APPENDIX A

Unit 22, Lesson 4

By Unit 22, Units 1–21 activities have already been taught and include the following skills and strategies:

- Lecture note taking
- Strategy Bookmark:
  - Comprehension strategies, including SQ3R strategy (“Survey,” with integrated text connections; “Question”; “Read,” with integrated comprehension monitoring and text structure; “Reflect”; “Review”) and QHL strategy
  - Vocabulary strategies, including decoding-multipart-words strategy and word-learning strategies (context clues, glossary, dictionary, online dictionary)
- Oral and silent reading: fluency practice
- Think-pair-share strategy
- All skills taught in Units 1–20 (see above) are applied to the classroom science textbook.

Unit 22, Lesson 4, includes the following skills and strategies:

- All skills taught in Units 1–20 (see above) are applied to classroom science textbook.

Lesson 4 specifics across the three instructional tracks include the following:

Part A: Comprehension Strategies: Strategy Bookmark: Comprehension Strategies
- Working with partners to complete the SQ3R strategy using the Strategy Bookmark and notebook paper.
- Working with partners to complete the QHL strategy using the Strategy Bookmark and notebook paper.

Part B: Vocabulary Strategies: Strategy Bookmark: Vocabulary Strategies
- Working with partners to complete a word-learning-strategies activity using the Strategy Bookmark and notebook paper.

Part C: Fluency Strategies: Oral Reading and Information Learned
- Working with partners to complete an oral reading and writing activity on notebook paper.

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- Oral and silent reading: fluency practice
- Think-pair-share strategy
- All skills taught in Units 1–20 (see above) are applied to the classroom science textbook.

Unit 22, Lesson 4, includes the following skills and strategies:

- All skills taught in Units 1–20 (see above) are applied to classroom science textbook.
Unit 22 • Lesson 4

Reading Skills and Strategies
- Review text connections, text structure, comprehension monitoring, SQ3R, QHL, Strategy Bookmark, and word-learning strategies.

PART A

25 minutes

Teaches Support

Strong Student Independence

Comprehension Strategies

Activity

Strategy Bookmark: Comprehension Strategies

1. **Direct** students to retrieve their green Strategy Bookmark from their science textbook.

**NOTE:** Before this activity, have ready for each student an encyclopedia, another resource book, or an online search engine and a Web site that includes information on the textbook-section topic. If you are unable to provide each student with a computer, provide computer access to small groups of students.

**ROUTINE • Using the Strategy Bookmark:**

**SQ3R Strategy**

a. **Assign** student partners.

b. **Show** Transparency 13: Note-Taking Form (T13). **Provide** notebook paper to students. **Have** students set up the paper for SQ3R notes.

c. **Direct** students to the beginning of the textbook section. **Assign** the total number of pages to be read.

d. **Have** students refer to the Strategy Bookmark as they complete on their own all SQ3R steps, look for text structure, and then discuss with their partners. **Have** students continue the process until they finish the section. **Monitor** students. **Guide** as needed.

e. **Ask** students to describe how they completed the SQ3R strategy. **Accept** reasonable responses.

f. **Ask** students what they did. **Write** on T13 as needed. (When you have completed this activity, **retain** T13 with any written notes for the next activity.)

**Vocabulary Strategies**

Activity

Strategy Bookmark: Vocabulary Strategies

**NOTE:** Select a vocabulary word from the textbook section. (The definition must appear in context.)

**ROUTINE • Using the Strategy Bookmark:**

1. **Direct** students to the vocabulary-strategies section on the green Strategy Bookmark.

Transparency 13

Transparency 18
**ROUTINE • Using the Strategy Bookmark: Word-Learning Strategies**

a. Have students continue to work with their partners. Provide notebook paper to students.
b. Have available for students a dictionary or an online dictionary.
c. The word you’re going to define is [say word].
d. Show Transparency 18: Notebook Paper (T18) as needed. Have students write the word. Write on T18 as needed.
e. Have students refer to the Strategy Bookmark as they find and write the definition. Monitor students. Guide as needed.
f. Ask students for the definition and where it was found. Write on T18 as needed. Accept reasonable responses. (When you have completed this activity, retain T18 with any written notes for the next activity.)

2. Direct students to place the Strategy Bookmark in the next section of the textbook.

**PART C  10 minutes**

**Teacher Support**

**Fluency Strategies**

**Activity** Oral Reading and Information Learned

1. Direct students to the textbook fluency passage from Unit 22, Lesson 1.

2. Have students take home notes from Lessons 1–4. Tell students to study these for the Lesson 5 assessment.

**Routine • Taking Turns and Information Learned**

a. Assign student partners. Provide notebook paper to students.
b. Ask students to read orally and to take turns. Monitor students. Guide as needed.
c. Have students write three things they’ve learned and then discuss them with their partners. Monitor students. Guide as needed.
d. Ask students to read their answers. Show T18 from the previous activity as needed. Write on T18 as needed.

**Lesson Wrap-Up**

Conclude lesson with a brief review of reading skills and strategies taught (review text connections, text structure, comprehension monitoring, SQ3R, QHL, Strategy Bookmark, and word-learning strategies).