What's the Scoop?

Skill

- Making Connections Through Questioning
- Synthesizing
- Examining Ideas

Management Tip

After individuals complete this organizer, discuss responses as a class to help lead students to new insights and opportunities for deeper thinking.

Literature Link

Owls by Gail Gibbons (Holiday House, 2005).

Uses labeled illustrations and diagrams to explore the habitats, life styles, and development of owls, as well as environmental hazards that threaten them.

Purpose

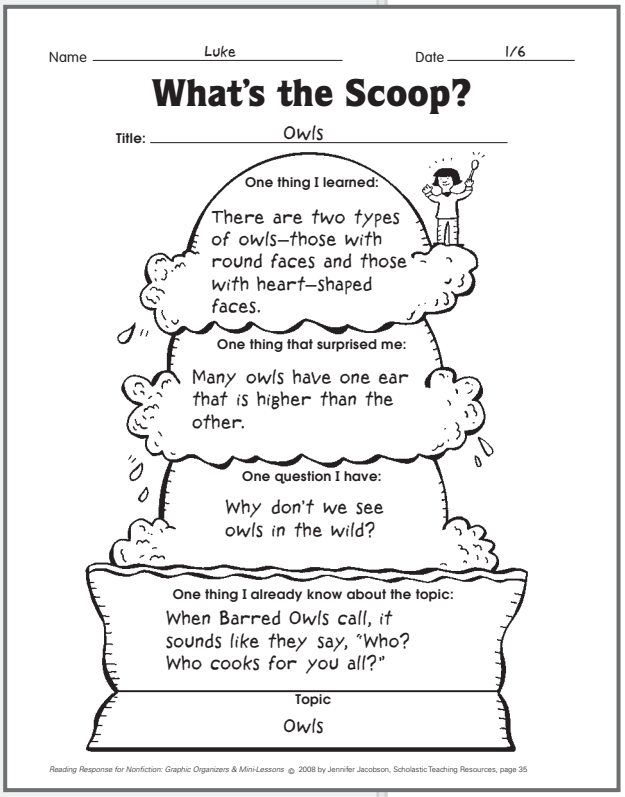
Students monitor their own interaction with text to increase comprehension of a nonfiction selection.

Introducing the Activity

Display a nonfiction read-aloud that students are unfamiliar with. Explain to them that as you read the book, you'll talk aloud to yourself to demonstrate how a reader might interact with the text to help improve understanding of what is read.

Using the Graphic Organizer

1. Display a transparency of the graphic organizer on the overhead projector or draw the ice cream dish on the board. Fill in the title of the book.
2. Before reading, tell students the topic of the book and write it on the bottom section of the ice cream dish. Name one fact you already know about that topic. Write the fact on the top section of the dish.
3. Read the book to students, pausing to talk aloud to yourself to demonstrate your own interaction with the text. For example, you might:
   - generate a question that comes to mind as you read.
   - react to information that surprises you.
   - point out something you learned from the text.
4. As you interact with the text, record your responses on the appropriate ice cream scoops.
5. Distribute copies of the organizer for students to use with other nonfiction texts.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What's the Scoop?

Title: Owls

One thing I learned:
There are two types of owls—those with round faces and those with heart-shaped faces.

One thing that surprised me:
Many owls have one ear that is higher than the other.

One question I have:
Why don't we see owls in the wild?

One thing I already know about the topic:
When Barred Owls call, it sounds like they say, "Who? Who cooks for you all?"

Topic
Owls

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Taking It Further

To further demonstrate engagement, share personal connections that you make with the text—especially those that lead you to ask a question. Jot a few words regarding these text-to-self connections on the top scoop. Tell students that these personal touches are the "sprinkles!"

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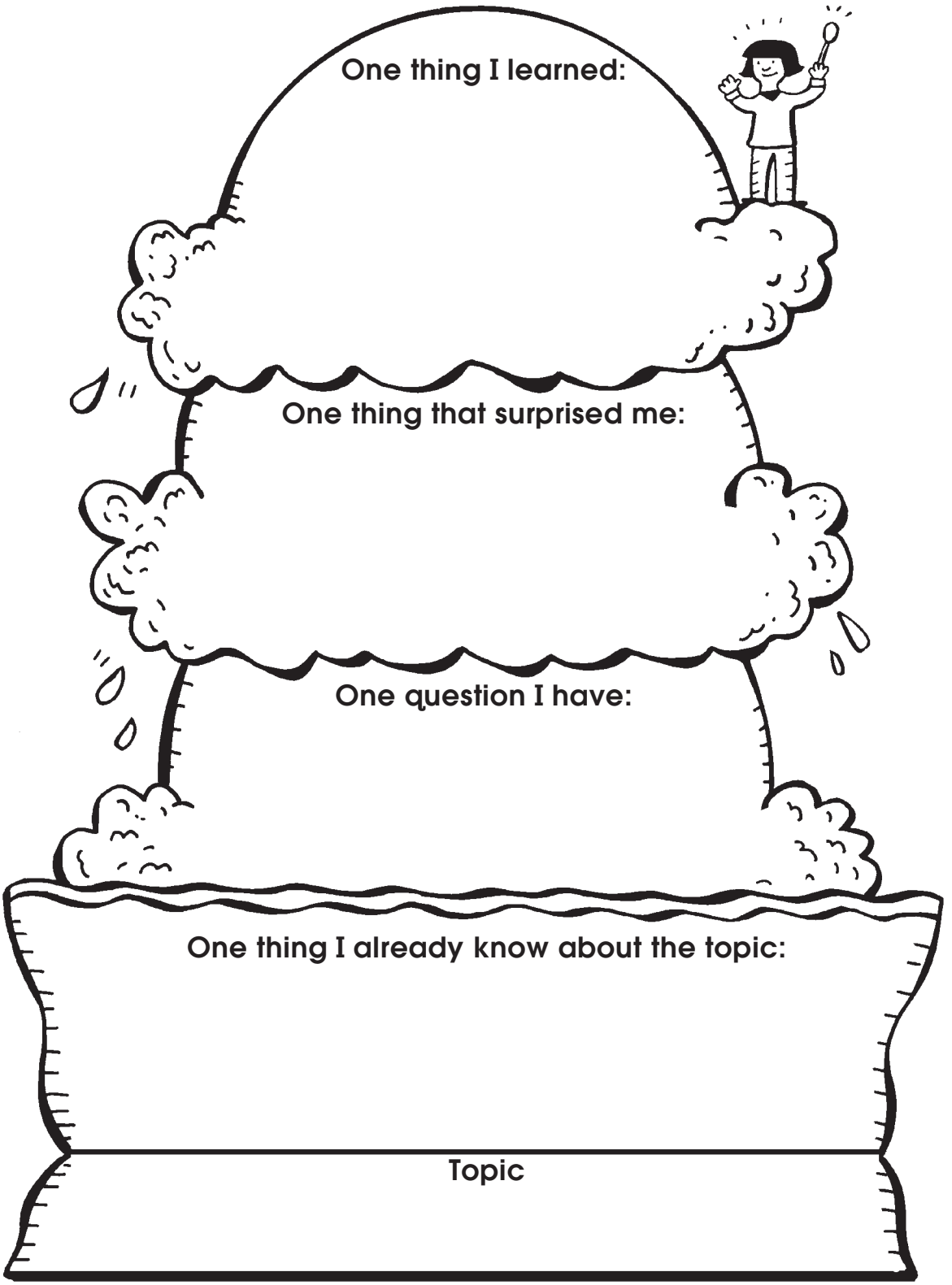
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