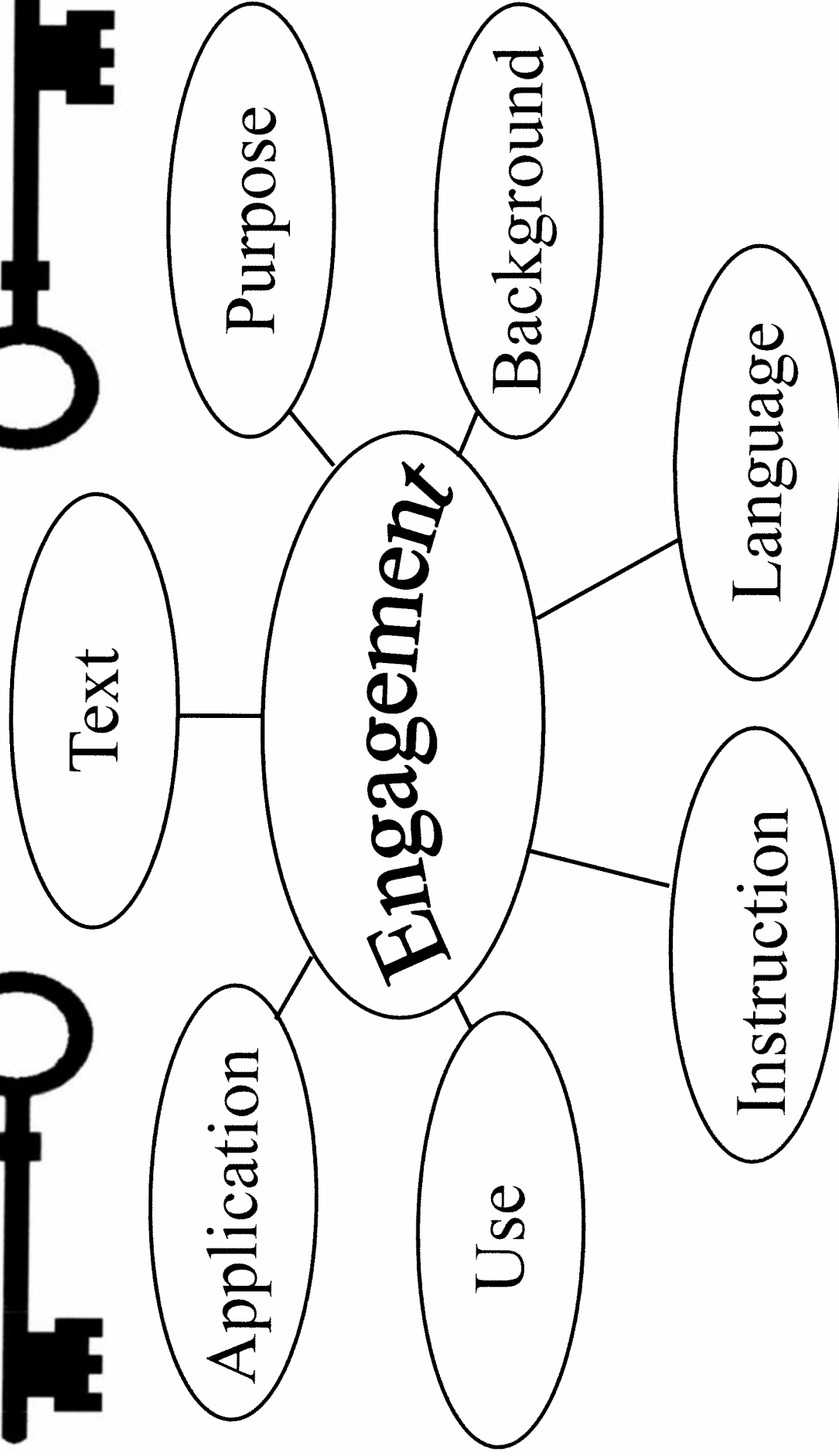
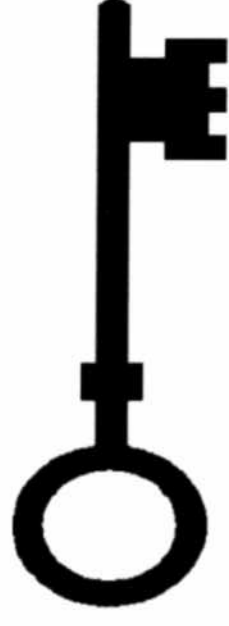


Power Strategies Overview

Content/Specialized Vocabulary	uses a variety of strategies to identify content-specific, specialized vocabulary words; chooses and uses appropriate content-specific, specialized vocabulary words to enrich nonfiction writing.
Text Features	identifies and uses text features to support comprehension and develop nonfiction pieces of writing that are considerate to readers.
Text Structures	recognizes organization features of expository and informational text structures: compare/contrast, question/answer, problem/solution, cause/effect, sequence/chronology, description. Recognizes and uses cue words writers use to cue readers to organization structure. Uses knowledge to support comprehension and as potential organizational tools for writing.
Monitoring Comprehension	recognizes importance of monitoring understanding during reading. Uses a variety of strategies to support comprehension before, during, and after reading (metacognition).
Previewing Text	uses a variety of strategies to establish purpose for reading; plans for reading; preview text; and, determines possible supports and challenges of text.
Activating Background Knowledge	uses strategies to assess current level of background knowledge; determines amount of background knowledge needed to assess the text; and, uses features of text to connect current background knowledge to information that will be gained during reading.
Questioning	questions the text, the author and him/herself as a way to focus, connect, predict, infer, analyze, and synthesize text; asks important questions to focus reading for information; uses questioning to anticipate readers' questions when writing.
Noting, Organizing, and Retrieving Information	uses strategies to note important information; organize information based on learning styles and purpose for use; retrieves information to use for demonstrating learning and other writing purposes.

Where do great lessons begin and end?



Admit Slip: 3-2-1

3. List **three** words you think of when you look at this picture.

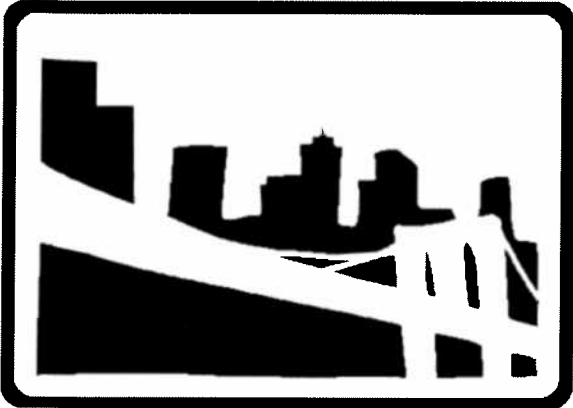
2. Write **two** ideas you have based on the picture and your words. If possible, use your words as you write your ideas.

a. I think...

b. I think...

1. Write **one** question you have.

FACTS & QUESTIONS LADDER

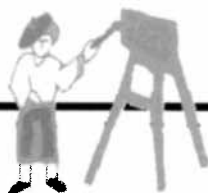


Getting the Most from Visual Information

Read the pictures and the captions to determine information and develop questions based on the visuals in this chapter/selection.

Picture My first impression/response Fact(s) from the picture... Illustration made me wonder...

How do visuals/pictures work together with the words in the text to help tell the story of this event and the challenges of recovering after the event?



Wordstorming to Anticipate Content

A-B

C-D

E-F

G-H

I-J

K-L

M-N

O-P

Q-R

S-T

U-V

WXYZ



Content Prediction:

Questions Article Should Answer:

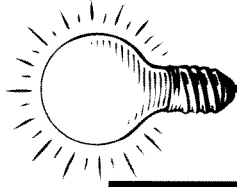
I/We're Experts On _____

Front of Card

Notes:

My Thoughts/Connections:

Important Names, Dates, Words:



Back of Card

Illustrations:

Important Points for Presentation:

* * * *

Sources/Citations:

Expert Groups: *Bucking the Sarge*

Choose one of the following topics and become our expert on the topic. When we encounter your topic in our reading of *Bucking the Sarge*, we'll ask you to provide background knowledge to help us understand the importance of that topic in our novel.

Flint, Michigan

Philosopher

Methuselah

Millenium

Hokey Pokey

Temptations, Funkadelics, Marvin Gaye

Morticia

Scurvy [lurvy]

Billy Goat Gruff

Hansel and Gretel

Mody Dick

Sheep in a Jeep

Loan shark

Caveat emptor

Pablo Picasso

Muhammad Ali

Ali Baba

Versace

Rolex

Ferragamos

Benjamins

Little House on the Prairie

Adrenaline/fight or flight response

Titanic

Port Saint Lucie

Jacob Lawrence

Black Panthers

Nobel Peace Prize

Fred Flintstone/Barney Rubble

Fidel (Castro)/Havana

Garden of Eden

Lead Poisoning



Information Pass:



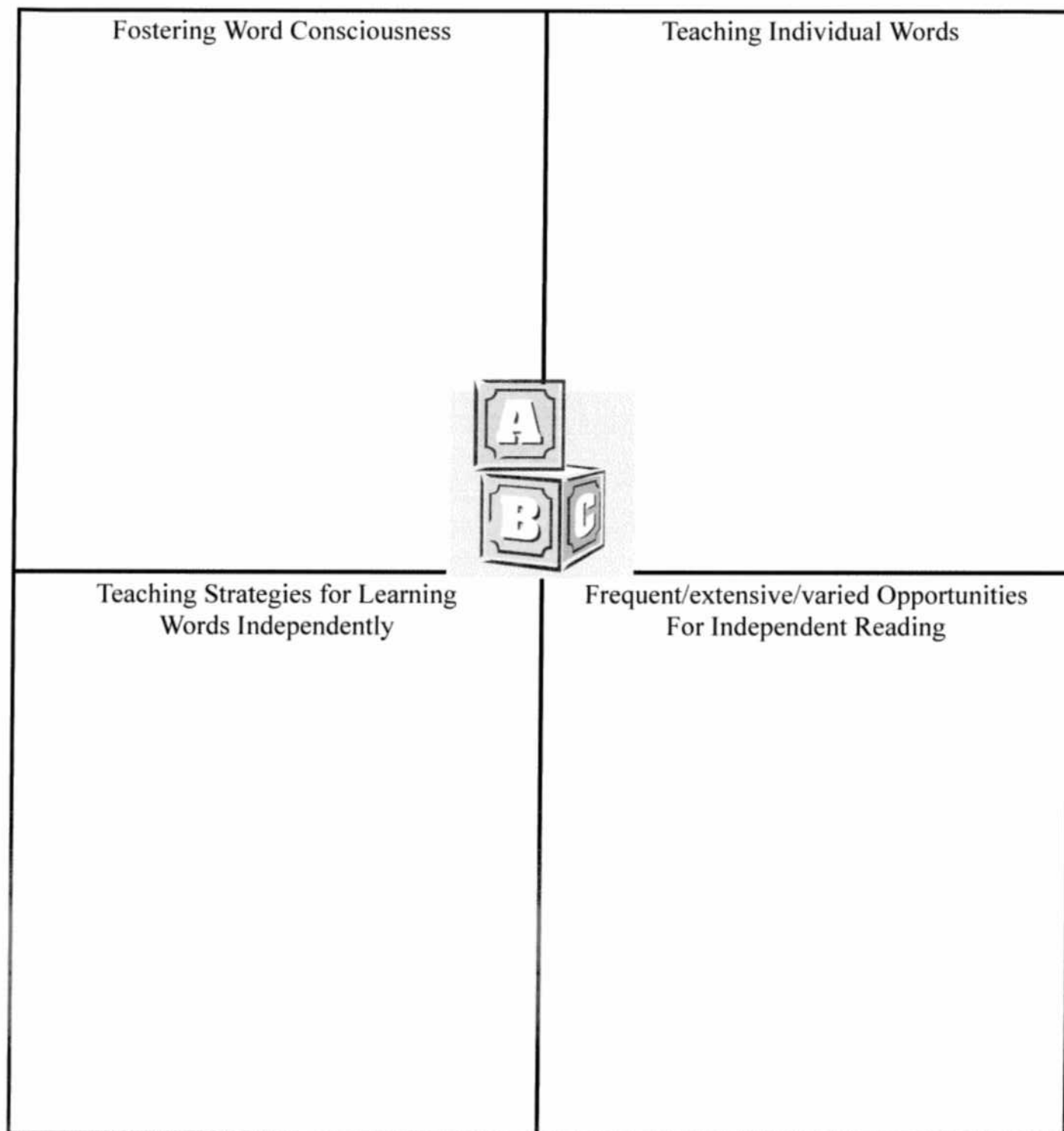
Title/Author

Text Type

Related Vocabulary

Information/Questions

Four Components of a Comprehensive Vocabulary Program



Portable Word Wall for _____

A-B

C-D

E-F

G-H

I-J

K-L

M-N

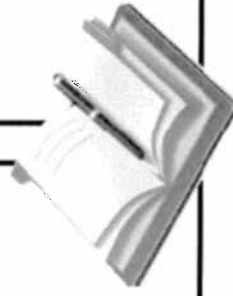
O-P

Q-R

S-T


U-V

WXYZ



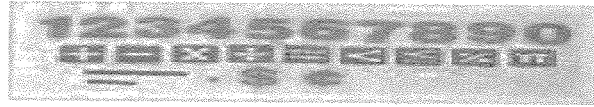
Word Notes:

The Language of Math

word	In math it means. . .	General meaning usage is . . .	Visual to help me remember . . .
base	number indicates grouping used in numeration system	bottom of something, support	
power			
product			

Morpheme Math!

Morphemes are the smallest unit of meaningful language. A morpheme cannot be broken into smaller parts. If you know common morphemes used in math, it can help you figure out the meanings of lots of math terms.



bi-
(two)

binomial

centi-
(hundred)

centimeter

circum-
(around)

circumference

hexa-
(six)

hexagon

Vocab-O-Gram

Use the vocabulary words in the word bank to make predictions about the book we are reading. You can use the words more than once to make your predictions. Think about how you think the author of the book will use the words in the story. List words that you think will go with each category of the story structure and then use those words to answer the questions about structure. If there are any words your group can't use because they are too unfamiliar, list those words at the bottom as Mystery Words.



Setting	How will the author describe the setting?
Characters	What predictions can you make about the characters?
Conflict/Problem	What will the conflict be? Who will be involved?
Plot	What will happen in the story?
Resolution	How will the story end?
Questions	What questions do you have about the story?
Mystery Words	

Words in Context Plus

Definition:



Is
Not

Is

Is
Not

Is

Is
Not

Is

Ex.

Ex.

Ex.

Parts of Word I Know



Words in the Family

Alike But Different

What We Have in Common

What Makes Us Unique

How I'll Remember

Using Context to Help Figure Out Unknown Words

Using context Means...

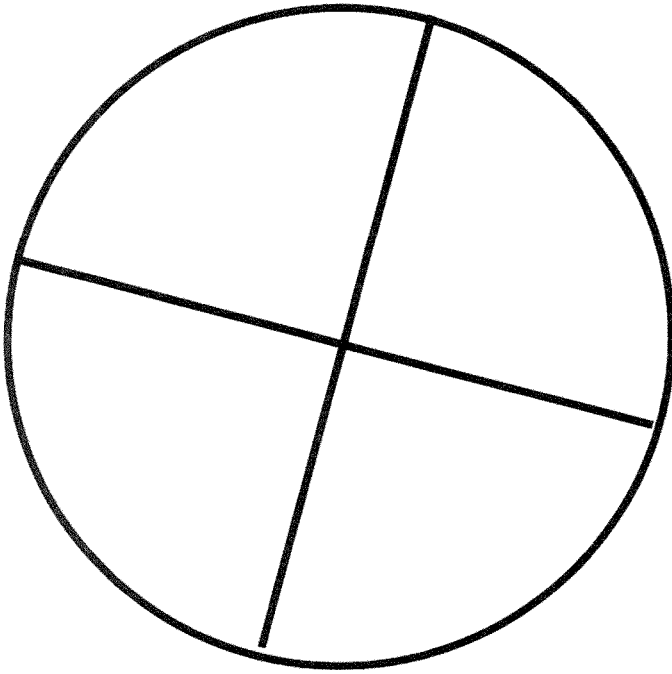
**Examples of Using Context in
Our Reading**

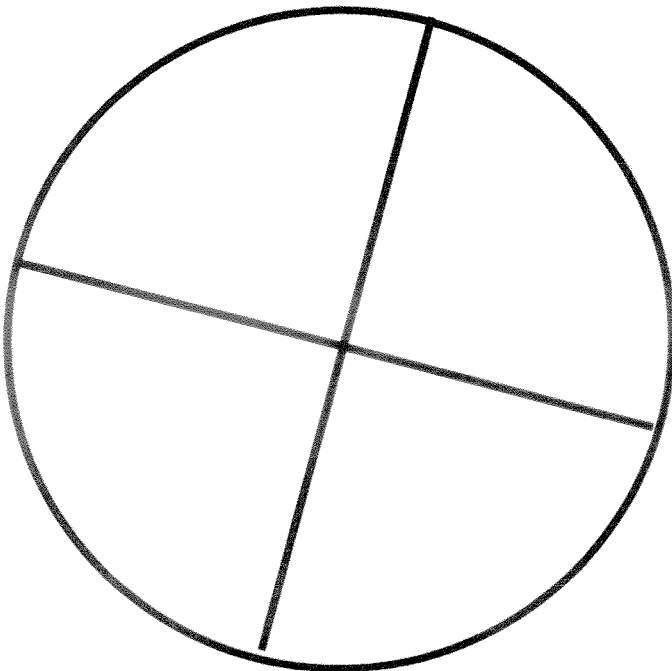


**I Can Use Context in the
Following Ways...**

Concept Circles

Look at the items in the concept circle. Write about your understanding of _____ by highlighting the connections between and among each of the items in the concept circle. What is the significance of each one and how do the items in the concept circle fit together?





Writing Objectives

The purpose of this lesson

is to help students learn

how to _____

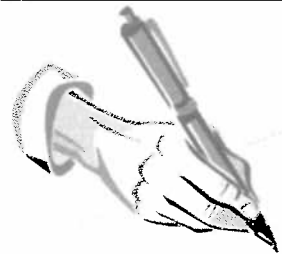
in order to _____

by using _____.

I'll know they've learned it

when _____

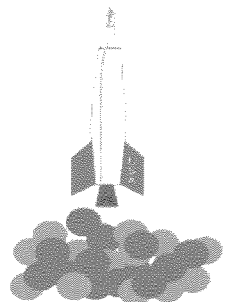
_____.



LAUNCH into Reading

One of the most common errors people make is not taking the time to preview a text before starting to read. Previewing helps build background knowledge so your brain has a place to store the new information you read. Preview *Deadly Invaders* using the LAUNCH technique.

- L. Look at the visuals in this book. List three things related to deadly invaders you learned just from looking at the pictures and other visual information
- 1.
 - 2.
 - 3.
- A. Ask yourself what you already know about this subject. List at least three things you already knew about this topic before reading this book.
- 1.
 - 2.
 - 3.
- U. Uncover the specific topics in this book by reading the index. Write three questions you have about deadly invaders based on the topics listed in the index.
- 1.
 - 2.
 - 3.
- N. Note the chapter titles listed in the Table of Contents. Use the chapter titles to predict at least three things you will learn about deadly invaders.
- 1.
 - 2.
 - 3.
- C. Check out the fact and information boxes found throughout the text. Are the facts and information boxes used in the same way in each chapter? How would that information help you as you read?
- H. Help! List the text supports you found during your preview that will help you find and keep track of the important information in this book.
- Map (17) The map would give me an idea of where the virus is.
 -
 -
 -



Questions Matrix

Directions: First, preview the text by checking out the title, headings, visuals, and highlighted notes. Then, based on the information you gained from previewing the text, use one or more of the words on the left to develop one or more questions for each of the five W's and the H.

	Who	What	Where	When	Why	How
is						
Won't						
did						
might						
should						
will						



Questions Game Frame

TEXT _____ TEXT _____

My Questions	Response from Partner
1.	1.
2.	2.
3.	3.

Paired Questions	Response from Paired Partners
1.	1.
2.	2.

Question to Contribute to Whole-class Discussion from Small Group
1.



I was thinking...

Emotions I was
experiencing...

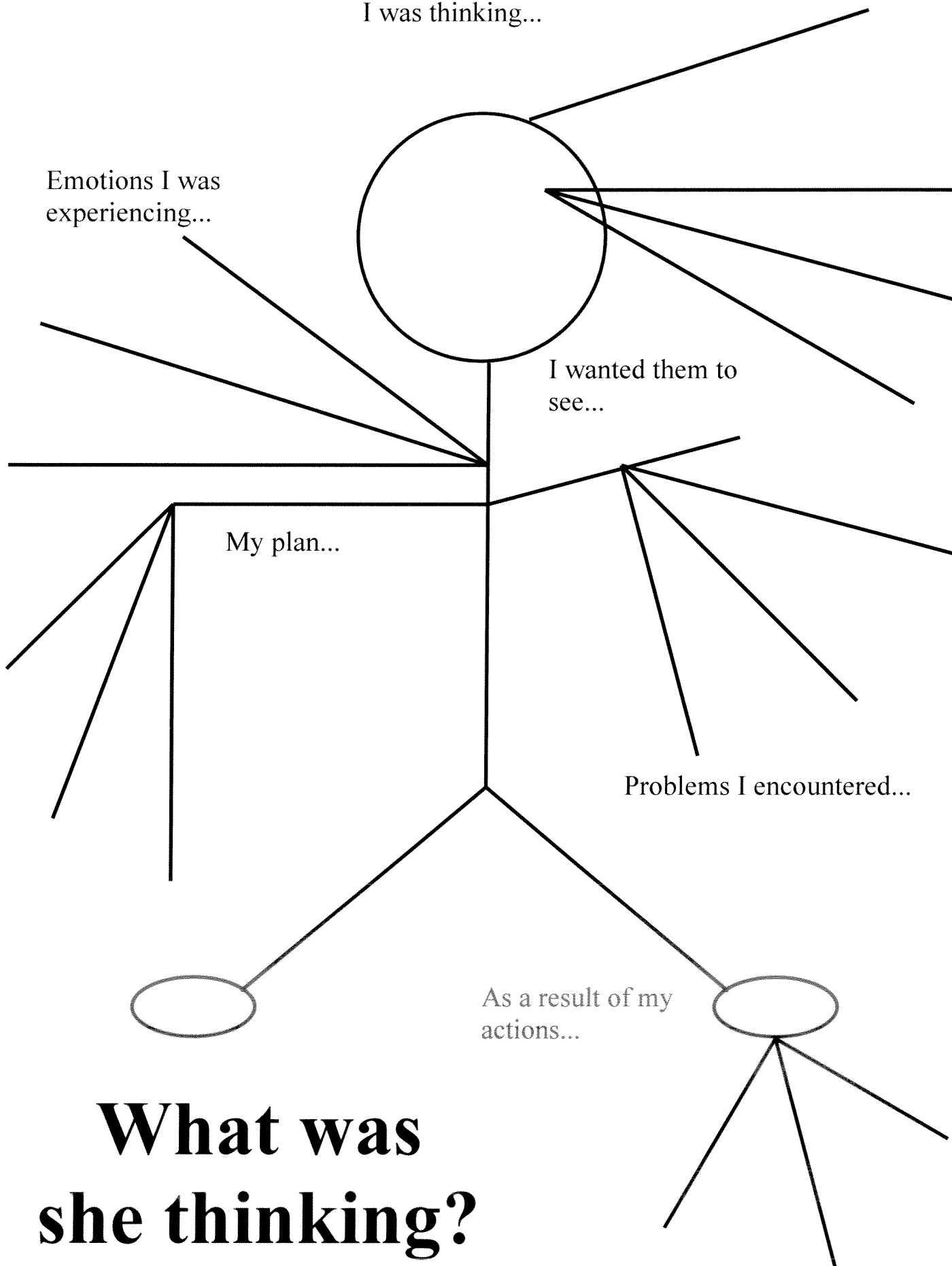
I wanted them to
see...

My plan...

Problems I encountered...

As a result of my
actions...

**What was
she thinking?**

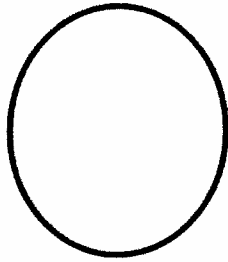


World History: Ancient Civilizations

1.

2.

3.







1.

2.

3.

4.

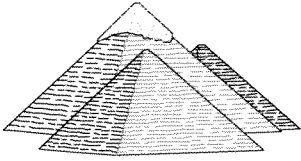
5.

6.

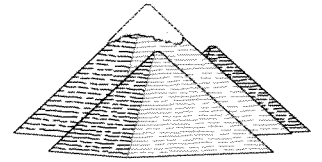
7.



Textbook Activity Guide(Adapted from Davey, 1986)



The New Kingdom (pp.199-203)



Complete the following textbook activity guide with your learning partner or group by following the strategy codes below.

P= Discuss with your group or partner

Map= Complete a semantic map

WR= Write a written response on your own

to represent the

Skim= Read quickly for the stated purpose;

information

discuss with partner

PP= Predict with partner

Skim 1. (201) Use the timeline to determine the years of the New Kingdom.

Skim 2. (199-203) With your partner, list all the headings and subheadings found in this section.

_____ (HEADING)

PP, WR 3. Based on the subheadings, create two prediction questions. for example, if I look at the subheading, "A Better Calendar," my prediction question might be, "I wonder if the book will tell me how the Egyptian calendar is different from the one that existed before?"

P 4. (199) Discuss with your partner the way the word *pharaoh* changed in meaning. Write the two meanings below.

Map, 5. (200-203) Work with your partner to complete a graphic map which compares and contrasts the accomplishments of Hapshepsut and Thutmose III.

Ruler Accomplishments

Hatshepsut

Thutmose III



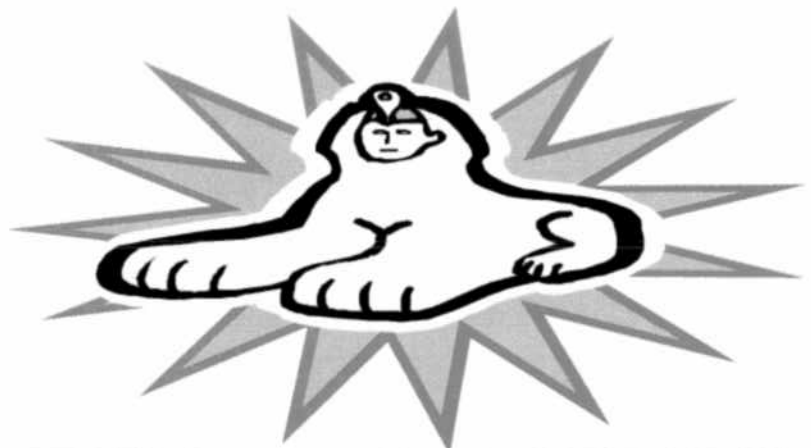
WR, 6. (200) Write a note to yourself about why there were no pyramids built during this period.

Map, 7. Create a MAP which shows the order of rulers during the New Kingdom.

PP, WR, 8. (200-201) Predict with your partner the response of the Egyptian people when Hatshepsut wouldn't let Thutmose III rule the Kingdom. Create newspaper headlines for that day's newspaper. Create one headline for an interview with Hatshepsut, one headline after interviewing a man and woman on the street, and one headline after interviewing Thutmose III.

Map, 9. Create 2 obelisks--one representing Hatshepsut's reign and one representing Thutmose III's reign. Your words and drawings should be specific enough that you could match the obelisk with the ruler.

P, WR, 10. Discuss with your partner the lasting gifts we have received from the rulers and people living during the New Kingdom age. Write a summary sentence which would help us remember those gifts.



3-2-1 Notetaking

Keeping a record of what stood out for you as you read can help you when thinking and writing about a topic. Use this organizer to note significant words and notes. Then, summarize your reading by noting the main idea for each section of your reading.

Chapter #	List 3 important words or phrases	Write 2 notes you want to remember	Main Idea for Section
Title, art, and introduction			
opening to Material weldability			
Material weldability to The welding procedure			
The welding procedure to closing chart			
Orbital Welding Equipment Cost Justification			



Writing-to-Learn Supports And Interventions



Writing-to-Learn

Ideas for Use

Summarize the “So What?” of what we have read or talked about.

Respond to a comment/insight from someone in our discussion.

Analyze the cause that led to the effect.

Define (in your own words) the concept we just studied.

Sketch or represent with graphics the process as you understand it.

Question what you just heard/read.

Paraphrase the quote that is the significant piece of this text.

Describe the process you used to solve this problem.

Create a graphic organizer that represents the connections.

Explain where you think some students got lost in this Process.

Predict what you think will occur next.

Write about your experience with learning this concept.

Document the most important points you would teach someone about this concept.

Connect today’s study with what you learned yesterday.

Triple Entry Journal



Significant to me... (text, visuals, layout, features, etc.)	Made me wonder/think about... (questions, response, reflections, connections to self/text/world, commentary, etc.)	After more reading and talking, I now think...

Point of View Guide

Eyes:

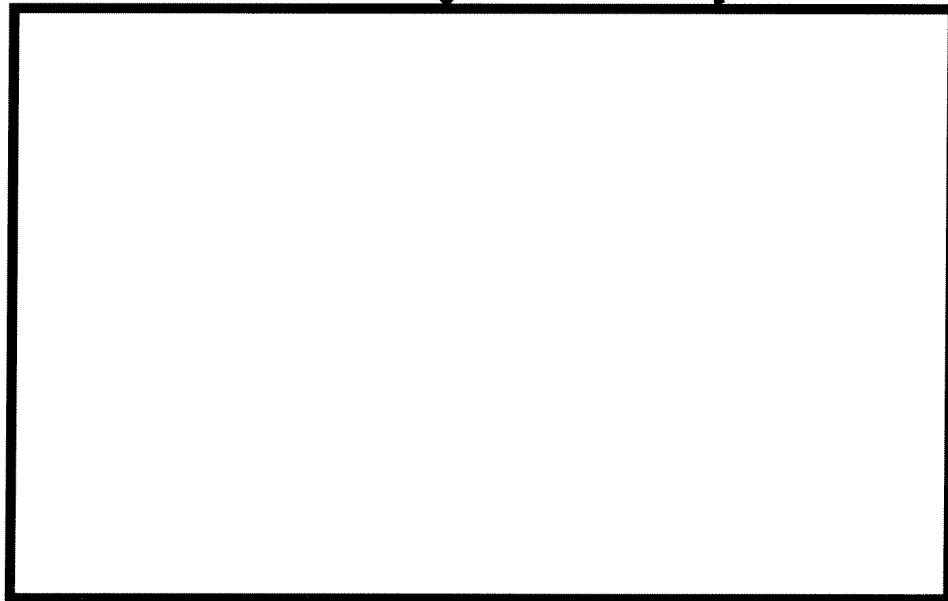
Head:

Ears:

Mouth:

Hands:

Heart:



SPAWN

S--special powers

P--problem solving

A--alternative viewpoints

W--what if

N--next



S	
P	
A	
W	
N	

Writing an Interesting, Organized, Ever-Wondered Essay

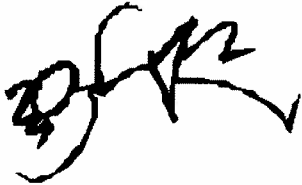

An interesting, organized,
ever-wondered essay always
includes...



A collaborative example of a
well-written essay...

It sometimes includes...

Ever-Wondered? Essay

Title	First Paragraph	Body Paragraphs	Final Paragraph	Text
*	*	*	*	
*	*	*	*	
*	*	*	*	
Content Considerations				
				

Peer Response: Writing a Persuasive Essay



	Elements of Persuasion	Organization/Impact	Mechanics/Use of Language
Meets or Exceeds Criteria			
Needs Some Revision/Editing			
Needs Major Revision/Editing			

I Was Impressed with...

These Areas Need Some Revision...

Scoring Guide: Persuasive Speaking/Writing

I. Topic Development

_____ out of _____

- + Chosen topic has more than one side making it suitable for persuasion.
- + Topic has arguments and counter-arguments.
- + Language is used to solicit reader/listener's opinion.
- Chosen topic is flat and has no possibility of argument or need for persuasion.
- Language is generic and low-impact which would not entice reader/listener.

II. Facts/Details Supporting Argument

_____ out of _____

- + details used to sway reader/listener.
- + Facts chosen carefully in order to support position of writer.
- + Statements are made in a way that activates audience sense of logic and justice.
- Details are irrelevant or weak in terms of argument.
- Facts could be used in multiple ways and do not support writer's position.
- Writer unaware of impact on audience and doesn't anticipate arguments.

III. Research

_____ out of _____

- + Used reliable authorities/experts to bolster argument or position.
- + used statistics or facts that add weight to argument or position.
- + Provided logical support for audience in understandable formats (comparison, emotional appeal, illustrations, and examples).
- Lacked any support from experts or authorities to bolster argument.
- Statistics and facts were vague, inaccurate, and/or misused.
- Offered no support to bring audience to writer's point of view: examples, illustrations, emotional appeal, comparisons.





IV. Organization

_____ out of _____

- + Writer/Speaker had a clearly chosen topic and position related to topic.
- + Writer presented several strong arguments in support of position on topic.
- + Writer used transition words/statements to hold audience to multiple arguments.
- + Writer let audience know what he/she hoped audience would believe.
- + Writer chose clear organizational structure: topic, argument, conclusion.
- Writer's position in relation to topic is unclear/unstated.
- No transitions which left reader unsure of connections between/among points.
- Audience left with uncertain opinion about writer's position or opinion writer hoped audience would have.
- No organizational structure which made persuasive writing seem rambling and unfocused.

V. Grammar/Mechanics

_____ out of _____

- + Grammar and mechanics were mostly correct and did not interfere with reading or listening.
- Grammar and mechanical errors interfered with message of writing or speech.

Comments:

Suggestions:

Total _____ **out of** _____