Agenda

• Introductions
• Making bagel choices
• Review of syllabus
• Informed consent
• Launching our topic: Reading for meaning
• Activity and reading
• Preparing for next week’s jigsaw reading
• Review of field work assignments
Introductions

What has surprised you about preparing to become a teacher?
What have you learned about yourself in the teacher education program?
What is one goal you have set for yourself this semester?
Syllabus

- General principles
- What you will learn to do
- Resources
- Topics and sequence
- Activities: in the course, in the field, as homework
Informed consent

Purpose
Review of form
Questions?
Reading for Meaning

- Why do we begin here?
- What does it mean to read for meaning?
- What enables us to read for meaning?
Excavating our own attempts to read for meaning

- Think-aloud with narrative and informational text
- Working in pairs, half of the class begins with the *Rainbow* text and half with *Coyote*. As one partner reads and thinks aloud, the other records as much as they can. Do this for ten minutes and then trade.
Reading for meaning (cont.)

• Compiling our efforts toward sense making:
  – What activities did we engage in while reading these two texts?
  – How did the activities compare and contrast across text genre?
  – How did the activities compare and contrast across readers?
Reading for meaning (cont.)

Guided reading of van den Broek and Kremer: learning about building mental representations of text
Preparing for class next week

- **Readings**
  - *Narrowing the Literacy Gap*: Jigsaw reading (see guiding questions)
  - Fontas and Pinnell (see guiding questions)

- **Field work**
  - Preparing for text-based discussion baseline
  - Interview and inventory
  - Survey