
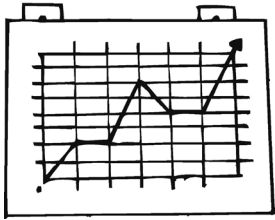


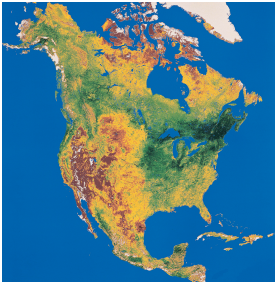



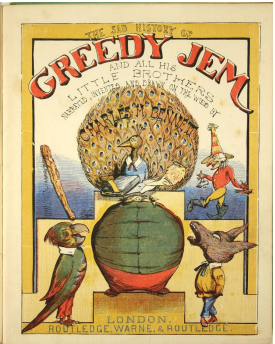


Active Reader Cards: Identifying Text Features

What text feature do you see? What information do you get from this text feature? How does this text feature help you understand this text?

<p>Chart or Table</p> 	<p>Graph</p> 	<p>Close-Up Photograph</p> 	<p>Diagram</p> 	<p>Map</p> 
<p>Caption</p>  <p>Penguin Baby</p>	<p>Photograph</p> 	<p>Bold Word</p> 	<p>Heading</p> <p>STAR POINTS</p> <p>After this habit is established for a week or two, I pass out copies of the "keepers" and grammar chart. We fill the margins and tape it into the book. From that point on, I start each day with something from the grammar chart, a mini-lesson. I show them how to prove a grammatical choice and invite them to incorporate that day's lesson into the day's journal. If they use it (showing proof) five or more times in that journal entry, I tick a star on the journal page when I grade it, and that entry counts double. Students call these "star points." They're not coerced, but they are encouraged to incorporate the day's grammar lesson into their journal writing. If we go on and continue to exact the proof dialogue out loud in class, we use a few volunteered journal examples from the students who opted to take the challenge. Students learn best from each other.</p> <p>TWEAKING THE LESSONS</p> <p>Of course, you will need to use a system that you like, and you will need to watch your students. You should adjust any of the directions in this book to suit your class. For instance, when the directions invite the students to use a proof line times in their journal, you might ask them to do three. Or do one. Use your judgment. After the journal writing, you may have the whole group listen to a few sentences with proof students wrote and volunteer to share, or you might opt instead to have them grab a partner and share sentences—or share them with a small group.</p> <p>Eventually, with students' permission, you might like to replace the journal entries in this book with those that your own students have written.</p>	<p>Title</p> 

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<div>Tabs</div> <div></div>	<div>Pop-Ups</div> <div></div>	<div>Columns</div> <div></div>	<div>Label</div> <div><div><div>Forehead</div><div>Lozen</div><div>Bill (Mandible)</div><div>Chin</div><div>Throat</div><div>Breast</div><div>Side</div><div>Belly</div><div>Flank</div><div>Foot (Tarsus)</div><div>Inner toe</div><div>Middle toe</div><div>Outer toe</div><div>Crown</div><div>Cheek</div><div>Nape</div><div>Back</div><div>Scapulars</div><div>Lower wing coverts</div><div>Middle wing coverts</div><div>Greater wing coverts</div><div>Rump</div><div>Tail</div><div>Lower tail coverts</div><div>Primaries</div><div>Secondaries</div><div>Head toe</div><div>Hind toe</div></div><div>Diagram showing various parts of a bird's structure</div></div>	

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