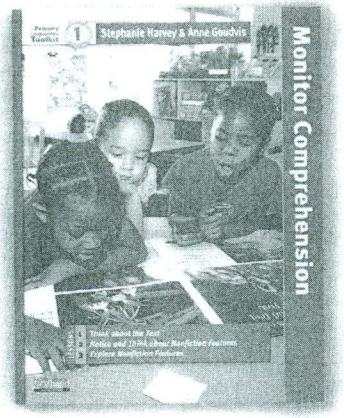


Lesson Titles and Lesson Texts

Lesson Number and Title *Lesson Text and Author*

Book 1

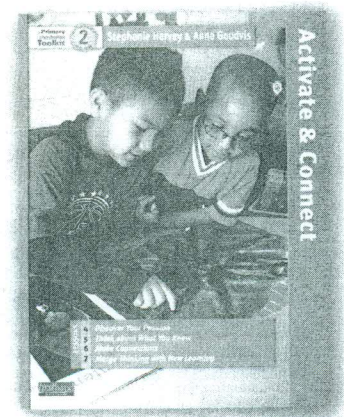
Monitor Comprehension



- | | |
|--|--|
| <p>1 <i>Think about the Text</i>
Look, listen, talk, write, and draw to express thinking</p> | <p><i>The Art Lesson</i>
by Tomie dePaola</p> |
| <p>2 <i>Notice and Think about Nonfiction Features</i>
Construct a <i>Feature/Purpose</i> chart</p> | <p><i>“Taking a Trip”</i>
<i>TIME For Kids</i>
<i>“Fly With a Butterfly”</i>
<i>National Geographic Young Explorer</i></p> |
| <p>3 <i>Explore Nonfiction Features</i>
Create Nonfiction Feature books</p> | <p><i>“Taking a Trip”</i>
<i>TIME For Kids</i>
<i>“Fly With a Butterfly”</i>
<i>National Geographic Young Explorer</i></p> |

Book 2

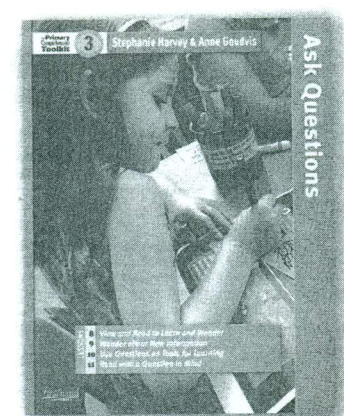
Activate & Connect



- | | |
|---|--|
| <p>4 <i>Discover Your Passion</i>
Become a specialist</p> | <p><i>“Fly With a Butterfly”</i>
<i>National Geographic Young Explorer</i></p> |
| <p>5 <i>Think about What You Know</i>
Write teaching books</p> | <p><i>“Fly With a Butterfly”</i>
<i>National Geographic Young Explorer</i></p> |
| <p>6 <i>Make Connections</i>
Use personal experience to construct meaning</p> | <p><i>Patches Lost and Found</i>
by Steven Kroll</p> |
| <p>7 <i>Merge Thinking with New Learning</i>
Stop, think, and react to information</p> | <p><i>Insects</i>
by Robin Bernard</p> |

Book 3

Ask Questions



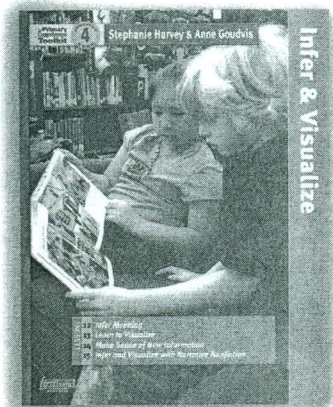
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|---|--|
| <p>8 <i>View and Read to Learn and Wonder</i>
Use images and words to gain understanding</p> | <p><i>“Spiders!”</i>
<i>TIME For Kids</i></p> |
| <p>9 <i>Wonder about New Information</i>
Ask questions when you read, listen, and view</p> | <p><i>Recess at 20 Below</i>
by Cindy Lou Aillaud</p> |
| <p>10 <i>Use Questions as Tools for Learning</i>
Understand why some questions are answered and some are not</p> | <p><i>Biggest, Strongest, Fastest</i>
by Steve Jenkins</p> |
| <p>11 <i>Read with a Question in Mind</i>
Find answers to expand thinking</p> | <p><i>Tornado</i>
by Catherine Chambers</p> |

Lesson Number and Title

Lesson Text and Author

Book 4

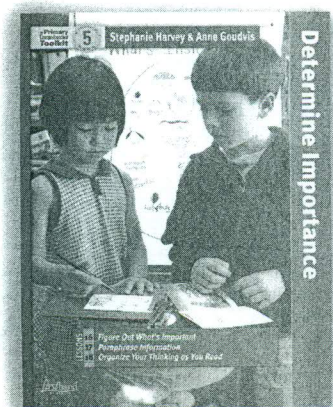
Infer & Visualize



- | | |
|---|---|
| <p>12 Infer Meaning
Merge background knowledge with clues from the text</p> | <p><i>Honey, I Love and other love poems</i>
by Eloise Greenfield</p> |
| <p>13 Learn to Visualize
Get a picture in your mind</p> | <p><i>Honey, I Love and other love poems</i>
by Eloise Greenfield</p> |
| <p>14 Make Sense of New Information
Infer from features, pictures, and words</p> | <p>“Ladybugs Grow Up”
<i>TIME For Kids</i></p> |
| <p>15 Infer and Visualize with Narrative Nonfiction
Tie thinking to the text</p> | <p><i>Antarctica</i>
by Helen Cowcher</p> |

Book 5

Determine Importance



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|--|---|
| <p>16 Figure Out What’s Important
Separate important information from interesting details</p> | <p>“Amazing Helen Keller”
<i>TIME For Kids</i></p> |
| <p>17 Paraphrase Information
Merge your thinking to make meaning</p> | <p>“A Visit to Mexico”
<i>TIME For Kids</i></p> |
| <p>18 Organize your Thinking as You Read
Take notes to record information</p> | <p>“Welcome to the Rain Forest”
<i>TIME For Kids</i></p> |

Book 6

Summarize & Synthesize



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|---|---|
| <p>19 Summarize Information
Put it in your own words and keep it interesting</p> | <p>“Welcome to the Rain Forest”
<i>TIME For Kids</i></p> |
| <p>20 Read to Get the Big Ideas
Synthesize the text</p> | <p><i>The Great Kapok Tree</i>
by Lynne Cherry</p> |
| <p>21 Explore and Investigate
Read, write, and draw in researcher’s workshop</p> | <p>“Welcome to the Rain Forest”
<i>TIME For Kids</i>
<i>The Great Kapok Tree</i>
by Lynne Cherry</p> |
| <p>22 Share Your Learning
Create projects to demonstrate understanding</p> | <p>Student work
A variety of texts on the project topic</p> |