



NOW THAT WE'RE FINISHED THE READING,
LOOK BACK AT OUR PREDICTIONS.
HOW MANY DID WE HAVE TO CHANGE AS WE READ FURTHER?
WHY DID WE HAVE TO DISREGARD SOME ALL TOGETHER?

LET'S REVISE OUR BDA MAP. DID YOU ENJOY THE STORY?
WHAT WAS YOUR FAVOURITE PART? WOULD YOU HAVE ACTED DIFFERENTLY?
WOULD YOU HAVE DONE SOMETHING DIFFERENTLY IF YOU HAD WRITTEN THE STORY?
WHAT CONNECTIONS TO YOUR EXPERIENCES CAN YOU MAKE?



AFTER READING

Sept Week 3



LET'S GET TOGETHER AND HAVE A BOOK TALK IN OUR DISCUSSION GROUPS. TALK ABOUT YOUR PERSONAL CONNECTIONS. DOES THE BOOK REMIND YOU OF OTHER BOOKS YOU'VE READ?

I'D LIKE YOU TO WRITE A QUICK ENTRY IN YOUR READER'S JOURNAL, AFTER YOUR BDA MAP. WRITE ABOUT THE STRATEGIES YOU USED TO MAKE YOUR PREDICTIONS BEFORE READING. ARE THERE ANY STRATEGIES YOU MIGHT USE NEXT TIME THAT YOU DIDN'T THIS TIME? AND WHAT CONNECTIONS DO YOU HAVE AFTER READING?

I NOTICED THAT YOUR PREDICTIONS WERE A BIT OFF AT FIRST, BUT YOU REALLY CAME UP WITH SOME GOOD POINTS LATER ON. WHAT CHANGED?

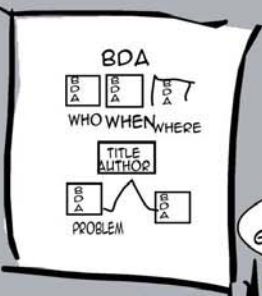


IT STARTED TO REMIND ME OF A STORY I READ BEFORE. I KEPT THINKING BACK TO IT, AND IT GAVE ME SOME IDEAS.



HEY, YAH! THAT'S JUST LIKE...

OH, NOW I GET IT, JUST LIKE MY...



NOW THAT THEY ARE FAMILIAR WITH A BDA STRATEGY, I'D LIKE THEM TO HAVE SOME CHOICE IN WHAT THEY READ. SOME OF THE STUDENTS WERE A LITTLE UNMOTIVATED BY MY SELECTION. MAYBE SOME TEXT SETS WOULD HELP. WE SHOULD BRAINSTORM THEIR INTERESTS. THE STUDENTS CAN HELP COLLECT BOOKS, ARTICLES, AND POSTERS FOR THE TEXT SETS.

I'M GLAD IT'S OVER! GIVE ME SOMETHING FUNNY!

THE ILLUSTRATIONS AT THE START OF THE CHAPTERS TOTALLY GAVE AWAY THE STORY.

I HAVE TO REMEMBER TO LOOK HARDER AT THE PICTURES.

SCOTT JUST SEEMS TO BE DOING THE MINIMUM WHEN IT COMES TO HIS PREDICTIONS, BUT HIS SKETCHES ARE VERY DETAILED. MAYBE A STORYBOARDING STRATEGY WILL SHOW HIS UNDERSTANDING.

MAYBE I SHOULD CONFERENCE WITH THIS GROUP ABOUT HIGHLIGHTING KEY WORDS...MAYBE JOT NOTES.



reference and Computer

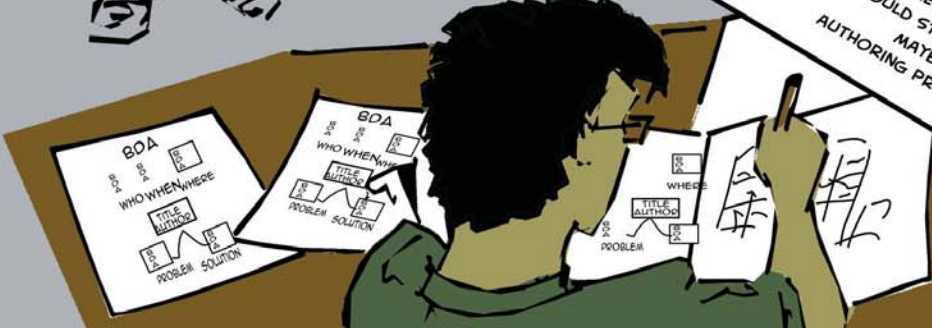
SEPT 21ST

fantasy

Sci-fi

I'M HAPPY WITH THIS FIRST LEARNING SEQUENCE. I'VE HEARD A LOT OF GOOD THINKING, AND I CAN SEE THAT MOST OF THE CLASS IS MOTIVATED. STEPHANIE AND A COUPLE OF OTHERS WERE BORED WITH THE SELECTION OF MATERIAL, MAYBE I SHOULD CONFERENCE WITH THIS GROUP ABOUT HIGHLIGHTING KEY WORDS...MAYBE JOT NOTES.

STARTING A WORD SPLASH ABOUT IMPORTANT WORDS, AND MAYBE HE COULD DRAW SOME SKETCHES TO HELP HIM PREDICT. MAYBE HE COULD STORYBOARD THEM, OR MAYBE USE THEM FOR AN AUTHORIZING PROJECT LATER ON.



PLEASE REMEMBER TO TAKE JOT NOTES AS I READ ALOUD.

HEY, HE WROTE SOMETHING. WHAT WAS IT? I'LL REMEMBER...OOPS, WHAT DID HE SAY?

DURING READING

WRITE DOWN WORDS OR SKETCH THINGS YOU THINK ARE IMPORTANT OR THAT YOU WANT TO LOOK UP LATER.

I THINK THAT WAS IMPORTANT.

I'LL STOP ONCE IN A WHILE TO CHECK WITH THE CLASS, AND WE CAN WRITE DOWN OUR QUESTIONS.

THESE TWO ARE VERY DIFFERENT. JOHNNY'S GOT A HANDLE ON IMPORTANT WORDS... HE'S GOT HIS PAGE BROKEN UP INTO COLUMNS, AND I CAN TELL HE'S BEEN MAPPING AS HE GOES TO MAKE CONNECTIONS. SCOTT SEEMS TO SPEND TOO MUCH TIME STARTING TO WRITE FULL SENTENCES AND TRAILS OFF. IT'S THROWING OFF HIS ATTENTION, AND I CAN TELL HE GOT LOST HALFWAY THROUGH THE STORY.

FINALLY, THE TEXT SETS ARE READY! I'M GLAD I HAD THE STUDENTS HELP ME ORGANIZE THEM. I NOTICED THAT SOME REALLY GRAVITATED TO THE FICTION SECTION, BUT THE SPORTS BIOGRAPHIES REALLY HAD A FEW TALKING AS THEY FLIPPED THROUGH THEM.

STRATEGIC INSTRUCTION - TEXT SETS FOR DIFFERENTIATION

WHEW, THAT'S A LOT OF BOOKS!

Fantasy

poetry

Information

Biography

Fiction

non-Fiction

I'M GLAD WE GOT TO DO A FREE READ AFTER THE TEXT SETS WERE FINISHED. I REALLY WANTED TO CHECK THIS ONE OUT. OH, THAT'S A NEW WORD, I'LL HIGHLIGHT IT AND LOOK IT UP WHEN I FINISH THE PARAGRAPH. IF IT'S IMPORTANT I MAY HAVE TO READ IT AGAIN, SO I DON'T WANT TO GO TOO FAR.