

## ESSENTIAL LAB RELATED READING PASSAGES

TITLE:

### **BEFORE READING:**

**Activate Prior Knowledge:** Provide background for students by previewing the book. Discuss the text features and preview the key vocabulary and concepts.

### **Vocabulary:**

- **Focus on vocabulary prior to reading.** When possible, link the new term to an experiment, diagram, demonstration, piece of equipment, or prior learning experience.
- **Make dictionaries available.** If possible, have a dictionary on each desk during reading assignments.
- **Teach students to use the dictionary when they encounter the first unknown word.** Skipping unknown words in hopes of defining them through context reduces science literacy.
- **Have students create "Science Signs," or flash cards for new vocabulary.** Put the term on the front. The definition and a sentence or representative diagram should go on the back, as well as any information which links this term to prior or current learning.
- **Manage a "Science Sign Sort" activity.** Have students create categories and sort their Science Signs of both new and mastered vocabulary appropriately.

### **Comprehension Skill: DRTA**

**D - DIRECT** - Stimulate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. Use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). Students should be encouraged to justify their responses and activate prior knowledge.

**R - READING** - Have students read up to the first pre-selected stopping point in the text. Then prompt the students with questions about specific information and ask them to evaluate their predictions and refine them if necessary. *This process should be continued until students have read each section of the passage.*

NGSSS:

**T - THINKING** - At the end of the reading, have students go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. Deepen the thinking process by asking questions such as:

- What do you think about your predictions now?
- What did you find in the text to prove your predictions?
- What did you find in the text that caused you to modify your predictions?

### **DURING READING:**

**Think Critically: Have students answer:**

- 1.
- 2.
- 3.
- 4.
- 5.

### **AFTER READING:**

**Writing in Science:** Have students utilize the graphic organizer to assist them in summarizing what they have just read.

**Organize Information:** Predict

Have students complete the Note-Taking chart.