

B. Teach/Model (10 minutes)

Model how using prior knowledge and questioning before and during reading help you identify and clarify information in a text.

1. Have students turn to page 7 in their Activity Books. Explain the Questions and Answers chart.
2. Tell students you're going to read the passage, "Fads." Before you read, tell them you want them to think about what they know about this topic. Remind the class that they all have different questions depending on what they already know about the topic.

Teach/Model
Steps 2-6



I'm going to read about a topic that most of you may know something about. It's about fads. As you have just learned, it's a good idea to think about what you know about a topic before you begin reading. Doing this helps you have a purpose as you read.

3. Have students work with their partners to brainstorm what they know about fads and write this information in the "Before Reading: What I Know About Fads..." section of the page. Give students a few minutes for this activity.

Start by thinking about what you already know about this topic. Turn to your partner and discuss the things you know about fads. You'll share what you know as a class in a few minutes.

Activity Book, p. 7/
Transparency 3.2

Wander around the classroom, and listen as students discuss what they know. Help students as needed.

4. Ask pairs of students to share they know about fads. Write their responses on Transparency 3.2.

Great! I heard many of you talking about what you already know about fads. As you recall from the unit Using Prior Knowledge, thinking about what you know about a topic before you read about it helps you make sense of the text.

You may want to insert your own experience with a fad.

Who would like to share what they know about this topic?

Fads

BEFORE READING: WHAT I KNOW ABOUT FADS...

QUESTIONS	ANSWERS
	I learned
	I learned
	I learned

LINGERING QUESTIONS

DIGGING READING UNIT 3, WEEK 1, Day 2 7