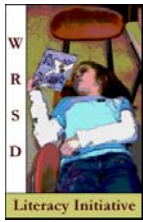


<b>Send Off [for Independent Practice]</b>	<i>Now you will be going off to do Independent Reading. Walk quietly to your spot and read from your book bag (box). While you are reading listen to yourself. Pretend you have an ear inside your head. Listen to what you are saying when you are reading. Really notice when something doesn't make sense. If something doesn't make sense, STOP. See if there are places where you use what you know about the sounds of letters and chunks of words (or syllables) to help you figure out words.</i>
<b>Group Share</b>	<i>Who used letter sounds or chunks of words (syllables) to help them solve unknown words today?</i>



# Focus Lesson Planning Sheet

<b>Focus Lesson Topic</b>	<b>Readers use sounds and chunks to help solve words.</b>
<b>Materials</b>	<p>A picture book, preferably a big book, with text containing sounds and/or phonemic chunks with which the students are already familiar from their phonics work. For second grade and above, this could include looking at syllables.</p> <p>Independent reading bag with 3-5 titles</p>
<b>Connection</b> 1 minute	<p><i>We have been learning about how readers have to notice when they don't understand what they are reading. This is called monitoring for meaning and it's really important that readers listen to themselves so they know when they don't understand anymore. Readers can ask themselves does this make sense, does this look right, and does this sound right to help them know when they don't understand their story. Sometimes it's a word that doesn't make sense.</i></p>
<b>Explicit Instruction</b> 5-10 minutes  This could be an entry on an anchor chart "How to solve unknown words."	<p><i>Today I'm going to show you another way readers figure out a word that doesn't make sense (or that is unknown).</i></p> <p><b>Model:</b> Read aloud a section of text and make a miscue (or a word that you "don't know") that alters the meaning (one which can be figured out from looking at sounds and chunks and/or syllables of words). STOP and think aloud how a particular word (or some words) doesn't make sense (<u>Huh??</u>).</p> <p><i>Did you see me notice when my reading stopped making sense? I STOPPED. I said "Huh?" I went back in my reading and found the word (or words) that didn't make sense. I would have to use some fix up strategies to figure out that word. So now I have to fix what I got wrong. I'm going to think about how this book sounds and see if it gives me a clue about the word I missed (or didn't know). We have already done so much work on how letters and groups of letters sound (or syllables). I'm going to use what I know to help me figure out this word.</i></p> <p>Repeat a couple of times.</p>
<b>Guided Practice</b> 5 minutes	<p><i>Let's work together to practice what we have just learned.</i></p> <p>Remind students to listen as you read. Read aloud another selection of the text and repeat as above.</p>