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| **Lesson Purpose:**[Circle One]      **Reading Efficiently**      Reading Critically    *Read Efficiently to locate information on-line.*    **Challenge:***How does the water strider move?* | |
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| **Anchor text(s):**  What online text(s) are students likely to encounter when reading for this purpose?  \*informational websites on bugs and habitats  Gather a few representative screenshots and/or website addresses within which you will focus your think-aloud model  [www.kidrex.org/results/?q=How+does+the+water+strider+move.....](http://www.kidrex.org/results/?q=How+does+the+water+strider+move.....)  \*\*\* enchantedlearning.com/subjects/bugs/waterstrider/Wsprintout.shtml  [www.nwf.org/Wildlife/Wildlife-Library/Invertebrates/Water-Strider.aspx](http://www.nwf.org/Wildlife/Wildlife-Library/Invertebrates/Water-Strider.aspx)  [www.fcps.edu/islandcreekes/ecology/common\_water\_strider.htm](http://www.fcps.edu/islandcreekes/ecology/common_water_strider.htm) | |
| **Teacher commentary during the think-aloud** | **Strategies modeled/practiced** |
| **MODEL:**  **Have prompting guide about steps to find information**  *How can I find the answer to the question we came up with last time?  I could look in a book, but it may be easier to look on-line.*  *How am I going to find the information I want on-line?  I am going to type it into a search engine, in this case kidRex.*  *To make sure the information I find is reliable, I want to find a few different sources to help us make the summary about how this type of bug moves on water.*  *Now I need to figure out what page to use.  I don't think this page will work because the summary doesn't talk about the information I need, the title is about frogs not bugs, etcetera.*  *I am going to start with this page (nwf.org) because the title is about what we're researching, the summary give me some idea about how they move so I think it will be a good source.*  *What are some features that can help us out on this page (images, titles, navigation bar, ecetera)*  *When we read online we can still use the fab four.  Let's look through the page and do the fab four on the section about how the bug moves since that's what we're searching for.  Don't forget to make sure what you're reading makes sense and you are using your decoding skills on the new words we're going to  see.*  *Now that we''ve read through the section let's finish with the fab four.  Now let's add the summary to a table in our journal so we remember what this source told us.  Let's also record 2 or 3 of our questions in the chart too, and see if other sources answer the questions.* | \*Framing a question to research  \*Making a plan  \*How to anticipate challenges  \*Determining important concepts  \*Selecting reliable and relevant resources |
| **PRACTICE:**  *Now you try, let's find another resource to add to our table in our journal.*  *Use same steps that I used when modeling and have the prompting guide there so that I can do non-verbal prompting to help her along.*  *Then record the outcome in the journal again.* | We didn't have time for this section.  In the next lesson, I plan to implement the practice section of the think aloud.  I will begin by reviewing some of the components I modeled last time before she gets to take over. |
| **REFLECT:**  *Now that we've read, let's make a final summary of what we learned based on both sources.  What information that we found answers our question?  How can we summarize that in a few sentences.  Talk about how we can make connections with prior knowledge and different sources to help us create our summary.*  *What are some of the difference between using books and Internet?  What did we have to differently?  What was the same?  How did the fab four work with an on-line source?  What do we need to research next?* | Summarizing  Questioning  Making connections |

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