

UNINVITED GUESTS



TEXT FORM: Informational Report

THINK TANK FOCUSES: prediction, question, question generation, inference, comparing and contrasting, word clarification, key points and interesting facts

COMPREHENSION CONNECTIONS:

Text-to-self, text-to-text, text-to-world

RECOMMENDATION:

Components — Guided Reading, Guided Writing
Sessions — Three

Session Two

Working Together

- Referring to their BLMs, discuss the students' *compare and contrast* responses.
- Work through pages 14–26, focusing on the Think Tanks and leaving the *question* Think Tank on page 26 for later.
- Focus the students' attention on the visual aspects of the text, e.g., the design elements, photographs, variety of fonts. Talk about how these contribute to the meaning of the text.
- Discuss the comprehension connections on pages 28–29, *Think about the Text*.

Working Independently

- Students work on BLM 82.

GUIDED READING

Session One

Working Together

- Focus on the title and discuss. Ask the students what they think this book could be about.
- Look at the table of contents and ask the students what they think they will find out about in this book.
- Ask the students which text form they might expect this book to be and discuss.
- Work through pages 2–13 as follows:
 - Read the heading on page 2 and discuss. Use the photographs to support discussion.
 - Focus on and discuss the Think Tanks as they occur on each double-page spread, leaving the *compare and contrast* Think Tank on page 13 to work on later. Encourage the students to ask questions about the information presented.

Working Independently

- Give each student a copy of BLM 81. Students can record their responses.

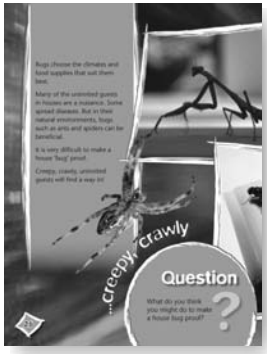


REF: Page 13

Compare and Contrast

Read about kitchen and living room bugs. How are they similar or different?

KITCHEN BUGS	LIVING ROOM BUGS



REF: Page 26

Question

What do you think you might do to make a house bug-proof?

Draw a diagram to show how you could make a house bug-proof.

