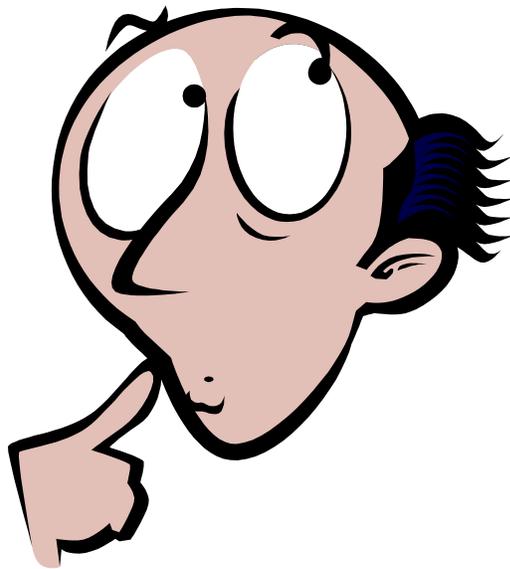


Monitoring for Meaning: K-2

Using Multiple Strategies

To Decode



Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

<p>Prior Knowledge What prior knowledge about reading strategies do students need to have before entering this unit of study?</p>	<ul style="list-style-type: none"> ▪ Letter identification ▪ Letter sounds ▪ Concepts about Print ▪ Directionality ▪ One to one Matching
<p>Define the Strategy</p>	<p>This unit focuses on helping students use multiple strategies when figuring out unfamiliar words. The goal of this unit is to teach children how to apply these strategies when reading independently.</p>
<p>Concepts to Teach What are the important concepts that you will teach within this unit of study?</p>	<ol style="list-style-type: none"> 1. Look at the picture 2. Look at the picture and first letter 3. Monitor for meaning at all times - does this make sense? (M) 4. Monitor for visual - does it look right? (V) 5. Monitor for language - does it sound right? (S) 6. Apply phonetic strategies 7. Use multiple clues 8. Find important parts in words - chunking 9. Use multiple clues (II) 10. Use on-set/rime to decode 11. Use multiple clues (III) 12. Find important parts in words - chunking (II) 13. Monitor for meaning - go back and reread when meaning breaks down 14. Skip a word, read on, then go back figuring word based on context 15. Read fluently 16. Use a strategy card 17. Flip the vowel

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Focus Lessons	Text	Concepts
1. Look at the picture	The Birthday Cake Monster Sandwich	<ul style="list-style-type: none"> Use picture clues Point under words Reading should make sense Use pattern to predict
2. Look at picture and first letter.	Dan the Flying Man	<ul style="list-style-type: none"> Use picture clues Use beginning letters Match 1:1 (print to speech) Monitor for meaning Monitor for phonetics
3. Monitor for meaning at all times - does this make sense (M)	One Red Rooster	<ul style="list-style-type: none"> Use a balance of cues while reading (M, S, and V) Self-correct by cross-checking M,S,and V
4. Monitor for visual - Does it look right? (V)	I like Me	<ul style="list-style-type: none"> Look across the whole word
5. Monitor for language - Does it sound right? (S)	Mrs. Wishy Washy	<ul style="list-style-type: none"> Use the picture clues Use pattern to predict Monitor for language - does it sound right?
6. Apply Phonetic Strategies	Rigby PM Readers Less Patterned Text	<ul style="list-style-type: none"> Look across the whole word Monitor for Visual -Does it look right?
7. Using multiple clues	Monster Party I Was Walking Down the Road	<ul style="list-style-type: none"> Use picture clues Use a balance of cues while reading (M, S, and V) Go back and reread when stuck on a word How to use a strategy card.
8. Find important parts in word - chunking	Pumpkin, Pumpkin	<ul style="list-style-type: none"> Locate known words and use as anchors Use chunks and parts of words to decode unfamiliar words Use known words to figure out unknown words
9. Use multiple clues (II)		<ul style="list-style-type: none">
10. Use On-set/Rime to decode	The Cooking Pot Poetry	<ul style="list-style-type: none"> Use chunks and parts of words to decode unfamiliar words
11. Use multiple clues (III)		<ul style="list-style-type: none">
12. Find important parts in words - chunking (II)		<ul style="list-style-type: none">
13. Monitor for meaning - Go Back and Reread When Meaning Breaks Down		<ul style="list-style-type: none"> Monitor for meaning at all times - does this make sense? Go back and reread when meaning breaks down

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		<ul style="list-style-type: none"> • Self-correct by cross-checking M,S,and V • Skip a word, read on, then go back figuring word based on context
14. Skip a Word, Read on, then go back figuring word based on context	The Teeny Tiny Woman	<ul style="list-style-type: none"> • Go back and reread when stuck on a word • Skip a word, read on, then go back figuring word based on context • Use the picture clues • Monitor for meaning
15. Read fluently	Familiar Reads Songs Poetry	<ul style="list-style-type: none"> • Read high frequency words automatically • Reading fluently • Monitor for meaning at all times - Does this make sense
16. Use a Strategy Card		<ul style="list-style-type: none"> • Use a balance of cues while reading • Go back and reread • Self- correct by cross-checking
17. Flip the Vowel	Simple Texts that have a lot of long and short vowel sounds Poetry	<ul style="list-style-type: none"> • Look across the whole word • Monitors for language- Does it sound right? • Monitor for meaning -Does it make sense? • Monitor for visual - Does it look right?

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Anchor Charts:	<ul style="list-style-type: none"> • Word Family Charts • Word Wall • Vowel Charts • Strategies We Know Chart
Ways to Record Thinking	<ul style="list-style-type: none"> • Post-its • Strategy Card • Strategy Check-list

Small Groups	Text/Level	Strategy
Independent Reading Conference Points	<ul style="list-style-type: none"> • Show me a tricky word • Show me a spot where you used the strategy we have been talking about • Can I hear you read a section/page? • What do you do when you come to a word you do not know? • Does it make sense? • Does it sound right? • Does it look right? • Do the letters and sounds match? • You said (child's attempt). Show me that word. • If it were (child's attempt), what would it start (end) with? • Look at the letters. What could it be? • Look at the picture. What would make sense? • Try reading it like you talk. • Is there a part of the word you know? • Show me how you are using your strategy card. • How can I help you today? 	
Evidence of Understanding and Independence (Oral and Written)	<ul style="list-style-type: none"> • Use of strategy cards • Increased independence during IR • Turn and Talk conversations • Students can take you to a tricky word • Students are talking about the strategies • Students know how to apply the strategies 	

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Anchor Lesson: 1. Look at the picture

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>The Birthday Cake</u> By Joy Crowley <u>A Monster Sandwich</u> By Joy Crowley A big book with a short, predictable pattern and very clear pictures. Preview the book with the students to build background knowledge and enable them to make predictions.</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i> Introduce the Text.</p>	<p><i>A strategy that good readers use is to look at the picture to help them figure out the words. The author usually matches the words to the picture. If you look at the picture it will help you read the words and understand the story.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how good readers use the pictures to figure out words they do not know.</i></p> <p>Read the first page. On page 2 come to a word (yellow) that you "don't know." Model using the picture clues.</p> <p><i>I've come to a word here that I do not know. Good readers look at the pictures to help them figure out the words. The cake they are putting on is yellow. Could this word be yellow? Yes that makes sense. A yellow cake.</i></p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>After modeling on several pages, come to a word you "don't know" and let the students try to use the strategy to figure out the word.</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to</p>	<p><i>Today, when you go to IR, remember to look at the picture when you come to a word you don't know. It can help you figure out the words.</i></p>	

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Anchor Lesson: 1. Look at the picture

read. <i>"When you go to IR try..."</i>		
Conference Points	<ul style="list-style-type: none">• <i>Show me a tricky word</i>• <i>Look at the picture. What would make sense?</i>	
Share/Reinforce	<i>Let's share how you used the pictures to help you read today.</i>	

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Anchor Lesson: 2. Look at the picture and First letter

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>Dan the Flying Man</u> By Joy Crowley</p> <p>A big book with a short, predictable pattern and very clear pictures. Some of the pictures should allow for multiple word choice so the students need to look at the first letter.</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>A strategy that good readers use is to look at the picture to help them figure out the words. You have been doing a great job with this strategy. Sometimes, the picture gives you some ideas for the words, but you also have to check the first letter of the word to figure out the exact word the author chose for his/her book.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i></p> <p>Show: <i>Model.</i></p> <p>Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how good readers use the pictures and the first letter of the word to figure out words they do not know.</i></p> <p>Read the first two pages. On page 4 come to a word (house) that you "don't know." Model using the picture clues to generate a few choices (building, town, house, yard) and then check the first letter to choose the correct word. Think aloud how you knew the word was house.</p> <p><i>I've come to a word here that I do not know. Good readers look at the pictures to help them figure out the words. He is flying over... it could be a town or a building or a house or a yard. I am going to look at the first letter of the word and see if it is one of these words. The word starts with an H. It cannot be building, but it could be house. Yes house starts with an H. Yes that makes sense. Over a house.</i></p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p>	<p>After modeling on several pages, come to a word you "don't know" (p. 8 -flowers) and</p>	

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Anchor Lesson: 2. Look at the picture and First letter

Invite the students to practice the strategy with teacher guidance.	let the students try to use the strategy to figure out the word.	
Provide Independent practice. Remind students before they go off to read. <i>"When you go to IR try..."</i>	<i>Today, when you go to IR, remember to look at the picture and the first letter of the word when you come to a word you don't know. It can help you figure out the words.</i>	
Anchor Lesson: Visual Cloze: Meaning Conference Points	<ul style="list-style-type: none">• <i>Show me a tricky word</i>• <i>Look at the picture. What would make sense?</i>• <i>Look at the letters. What could it be?</i>• <i>If it were (), what would it start with?</i>	
Share/Reinforce	<i>Let's share how you used the pictures and the first letter to help you read today.</i>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 3. Monitor for meaning at all times - does this make sense (M)

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>One Red Rooster</u> By Kathleen Carroll</p> <p>A big book with a short, predictable pattern and very clear pictures. Use tape to cover some of the words. Choose words that the students can use the pictures and story to figure out.</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>A strategy that good readers use is to look at the picture to help them figure out the words. The author usually matches the words to the picture. If you look at the picture it will help you read the words and understand the story.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i></p> <p>Show: <i>Model.</i></p> <p>Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how good readers use the pictures to figure out words they do not know.</i></p> <p>Read the first page. On page 1 cover the words "cock-a-doodle-doo."</p> <p><i>I've come to a word here that I do not know. Good readers look at the pictures to help them figure out the words. The picture shows the rooster making a sound. The story says the rooster went... I think that word is the sound a rooster makes. It would be cock-a doodle-doo. Yes that makes sense. One rooster went cock-a-doodle-doo.</i></p> <p>Undo the tape and check to see if it is correct.</p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>After modeling on several pages, come to a word you "don't know" (and it is covered with tape) and let the students try to use the strategy to figure out the word.</p>	
<p>Provide Independent practice.</p> <p>Remind students</p>	<p><i>Today, when you go to IR, remember to look at the picture when you come to a word you don't know. It can help you figure out the words.</i></p>	

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Anchor Lesson: 3. Monitor for meaning at all times - does this make sense (M)

before they go off to read. <i>"When you go to IR try..."</i>		
Conference Points	<ul style="list-style-type: none">• <i>Show me a tricky word</i>• <i>Look at the picture. What would make sense?</i>	
Share/Reinforce	<i>Let's share how you used the pictures to help you read today.</i>	

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Anchor Lesson: 4. Monitor for visual - Does it look right? (V)

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>I Like Me</u> By Patricia Cousin</p> <p>A big book with a short, predictable pattern and very clear pictures. Use tape to cover some of the words. Choose words that the students will need to look across the whole word to figure out.</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>A strategy that good readers use is to look at the picture to help them figure out the words. You have been doing a great job with this strategy. Sometimes, the picture gives you some ideas for the words, but you also have to check the word to figure out the exact word the author chose for his/her book.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i></p> <p>Show: <i>Model.</i></p> <p>Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how good readers look through the whole word to figure out words they do not know.</i></p> <p>Read the first page. On page 1 cover the word "hair."</p> <p><i>I've come to a word here that I do not know. Good readers look at the pictures to help them figure out the words. The picture shows the girl pointing to her head. The story says Look at my... I think that word is head. Yes that makes sense. Look at my head.</i></p> <p>Undo the tape and check to see if it is correct.</p> <p><i>If the word were head it would begin with the letter H and end with the letter D. This word ends with an R. It cannot be head. I will look at the picture again and see if I can come up with a word that makes sense and matches all the letters in the word. Could it be hair? Look at my hair. That makes sense and it matches the letters because it ends with R. Yes. Look at my hair.</i></p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided</p>	<p>After modeling on several pages, come to a</p>	

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Anchor Lesson: 4. Monitor for visual - Does it look right? (V)

<p>practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>word you "don't know" (p. 4 ears and it is covered with tape) and let the students try to use the strategy to figure out the word. (It could be earring - let them look through the word).</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to read.</p> <p><i>"When you go to IR try..."</i></p>	<p><i>Today, when you go to IR, remember to look at the picture and look through the whole word when you come to a word you don't know. It can help you figure out the words.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me a tricky word</i> • <i>Look at the picture. What would make sense?</i> • <i>Look at the letters. What could it be?</i> • <i>Do the letters and the sounds match?</i> • <i>If it were... What would it end with?</i> 	
<p>Share/Reinforce</p>	<p><i>Let's share how you used the pictures and the letters to help you read today.</i></p>	

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Anchor Lesson: 5. Monitor for language - Does it sound right?

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>Mrs. Wishy-Washy</u> By Joy Crowley</p> <p>A big book with clear pictures and a less predictable pattern. Use tape to cover some of the words. Choose words that the students will need to think about syntax to figure out.</p>	<p>You can also use this type of lesson for inflectional endings.</p>
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>A strategy that good readers use is to think about how we talk to help them figure out words they do not know. Sometimes we think we know a word that would make sense in the story, but it does not sound right -it is not how we talk. Good readers think about what would make sense and sound right when they figure out words they do not know.</i></p>	<p>.</p>
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i></p> <p>Show: <i>Model.</i></p> <p>Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how good readers think about what sounds right to help them figure out words they do not know. Read page 2, 3 and 4. On page 5 cover the word "rolled."</i></p> <p><i>I've come to a word here that I do not know. Good readers look at the pictures to help them figure out the words. The picture shows the pig messy in the mud. I think that word is messy. And he messy in it. No, that doesn't sound right. Undo the tape and check to see the letters. The word begins with an R. The text says, and he _____ in it. It should be an action word. And he rolled in it. Yes that makes sense and sounds right. Repeat modeling in this manner a few times.</i></p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>After modeling on several pages, come to a word you "don't know" (p. 11 say was for went) and let the students try to use the strategy to figure out the word.</p>	
<p>Provide Independent practice.</p>	<p><i>Today, when you go to IR, remember to look at the picture and listen to the word</i></p>	

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Anchor Lesson: 5. Monitor for language - Does it sound right?

Remind students before they go off to read. <i>"When you go to IR try..."</i>	<i>you are reading to make sure they sound right. It can help you figure out the words.</i>	
Conference Points	<ul style="list-style-type: none">• <i>Show me a tricky word</i>• <i>Look at the picture. What would make sense?</i>• <i>Monitor for language - Does it sound right?</i>• <i>Use a balance of cues when reading</i>• <i>Go back and reread when stuck on a word</i>	
Share/Reinforce	<i>Let's share how you thought about what made sense and what sounded right to help you read today.</i>	

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Anchor Lesson: 6. Apply phonetic strategies

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>Kitty and the Birds</u> by Beverly Randell</p> <p>Less Patterned Text like the Rigby PM Readers</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy good readers use is..."</p> <p>Introduce the Text.</p>	<p><i>A strategy that good readers use is to sound out words that they do not know. When you come to a word you do not know, sound out the letters and see if you recognize the word.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: Think aloud.</p> <p>Show: Model.</p> <p>Explain: How this will help them as a reader.</p>	<p><i>Let me show you how good readers sound out to figure out words they do not know.</i></p> <p>First page. Read Kitty is.... <i>I do not know this word (hungry). I am going to try to sound it out. H, N, G, R, - Y says E or I. Let me try both.</i> <i>HNGRE..hungry. Kitty is hungry. That makes sense.</i> Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>After modeling on several pages, come to a word you "don't know" (p. 7 safe) and let the students try to use the strategy to figure out the word.</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to read.</p> <p>"When you go to IR try..."</p>	<p><i>Today, when you go to IR, remember to sound out when you come to a word you don't know. It can help you figure out the words.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me a tricky word</i> • <i>Can I hear you read?</i> • <i>Does it look right?</i> • <i>Do the letters and the sounds match?</i> • <i>Look at the letters. What could it be?</i> 	

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Anchor Lesson: 6. Apply phonetic strategies

	<ul style="list-style-type: none"><i>You said.... Show me that word.</i>	
Share/Reinforce	<i>Let's share how you sounded out to help you read today.</i>	

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Anchor Lesson: 7. Use multiple clues

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>The Monster Party</u> Joy Crowley A text that has a storyline, interesting text, and illustrations that are a little ambiguous (the words that are unfamiliar may be one of several things depicted on the page).</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>I have noticed when you are reading many of you say words that match some of the letters in the words, but the words you say do not always make sense or sound right in the sentence. A strategy good readers use when something doesn't make sound right or make sense is stop and do some reading work. They ask themselves, "Did that make sense? Does that sound right? Do the letters match?"</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>WATCH ME: Let's see if I can read this book and listen to myself read. I will check to make sure the words I read makes sense, sound right and match the letters.</i></p> <p><i>Model thinking aloud about several things in the picture: It could be _____ or _____ or _____. ____ would make sense, but would not match the letters.</i></p> <p><i>Page 3 substitute talk for sing. Page 5 - jump, hop, dance.</i> <i>Repeat modeling in this manner a few times.</i></p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p><i>After modeling on several pages, come to a word you "don't know" and let the students try to use the strategy to figure out the word.</i> <i>Encourage students to ask themselves, "Does it make sense? Does it sound right? Does it look right?"</i></p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to</p>	<p><i>Today, when you go to IR, listen to yourself read. Notice when you need to stop because the word you just said didn't sound right, look right or make sense.</i></p>	

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Anchor Lesson: 7. Use multiple clues

read. <i>"When you go to IR try..."</i>		
Conference Points	<ul style="list-style-type: none">• <i>Show me a tricky word</i>• <i>Show me a spot where you used the strategy we have been talking about.</i>• <i>Does it make sense?</i>• <i>Does it sound right?</i>• <i>Does it look right?</i>	
Share/Reinforce	<i>Let's share how you listened to yourself read and noticed when something did not sound right or make sense.</i>	

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Anchor Lesson: 8. Find important parts in words - chunking

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>The Farm in Spring</u> Rigby PM Reader</p> <p>A text that has words with familiar blends or parts in them.</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>I have noticed that when you sound out words you always start at the first letter and blend until the end of the word. Good readers sometimes look for parts or chunks of words that they know in a word that is unfamiliar to them. Using the part they know helps them figure out the word.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how I would use a part of word to help me figure out an unfamiliar word.</i></p> <p>Model thinking aloud about parts of words you know. Page 2: Read until the word with: <i>I do not know this word. I do know that it says "th" (isolate the th with your fingers). If I know it says "the" and I put the w first it would say "w I th - with" Yes that makes sense. We can see a gray horse with one foal.</i></p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>After modeling on several pages, come to a word you "don't know" and let the students try to use the strategy to figure out the word.</p> <p>Encourage students to ask themselves, to come up and use their fingers to isolate the part they know.</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to read. <i>"When you go to IR try..."</i></p>	<p><i>Today, when you go to IR, if you come to an unfamiliar word look to see if there is a part you know in that word. Try to use that part to help you figure the word out.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me a tricky word</i> • <i>Show me a spot where you used the strategy we have been talking about.</i> 	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 8. Find important parts in words - chunking

	<ul style="list-style-type: none"><i>Is there a part of the word you know?</i>	
Share/Reinforce	<i>Let's share how you used parts of words to help you read today.</i>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 9. Use multiple clues (II)

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>The Monster Party</u> Joy Crowley A text that has a storyline, interesting text, and illustrations that are a little ambiguous (the words that are unfamiliar may be one of several things depicted on the page).</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>I have noticed when you are reading many of you say words that match some of the letters in the words, but the words you say do not always make sense or sound right in the sentence. A strategy good readers use when something doesn't make sound right or make sense is stop and do some reading work. They ask themselves, "Did that make sense? Does that sound right? Do the letters match?"</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>WATCH ME: Let's see if I can read this book and listen to myself read. I will check to make sure the words I read makes sense, sound right and match the letters.</i></p> <p>Model thinking aloud about several things in the picture: <i>It could be ____ or ____ or _____. ____ would make sense, but would not match the letters.</i></p> <p>Page 3 substitute talk for sing. Page 5 - jump, hop, dance. Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>After modeling on several pages, come to a word you "don't know" and let the students try to use the strategy to figure out the word.</p> <p>Encourage students to ask themselves, "Does it make sense? Does it sound right? Does it look right?"</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to</p>	<p><i>Today, when you go to IR, listen to yourself read. Notice when you need to stop because the word you just said didn't sound right, look right or make sense.</i></p>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 9. Use multiple clues (II)

read. <i>"When you go to IR try..."</i>		
Conference Points	<ul style="list-style-type: none">• <i>Show me a tricky word</i>• <i>Show me a spot where you used the strategy we have been talking about.</i>• <i>Does it make sense?</i>• <i>Does it sound right?</i>• <i>Does it look right?</i>	
Share/Reinforce	<i>Let's share how you listened to yourself read and noticed when something did not sound right or make sense.</i>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 10. Use on-set/rime to decode

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>The Cooking Pot</u> Joy Crowley A text that has familiar on-set/rime patterns.</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>I have noticed that when you sound out words you always start at the first letter and blend until the end of the word. Good readers sometimes look for parts or chunks of words that they know in a word that is unfamiliar to them. Using the part they know helps them figure out the word.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how I would use some of the word families I know to help me figure out an unfamiliar word.</i></p> <p>Model thinking aloud about word families you know. Page 2: Read until the word got: <i>I do not know this word. I do know the word family "ot" (isolate the ot with your fingers). If I know it says "ot" and I put the g first it would say "g -ot" "got" Yes that makes sense. What have you got? When you know a word family you know lots of words.</i></p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>After modeling on several pages, come to a word you "don't know" and let the students try to use the strategy to figure out the word.</p> <p>Encourage students to ask themselves, to come up and use their fingers to isolate the part they know.</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to read. <i>"When you go to IR try..."</i></p>	<p><i>Today, when you go to IR, if you come to an unfamiliar word look to see if there is a part you know in that word. Try to use that part to help you figure the word out.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me a tricky word</i> • <i>Show me a spot where you used the</i> 	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 10. Use on-set/rime to decode

	<i>strategy we have been talking about.</i> <ul style="list-style-type: none">• <i>Is there a part of the word you know?</i>	
Share/Reinforce	<i>Let's share how you used parts of words to help you read today.</i>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 11. Use multiple clues (III)

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>The Monster Party</u> Joy Crowley A text that has a storyline, interesting text, and illustrations that are a little ambiguous (the words that are unfamiliar may be one of several things depicted on the page).</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>I have noticed when you are reading many of you say words that match some of the letters in the words, but the words you say do not always make sense or sound right in the sentence. A strategy good readers use when something doesn't make sound right or make sense is stop and do some reading work. They ask themselves, "Did that make sense? Does that sound right? Do the letters match?"</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>WATCH ME: Let's see if I can read this book and listen to myself read. I will check to make sure the words I read makes sense, sound right and match the letters.</i></p> <p>Model thinking aloud about several things in the picture: <i>It could be ____ or ____ or _____. ____ would make sense, but would not match the letters.</i></p> <p>Page 3 substitute talk for sing. Page 5 - jump, hop, dance. Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>After modeling on several pages, come to a word you "don't know" and let the students try to use the strategy to figure out the word.</p> <p>Encourage students to ask themselves, "Does it make sense? Does it sound right? Does it look right?"</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to</p>	<p><i>Today, when you go to IR, listen to yourself read. Notice when you need to stop because the word you just said didn't sound right, look right or make sense.</i></p>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 11. Use multiple clues (III)

read. <i>"When you go to IR try..."</i>		
Conference Points	<ul style="list-style-type: none">• <i>Show me a tricky word</i>• <i>Show me a spot where you used the strategy we have been talking about.</i>• <i>Does it make sense?</i>• <i>Does it sound right?</i>• <i>Does it look right?</i>	
Share/Reinforce	<i>Let's share how you listened to yourself read and noticed when something did not sound right or make sense.</i>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 12. Find important parts in words - chunking (II)

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Text: <u>The Farm in Spring</u> Rigby PM Reader</p> <p>A text that has words with familiar blends or parts in them.</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>I have noticed that when you sound out words you always start at the first letter and blend until the end of the word. Good readers sometimes look for parts or chunks of words that they know in a word that is unfamiliar to them. Using the part they know helps them figure out the word.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how I would use a part of word to help me figure out an unfamiliar word.</i></p> <p>Model thinking aloud about parts of words you know. Page 2: Read until the word with: <i>I do not know this word. I do know that th says "th" (isolate the th with your fingers). If I know it says "th" and I put the w first it would say "w I th - with" Yes that makes sense. We can see a gray horse with one foal.</i></p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>After modeling on several pages, come to a word you "don't know" and let the students try to use the strategy to figure out the word.</p> <p>Encourage students to ask themselves, to come up and use their fingers to isolate the part they know.</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to read. <i>"When you go to IR try..."</i></p>	<p><i>Today, when you go to IR, if you come to an unfamiliar word look to see if there is a part you know in that word. Try to use that part to help you figure the word out.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me a tricky word</i> • <i>Show me a spot where you used the strategy we have been talking about.</i> 	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 12. Find important parts in words - chunking (II)

	<ul style="list-style-type: none"><i>Is there a part of the word you know?</i>	
Share/Reinforce	<i>Let's share how you used parts of words to help you read today.</i>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 13. Monitor for meaning - go back and reread when meaning breaks down

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Picture Book or Short Text</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that ..." "A strategy good readers use is..."</p> <p>Introduce the Text.</p>	<p><i>Good readers have two jobs. One is to read the words and the other is to think about what is happening in the text you are reading. Good readers STOP reading if something does not make sense and they reread until they understand.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p>Read aloud a piece of text and make a miscue that alters the meaning. Stop and think aloud about how it does not make sense. Reread and self-correct until it makes sense. Think aloud about the strategies you are using.</p> <p><i>Good readers listen to themselves as they read to make sure that it makes sense, sounds right, and looks right. This will help you understand what you are reading.</i></p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Read aloud another section of the text and miscue. Have the students self-correct and think aloud about the strategies they used.</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to read.</p> <p>"When you go to IR try..."</p>	<p><i>Today, when you go to IR listen to yourself as you read. If something doesn't make sense STOP and reread. Use your strategies to figure out the word that does not make sense.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> <i>Can you take me to a tricky word?</i> 	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 13. Monitor for meaning - go back and reread when meaning breaks down

	<ul style="list-style-type: none">• <i>What do you do when you come to a word you do not know? Do not understand?</i>• <i>Were there any places where you needed to STOP and do some reading work?</i>	
Share/Reinforce	<i>What did you notice about yourself as a reader today? What strategies did you try?</i>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 14. Skip a word, read on, then go back figuring word based on context

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p><u>The Teeny Tiny Woman</u></p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>I have noticed that sometimes when you get stuck on a word you keep trying to sound it out even though you cannot decode it. Good readers sometimes skip a word that they cannot decode and then read on to see if they can figure it out based on the meaning of the story or sentence.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how I use the strategy, skip it and read on, when I cannot decode a word using my other strategies.</i></p> <p>Read aloud to the word "lived". Try to sound it out, but do not decode it. Model skipping it and using the context to figure it out.</p> <p><i>I am going to skip this word and read on. "A teeny tiny woman ___ in a teeny tiny house." Oh I know, lived. That makes sense. A teeny tiny woman lived in a teeny tiny house.</i></p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Read aloud another section of the text and find a word the students will not know and that context will be helpful in figuring it out. Have the students try the strategy.</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to</p>	<p><i>Today, when you go to IR if you come to a word that you cannot figure out, skip it, read on, and try to use the context to see what word would make sense.</i></p>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 14. Skip a word, read on, then go back figuring word based on context

read. <i>"When you go to IR try..."</i>		
Conference Points	<ul style="list-style-type: none">• <i>Can you take me to a tricky word?</i>• <i>Show me a spot where you used the strategy we have been talking about</i>	
Share/Reinforce	<i>What did you notice about yourself as a reader today? What strategies did you try?</i>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 15. Read fluently

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Familiar Reads</p> <p>Songs</p> <p>Poetry</p>	
<p>Name the strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy good readers use is..."</p> <p>Introduce the Text.</p>	<p><i>Good readers can read "like they talk." When you can read a text smoothly you will understand and enjoy the story more.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i></p> <p>Show: <i>Model.</i></p> <p>Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how it sounds to read a text fluently or "like I talk."</i></p> <p>Read aloud and model reading fluently. Have the students discuss what they noticed about your reading.</p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Read aloud another selection of familiar text and have the students read aloud with you. Have them try to keep their voiced with yours. Then have them try to read fluently with a partner.</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to read.</p> <p>"When you go to IR try..."</p>	<p><i>Today, when you go to IR choose a text that you know very well. Practice reading it until you can read it fluently or "like you talk." At the end of IR you will read you text, or selection, to a partner.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Try reading it like you talk.</i> • <i>Have your voice follow mine.</i> • <i>Try not pointing to the words.</i> 	
<p>Share/Reinforce</p>	<p><i>What did you notice about yourself as a reader today? What strategies did you try to help you read more fluently?</i></p>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 16. Use a strategy card

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials</p> <p>Choose a text that supports the strategy.</p>	<p>Big Book Chart of Strategy Card</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>I have noticed that when we are in our focus lessons, you can all tell the strategies that good readers use to decode words. When you are IR, however, I am noticing that when you are stuck on a word, you are either asking me or remaining stuck. It seems that you are having trouble remembering the strategies when you are reading.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i></p> <p>Show: <i>Model.</i></p> <p>Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show how I would use a strategy card to help me remember the strategies I can use when I am stuck on a word.</i></p> <p>Read aloud and model how you would reference the card to choose a strategy to try. If it doesn't work, model how you would use the card to choose another strategy to try.</p> <p><i>Good readers try lots of different strategies to figure out words they do not know.</i></p> <p>Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Read aloud another selection of text and have the students use the strategy card to help prompt them to use a strategy.</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to read.</p> <p><i>"When you go to IR try..."</i></p>	<p><i>Today, when you go to IR each of you find a strategy card in your bag. I want you to put that card out in front of you. If you come to a word you do not know, use the card to remind you which strategies you can use.</i></p>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 16. Use a strategy card

Conference Points	<ul style="list-style-type: none">• <i>Show me a tricky word</i>• <i>What do you do when you come to a word you do not know?</i>• <i>Show me how you are using your strategy card.</i>	
Share/Reinforce	<i>What did you notice about yourself as a reader today?</i>	

Unit of Study: Monitoring for Meaning: Using Multiple Strategies to Decode

Anchor Lesson: 17. Flip the vowel

Title of Text:	Lesson Plan:	Notes to Build Next Lesson
<p>Select the materials Choose a text that supports the strategy.</p>	<p>Enlarged Text</p>	
<p>Name the strategy. Explain.</p> <p><i>"I have noticed that ..."</i> <i>"A strategy good readers use is..."</i></p> <p>Introduce the Text.</p>	<p><i>We have learned that vowels make more than one sound. I have noticed that when you are sounding out words, you are only using one sound for the vowel. It is important to try both sounds of the vowel and to listen to see which word sounds right or makes sense.</i></p>	
<p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p>	<p><i>Let me show you how I "flip the vowel" and try both sounds when I am trying to sound out a word.</i> Read aloud and decode a word. Model using both sounds for the vowels and think aloud about which you would choose and why - does it make sense or sound right? Repeat modeling in this manner a few times.</p>	
<p>Provide guided practice.</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Read aloud another selection of familiar text and have the students try the strategy to decode the word. Encourage the students to ask themselves: Does this sound right? Does this make sense?</p>	
<p>Provide Independent practice.</p> <p>Remind students before they go off to read. <i>"When you go to IR try..."</i></p>	<p><i>Today, when you go to IR, if you are trying to sound out a word make sure you flip the vowel sound if the word does not sound right or does not make sense.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me a tricky word</i> • <i>Show me a spot where you used the strategy we have been talking about</i> • <i>Does it sound right?</i> • <i>Does it make sense</i> 	
<p>Share/Reinforce</p>	<p><i>What did you notice about yourself as a reader today?</i></p>	