|  |
| --- |
| November 19, 2013 |
| Phonics and Word Work   * Compound words * Student 1: Identify word one Student 2: Identify word two Both: smash it together * Seahorse * Seashore * Somewhere |
| Reading the Book  Title \_\_Seahorses\_\_\_\_\_\_\_\_\_\_ Level \_\_10\_\_\_   * Relate to the Reader * Have you ever seen or heard about a seahorse? Where do they live? What questions do you have about them? * Summary   This is a non-fiction book, which means it’s true. The book talks about seahorses. It’s going to tell us what they look like, where they live, how they move, and even about their babies.  Where do you think seahorses live? How do you think they move? What do you think they look like?   * Book Orientation   -The text in this book is set up a little differently than other books. Model how the text kind of jumps around the page.  -Let’s look through the book and see if we see any words that might be tricky for us  p. 5 seahorse  p. 8 different  p. 9 bananas  p. 10 shallow   * Strategy Review   -Make sure to read carefully to make sure what you read matches what’s on the page and makes sense.  -Also, do your best with tricky words. I know you both know lots of strategies. What are some strategies we can use if we get to a tricky word?  1. Break it down 2. Find words you know 3. Think of other words it looks like   * Read the text   - Let’s read and see what animals are in the book.  -Prompt with strategies as needed. |
| Writing about Reading   * What did we learn about sea horses? * How can we summarize that section? * Prompt to get: A seahorse is a fish. There are many different types of seahorses and they live in many different places. |
| Notes: |