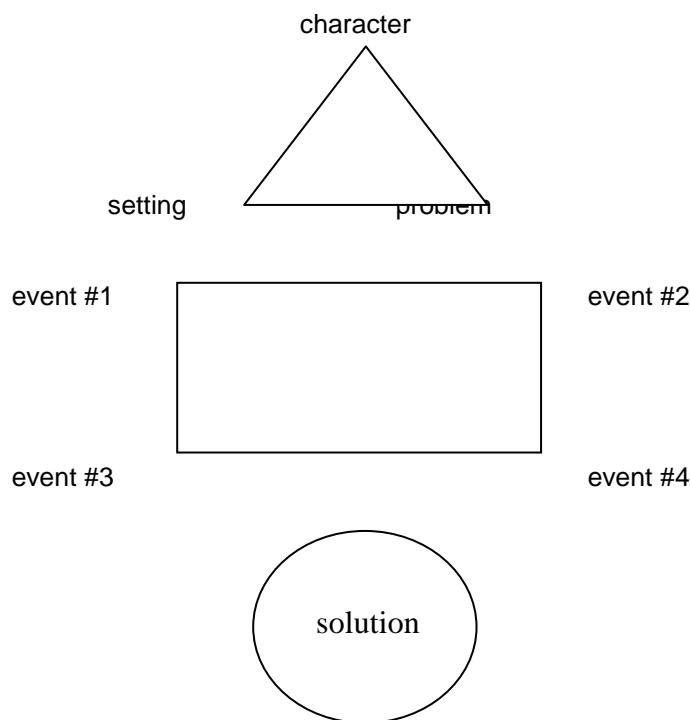
Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by discussing that all good readers ask questions and make decisions while they are reading. We need to practice our synthesizing skills so that we can make decisions about what we are reading and figure out what the author wants us to learn. Stress that when you are synthesizing, it is like you are a detective who is looking at things in a different way (i.e., prior knowledge / connections, visual cues, etc.) to make decisions about what you are reading and possibly change your opinion or learn a lesson. Examine the synthesizing poster and read sentence starters that will assist in synthesizing.
- Discuss front cover and back cover (i.e., picture, author, summary).
- Activate background knowledge and make predictions about the story.
- Picture Walk.
- Decide whether we think the book will be fiction or non-fiction and why.
- After confirming that it is a fiction book, review/confirm features of fiction text that can be used to assist in reading and understanding the text (i.e., characters, setting, problem, etc.).
- Introduce/Review features of reading strategies that we are currently practicing whether for decoding or for comprehension.

During Reading

- Teacher should read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher can use the GO Chart to do a retell of the important events in the story so that students can discuss how their opinion of what Unhei's name should be, changes throughout the story.



- At various points through the book, ask students to show you with thumbs up or thumbs down what their opinion is (i.e., "At this point in the story, do you think Unhei should change her name?").
- At various points, invite students to share with an elbow partner what they think will happen next and why.
- Be sure to encourage students to ask questions if there is any vocabulary or something that they don't understand.

After Reading

- Talk about what it would be like to move to a new country with a different language, different customs and traditions and all new classmates.
- Ask students to share the story behind their own name and use these stories to make a class book.
- As a whole class, re-read the text.
- Give each student a sticky note and ask them to write down what they think the author's message is as you re-read the story.
- As a whole-class, discuss what the author's message is (It's what is inside that counts. Your friends will like you for you, not your name.).

Goals to Continue

Using the gradual release model and with confidence gained through other reading strategies such as using prior knowledge, making connections and more, students will eventually learn to independently make decisions and have opinions about what they are reading.

Strategy	Genre	Level
Synthesizing	Fiction	Junior

Title	Author	Call Number
The True Story of the Three Little Pigs	Jon Scieszka	E SCI

Before Reading	During Reading	After Reading
Read classic version of The Three Little Pigs. Think of a time when you and a friend had different points of view about something.	Read story and discuss who is telling the truth (the wolf or the pigs)? Which point of view do they agree with?	Summarize what we learned and why it is important.

Book Summary

The wolf gives his own outlandish version of what really happened when he tangled with the three little pigs

Before Reading

- As the lesson begins explain to the students that the strategy we are going to use today is like going on a journey. During our journey we are going to collect information and combine it with what we already know to help us understand the text we are about to read, it is like putting together a puzzle in your mind. Synthesizing is when your thinking changes or expands.
- Introduce/review strategy by listening and singing song(photocopy or show lyrics on overhead). Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Synthesizing Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, ***read it***,
 Then you learn it, ***learn it***.
 See with new eyes! Synthesize!
 Read another book.
 Take a different look.
 See with new eyes! Synthesize!
 Take the things that you are reading every day.
Take the things that you are reading every day.
 Piece them all together in a new way.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Determine a purpose for reading with the students.
- Explain to students that you are going to read a new story and that this story is told from a different perspective. Discuss how there was a time when perhaps a situation occurred that you and a friend has differing views. Allow the students some time to share.
- Read the classic version of the three little pigs and have a class discussion about the classic version of the three little pigs and its portrayal of the main characters and record the key elements on chart paper.

During Reading

- Share the cover page with them and have them make predictions as to how the story may be different using their knowledge of the previous story and their schema.
- After the story is read, chart the key elements on a chart paper.
- In small groups, have the students discuss who is telling the truth.
- Engage them in a whole class discussion.
- Once you have had a heated debate, explain to them that what they have just done was synthesizing. They took pieces of the puzzle (information from the text, information the already knew), and you have formed new ideas or looked at things from a new perspective.

After Reading

- Discuss the importance of synthesizing as a part of becoming a strategic reader. We discovered that the text gave us information and we combined that information with what we already knew and we were able to make conclusions, or look at things from a different perspective.

Strategy	Genre	Level
Synthesizing	Fiction	Intermediate

Title	Author	Call Number
The Lottery	Beth Goobie	F GOO

Before Reading	During Reading	After Reading
Discussion with students on lotteries and initial reactions to possibly winning any lottery.	Discuss the important concepts, meaning and themes of the text. Discuss how their knowledge of a lottery is changing as the chapter progresses.	Students to share their current knowledge about ways peers may bully or emotionally hurt another peer; possible creation of a song or campaign against bullying.

Book Summary

What comes to mind when one thinks about winning the lottery? Usually freedom from debt, great cars, a great house, great vacations and countless amounts of disposable cash. In addition, the winner of a lottery is one who decides to play and is lucky enough to have his or her name drawn. However, in the book "The Lottery", participation in the draw is mandatory and "winning" the lottery at Saskatoon Collegiate means having to endure a year of isolation, loneliness and ostracizing. At the beginning of every year, every student holds his or her breath and prays it isn't their name chosen by a secret Shadow Council. For one unlucky student, though, a year of torment is about to begin.

Before Reading

- Discuss the simplicity of the title (e.g. plain and simple, "The Lottery"). What comes to mind when students think about the lottery? Why? Who wins the lottery? Who gets to play?
- Read the back cover of the book to the students. There are some key adjectives in the comments from other readers that may lead the students to infer that this lottery in the book is not a great one, rather one that no one wishes to win (i.e....the quietly terrifying lottery...)
- As you get ready to read the story, encourage the students to think about lotteries they already know about and how they differ from the one you are about to read.

During Reading

- Read the first chapter of "The Lottery". In this chapter, Sal is chosen by the Shadow Council by way of this lottery. You see the absolute horror and desperate denial present in Sal's heart and mind. Could it have been a mistake?
- Pause at some of the emotionally powerful moments in the text - ask the students to think-pair-share why they believe any students would do this to another peer. Is the information in the text at these points

important? Why or why not? (i.e. on page 4, pause after Sal discovers the first scroll from the Shadow Council and discuss).

- As you read, discuss the important concepts, meaning and themes of the text; you will find that their thinking begins to change or deepen as you continue.
- Once you get to the end of the first chapter, discuss with the students how their thinking may have changed from the first discussion you had involving their knowledge of lotteries.

After Reading

- Ask students to retell the first chapter in their own words. What can they infer about Sal and her personality? What about the Shadow Council? Why? What are some of the clues from the text that make them think that? What about their prior knowledge?
- Ask students to share their current knowledge about ways peers may bully or emotionally hurt another peer. Why do some students do this? What drives some to be bullies and others to be silent bystanders?
- You can have students continue to read this book through to completion independently, if you wish, or you can proceed with the following;
- Have students work together or independently on a project now geared toward making a positive change in the area of bullying. They can use their own prior knowledge as well as the new knowledge gained from reading "The Lottery" to fuel their ideas.
- Different project ideas include creating a song with a message of positive change, a petition focused on educating others on the problem of bullying in schools or the bystander effect or a writing project (i.e. report) geared toward further investigating ways to make a difference at school in the area of peer relationships.

Strategy	Genre	Level
Synthesis	Non-Fiction	Kindergarten

Title	Author	Call Number
Ape	Martin Jenkins	E JEN

Before Reading	During Reading	After Reading
Discuss prior knowledge of apes.	Read the story, stopping periodically to complete cross-classification chart together.	Review how to use the synthesizing strategy to become a better reader.

Book Summary

This book is divided into 4 sections, with each section offering a quick set of facts about a different kind of ape.

Before Reading

- Start by singing “The Synthesizing Song”. Audio track available as a free download at:
<http://reading.ecb.org/teacher/downloads.html>

Synthesizing Song

Let's go into the book!
Jump in! Take a look!
When you read it, ***read it***,
Then you learn it, ***learn it***.
See with new eyes! Synthesize!
Read another book.
Take a different look.
See with new eyes! Synthesize!
Take the things that you are reading every day.
Take the things that you are reading every day.
Piece them all together in a new way.
Let's go into the book!
Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Show the students the cover of the book. Ask the students what they know about apes. Have they ever seen one at the zoo? What do they like to eat? Where do they live? What do they look like? Do they live alone or in groups?, etc.
- “It sounds as though all apes are pretty much the same. Who agrees that apes are the same as each other? (hands up) “Let's read through this story and see what we can learn about apes.”

During the Reading

- Read through story. Check often to ensure the children are understanding that the apes are different from each other.
- Create the following cross-classification chart and fill it in as each section is read.

	Orangutan	Chimp	Bonobo	Gorilla
Food				
Home				
Look Like				
Live in group?				

After Reading

- "Let's think about what we've learned about apes. Do they all look the same? (no – some are smaller, some are orange, etc.) Do they all eat the same things? (no, some are vegetarian, others are not) Do they all live in the same place? (no, some live at the tree tops, others on the ground). Can we still say that all apes are the same?" (no)
- "When we take what we already know about something and add new information from a book, sometimes our thoughts change. This is called synthesizing."

Strategy	Genre	Level
Synthesizing	Non-Fiction	Primary

Title	Author	Call Number
A One-Room School	Bobbie Kalman	E CHO

Before Reading	During Reading	After Reading
Define synthesizing strategy and record feelings/opinions about current school.	Use features of non-fiction text to aid in understanding of new information and record new information in dot-jot form.	Use graphic organizer and sticky notes to see if original opinion of school changed as new information accumulated.

Book Summary

This non-fiction selection will provide kids with the knowledge of what school in the 1800's was like. It includes everything from the physical building to what the children learned and more.

Before Reading

- The activity can be done as a whole class activity with the teacher modeling or with students chiming in as a shared class activity. If a few copies are available, it could also be done with a guided reading group or even independently at a center.
- Introduction/Review of strategy by listening and singing song. Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Synthesizing Song

Let's go into the book!
 Jump in! Take a look!
 When you read it, ***read it***,
 Then you learn it, ***learn it***.
 See with new eyes! Synthesize!
 Read another book.
 Take a different look.
 See with new eyes! Synthesize!
 Take the things that you are reading every day.
Take the things that you are reading every day.
 Piece them all together in a new way.
 Let's go into the book!
 Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Introduction/Review of strategy by discussing all good readers ask questions and make decisions while they are reading. We need to practice our synthesizing skills so that we can make decisions about what we are reading and figure out if our perspective can change when we have new information. Stress that when you are synthesizing, it is like you are a detective who is looking at things in a different way (i.e., prior knowledge / connections, visual cues, etc.) to make decisions about what you are reading and possibly change your opinion or learn a lesson. Examine the synthesizing poster and read sentence starters that will assist in synthesizing.
- Have students use the graphic organizer of their choice to record what they know about school (expect/encourage details such as size of current school, # of kids, subjects learned, nutrition breaks, etc.)
- Establish that school is an exciting place where all the kids in the community can easily access and are expected to attend.
- Show and discuss front cover and back cover (i.e., picture, author, summary) of “A One-Room School”.
- Make predictions about topic.
- Decide whether we think the book will be fiction or non-fiction and why.
- Introduce/Review features of non-fiction text that can be used to assist in reading and understanding the text (i.e., table of contents, photographs and diagrams, bolded words, font size, glossary, etc.)
- Introduce/Review features of reading strategies that we are currently practicing whether for decoding or for comprehension.

During Reading

- Teacher should read the text out loud modeling how to read with fluency (like you are having a conversation).
- Teacher should think out loud about features of a non-fiction text (i.e., sub-titles, diagrams, different fonts and text colours, etc.) and how they help comprehension.
- Teacher may wish to provide sticky notes for children to dot-jot points that are interesting or shocking to them based on their prior knowledge/experience of school for themselves.
- Be sure to encourage students to ask questions if there is any vocabulary or something that they don't understand.

After Reading

- As a whole-class, discuss how new information may have changed their definition of education. By reviewing their graphic organizers about their own school experience, make sure that see that when they have new information about how school used to be, that their perspective changes. Students should gain a new appreciation for their own education when they have new information about how school used to be. Stress that when a student changes his opinion or perspective about a topic based on new information, that this is synthesizing.
- Teacher may wish to have students complete a Venn-Diagram comparing Ontario schools in 2010 to schools in the 1800's in Upper Canada.

Goals to Continue

Using the gradual release model and with confidence gained through other reading strategies such as using prior knowledge, making connections and more, students will eventually learn to independently make decisions and have opinions about what they are reading.

Strategy	Genre	Level
Synthesis	Non-Fiction	Junior

Title	Author	Call Number
Who Dung It	J. Berkowitz	560 BER

Before Reading	During Reading	After Reading
Review and activate prior knowledge.	Discuss and provide examples of Relative Age versus Absolute Age.	Summarize what we learned and why it is important.

Book Summary

Left by an animal long ago, this durable doo-doo survived the long journey through the ages. It started out stinky, but now it's frozen, dried or turned to rock. To a scientist, it's anything but gross, it's a priceless artifact that can help piece together the puzzle of ancient life. Funny and informative, Jurassic Poop, is flush with amazing facts, stories and activities.

Before Reading

- Show students the title of the book to elicit the use of schema and create anticipation.
- Discuss what they already know about the text form/content (structure of text will determine what text features they will use).
- Determine a purpose for reading with the students.
- Introduce/review strategy by listening and singing song (photocopy or show lyrics on overhead). Audio track available as a free download at: <http://reading.ecb.org/teacher/downloads.html>

Synthesizing Song

Let's go into the book!

Jump in! Take a look!

When you read it, ***read it***,

Then you learn it, ***learn it***.

See with new eyes! Synthesize!

Read another book.

Take a different look.

See with new eyes! Synthesize!

Take the things that you are reading every day.

Take the things that you are reading every day.

Piece them all together in a new way.

Let's go into the book!

Let's go into the book!

Song taken from <http://reading.ecb.org/>

(Developed by the Wisconsin Educational Communications Board with the Wisconsin Department of Public Instruction and a team of experienced educators.)

- Ask the students what they already know about fossils, preview any vocabulary that the students will need to know to access the text.
- Ask the students what they know about poop. Do you think poop is important? Let them discuss these questions within a group.

During Reading

- Read aloud the WHO DUNG IT paragraph and have the students share with an elbow partner how you could potentially use poop to figure out who did it.
- Describe the term Relative age by asking the students the following question. "If John is 12 and Sue is 10 and Tom was born between them, how old is Tom?" The answer is in the middle which is his relative age. He is somewhere between 10 and 12. Tell them your age to demonstrate the term Absolute age.
- Read page 22 as a shared reading activity.
- Model for the students through a think aloud how you take existing knowledge of age, prior knowledge of the fossils and poop and combine that with new information (how scientists use poop) to formulate new learning. You may say something like. "I know that poop is waste made up of food, and different animals eat different food. After reading this I learned that scientists use poop to determine age and location of animals. I understand now how important poop is to science."

After Reading

- Discuss the importance of synthesizing as a part of becoming a strategic reader. We discovered that the text gave us information and we combined that information with what we already knew and we were able to make conclusions which helped us understand the text.

Strategy	Genre	Level
Synthesis	Non-Fiction	Intermediate

Title	Author	Call Number
Global Citizenship, Making Global Connections	Susan Watson	303.48 WAT

Before Reading	During Reading	After Reading
Discuss the importance of learning about global citizenship, and the importance of getting involved.	Students work in pairs to share their understanding of the who, what, when, where, why and how of the text. Also have the students discuss the importance of the youth helping the environment in any way they can.	Students research the United Nations and their Sustainable Consumption Campaign.

Book Summary

In this book, the reader is brought through a series of lessons ranging from defining a global citizen to showing how one person can make a difference as a global citizen.

This book shows how technology, travel, sporting events, government and business can and do play a part in global citizenship.

Before Reading

- Discuss the table of contents at the beginning of the book; what parts of the book do the students think will be the most relevant to them? Why?
- Ask students what questions, thoughts or opinions come to mind when thinking about global citizenship. Some students may have questions relating to what global citizenship is - have the students brainstorm what they think it means, and why, as well as why it is important.
- Looking at the picture on the table of contents page, ask the students if they feel as though they are global citizens - why or why not?
- Guide the students through the table of contents; ask the students what further information they can gather as a result of seeing the pictures and listed contents.
- Discuss the importance of learning about global citizenship, and the importance of getting involved.

During Reading

- Turn to page 4-5 in the book. On these two pages, the author introduces and defines global citizenship and global connections.
- Fluently read the text aloud to the students, pausing at the end of each section to discuss who global citizens are, where they are, why they are doing what they are doing, and how they are doing it. Now discuss why getting involved is so important.
- Once you have completed this portion of the lesson, please turn to page 21 in the book.
- Read aloud to the students, pointing out the captions, definitions and photos.
- Encourage students to look in the back of the book at the glossary any time they are unclear on a term (many specific terms are written in red so students know they can find them in the glossary - incidentally, in the case of this book, the yellow box toward the top of the page also contains information also located in a glossary); for example, **consume** and **ecologically sustainable development** may be two terms students are unsure of and need defined.
- Have students work in pairs to share their understanding of the who, what, when, where, why and how of the text. Also have the students discuss the importance of youth helping the environment in any way they can.

After Reading

- Once students have had a chance to discuss the importance of world youth and the environment, have them organize their thoughts in a reflective writing piece that shows their understanding of what they have learned after reading this text (students can record this information on chart paper in pairs/small groups)
- Have the students focus on what they determined to be the most important and relevant information, as well as any inferences they made regarding the state our earth is in at the present time, how it got that way, and why it is important to react now as a young person.
- Students may choose to chart this information, using categories such as "Prior Knowledge", "Clues From Text", "Inference" and "My Judgment and Conclusion".
- After the students have written their information down on the chart paper, have them share their ideas briefly before posting them around the room.
- Individually, you may choose to have the students research the United Nations and their Sustainable Consumption Campaign.