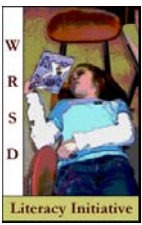


Send Off [for Independent Practice]	<i>Now you will be going off to do Independent Reading. Walk quietly to your spot and read from your book bag (box). While you are reading listen to yourself. Pretend you have an ear inside your head. Listen to what you are saying when you are reading. Really notice when something doesn't make sense. If something doesn't make sense, STOP. Reread and try to fix it so that you understand what the story means.</i>
Group Share	<i>Who noticed when something didn't make sense in their reading today?</i>



Focus Lesson Planning Sheet

Focus Lesson Topic	Readers notice when something doesn't make sense
Materials	A picture book or short text Independent reading bag with 3-5 titles, including several fiction books.
Connection 1 minute	<i>Yesterday you learned about one of the kinds of thinking that good readers do while they are reading. We talked about how good readers listen to themselves as they say the words. They are always listening in to themselves to see if the words are making sense and if they understand what the story means. That is called "monitoring for meaning." "Monitoring for meaning" means that a good reader is always watching out and making sure about the meaning of the story.</i>
Explicit Instruction 5-10 minutes Noticing the place meaning breaks down (HUH?) could be incorporated into the Monitoring For Meaning anchor chart	<i>I'm going to show you how good readers really when their reading doesn't make sense. Watch me read. Listen to what I say. When something doesn't make sense I am going to STOP reading and really notice that. Watch how I notice that I have lost track of the meaning of the story.</i> Model: Read aloud a section of text and make a miscue that alters the meaning. STOP and think aloud about why it does not make sense. (<u>Huh??</u>). Reread and self-correct until it makes sense. Repeat this process a couple of times, emphasizing that you are listening to yourself read and stopping when your reading does not make sense. <i>Did you see me notice when my reading stopped making sense? I STOPPED. I said "Huh?" I went back in my reading and fixed whatever didn't make sense so that I could think about what the story means. I don't have to say "HUH?" every single time this happens to me, but that is what I am thinking to myself. That is how I notice that something doesn't make sense. When I say "HUH?" to you right now, I do it to show you that I have noticed something important. You don't need to say that word "HUH?" every single time this happens to you, but you ARE thinking "Something doesn't make sense anymore."</i>
Guided Practice 5 minutes	<i>Let's work together to practice what we have just learned.</i> Remind students to listen as you read. Read aloud another selection of the text and make a miscue that alters meaning. Say "Huh?" Have students stop you when the reading doesn't make sense. Reread and fix.