Reading Mini-Lessons

Applying Context to Word Recognition

Have a discussion with students and ask how they go about solving unknown words. Record their responses in a brainstorm. Next ask them what is meant by context. During independent reading students will try to apply context to support their understanding of words they don’t know. Supply each student with a sticky note. They will record any unknown words they come across as well as the page number of their books. After a few minutes of reading ask the students if they have come across any unknown words. Once a student identifies an unknown word have them read the paragraph around the word. Using the information that was just read ask students if they could make a guess as to what the word means. If still unclear have a student look up the definition of the word in a dictionary or online.

Prediction

During a shared reading (where the teacher reads to the class) stop momentarily. Ask the students to make a prediction about what is going to happen next. First have them turn to a partner and take turns with their partner sharing their prediction. Then have volunteers offer predictions for a whole class discussion. After a few predictions are made have students explain what information in the book makes the prediction a reasonable one.

Book Review

Students can begin considering how they might create some form of a book review for when they complete a book. Their options can be varied (create a commercial, interview with an author, poster, book cover, etc.) To create an effective book review they will need to carefully determine what they like and do not like about the book and consider how this could be articulated to an audience. This is likely a useful activity if students are working in partners or in small groups. The collaboration with peers will help students not only work on collaboration skills, but also improve the students finished products.