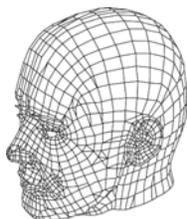


## Reading Strategies Teacher Information Pages

Real reading uses metacognition and is the umbrella term to cover all of the other reading strategies working together.



Thinking stems for metacognition include:

I'm thinking . . .  
I'm noticing . . .  
I'm feeling . . .

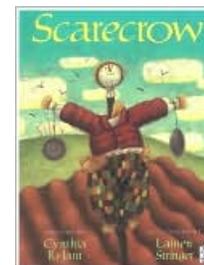
## Metacognition

Text plus thinking equals real reading.

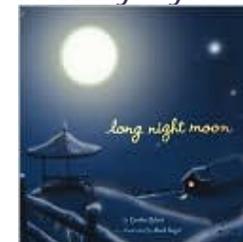


Object: Umbrella, metacognition (thinking while reading) covers all of the reading strategies

Possible books to use in mini-lessons:



*Scarecrow* by Cynthia Rylant



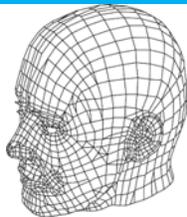
*Long Night Moon* by Cynthia Rylant



*Elmer and the Dragon*  
by Ruth Stiles Gannett

# Schema

Using schema (background knowledge) to read helps you because . . . Makes your thinking go deeper and faster, and you learn so much more because you are ready to learn.

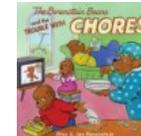


Thinking stems for schema include ...  
**That reminds me of...**  
**I'm remembering...**  
**One time ...**  
**When I was little ...**

Which object helps you remember to use schema (background knowledge)? A mirror! Only you know your background knowledge.



Possible books to use in mini-lessons:



*The Berenstain Bears and the Trouble with Chores*  
by Stan and Jan Berenstain



*Alexander and the Terrible, Horrible, No Good, Very Bad Day*  
by Judith Viorst

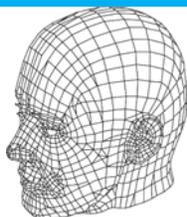


*Ira Sleeps Over*  
by Bernard Waber

# Inferring

Inferring is the thinking skill that helps readers and thinkers . . . read between the lines of a story to understand what the author is trying to convey.

**The Author + Me = Inferring**



Thinking stems for inferring include ...

**Maybe ...**

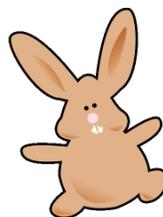
**Perhaps ...**

**That could mean ...**

**I hope this means...**

Which object helps you remember to use inferring when reading?

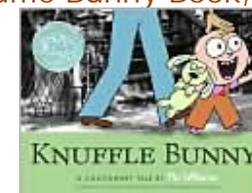
OBJECT: An old stuffed animal or toy, obviously well loved.



Who loved this stuffed animal? Did the child own it very long? Where do you think it slept? Why do you think that?

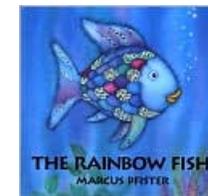
Possible books to use in mini-lessons: **Knuffle Bunny : A Cautionary Tale**

by Mo Willems  
(any Knuffle Bunny Book, really)



**The Rainbow Fish**

by Marcus Pfister



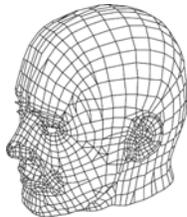
*Seven Blind Mice*

by Ed Young



# Questioning

Using the thinking skill of questioning helps readers and thinkers because . . .  
Questions help propel you through a book . . . you *have* to read and find out answers.



Thinking stems for questioning include:

**What if?**

**Why?**

**How could . . . ?**

The object that reminds us to use questioning in our reading and thinking is a . . . raised hand!



Possible books to use in mini-lessons:

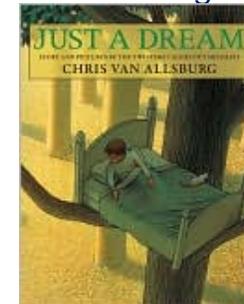
*The Stranger*

by Chris Van Allsburg



*Just a Dream*

by Chris Van Allsburg

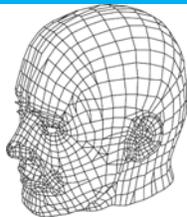


*Jumanji*

by Chris Van Allsburg



Using the thinking skill of determining importance helps readers and thinkers because . . . it helps you single out and process what is meaningful and how to set aside distractions.



Thinking stems for determining importance include:  
**The thing I want to remember is ...**  
**What is important here is ...**  
**One thing we should notice is ...**

## Determining Importance

The object that reminds us to use determining importance in our reading and thinking is a . . . A child's overnight bag. What would be important to include? Would it be the same for everyone in the class? What special items would you want to have?



[Photo from Wikipedia Commons](#)

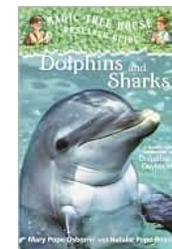
Possible books to use in mini-lessons:  
(non-fiction titles work the best)

The non-fiction companions to the Magic Treehouse Series have wonderfully excellent information, and students will be interested enough to pay attention and sort through what is most important to small portions of the books at a time.

### Sample title:

*Dolphins and Sharks: A Nonfiction Companion to Dolphins at Daybreak (Magic Tree House Research Guide Series)*

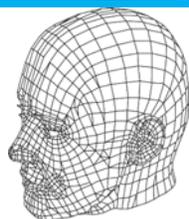
by Natalie Pope Boyce, Mary Pope Osborne, Sal Murdocca (Illustrator)



\*Note: Pre-read to avoid accidentally telling too gross of or too scary information.

# Visualizing

Using the thinking skill of visualizing helps readers and thinkers because . . . It deepens our engagement with what we are learning.



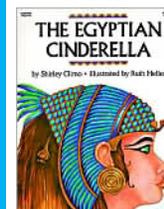
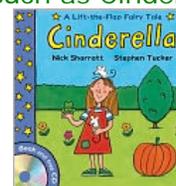
Thinking stems for visualizing include:  
I'm imagining...  
I can feel ...  
I can see ...  
I can taste ...  
I can touch ...  
I can hear ...  
My mental images include ...

The object that reminds us to use visualizing in our reading and thinking is glasses. Who do you visualize when you see a pair of glasses? Does the person seem to be thinking? How do the words visual and visualizing relate to each other?

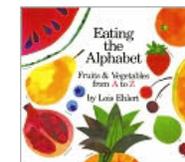


Possible books to use in mini-lessons:

Use the same stories by different authors and or illustrators and discuss how they all visualized the stories differently, such as Cinderella:

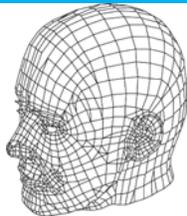


Visualizing includes using all the senses, so food titles are good anchors: *Eating the Alphabet : Fruits & Vegetables from A to Z* by Lois Ehlert



# Synthesizing

Using the thinking skill of synthesizing helps readers and thinkers because . . . Our information expands as we read or learn more during a story.



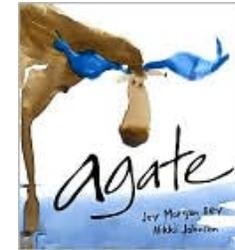
Thinking stems for synthesizing include:  
**I used to think \_\_\_\_\_ but now I think ...**  
**I'm beginning to think ...**  
**Now I understand why ...**

Object: Agate with many layers.  
The layers remind us to use synthesizing in our reading and thinking.



Photo from Wikipedia Commons

Possible books to use in mini-lessons:



*Agate, What Good is a Moose?*

By Joy Morgan Dey and Nikki Johnson

*The Greedy Triangle*  
by Marilyn Burns

