

Preview and Prepare

ROUTINE
12

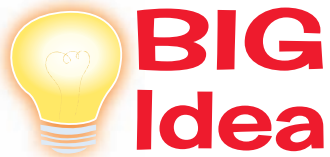
Browse

- ◆ Follow Routine 12, reading the selection, to prepare students to read “Homes.” Have students read the title and the author’s name, and then give them a couple of minutes to browse the first few pages. Have them predict how this selection relates to homes.
- ◆ Point out the title of the selection. Tell students the title gives a clue that the selection is about different kinds of homes.
- ◆ Have students tell what they know about homes, including different kinds of homes. Also have them tell what they would like to know about homes. Have students identify things they notice while browsing, including words, pictures, and ideas they would like to learn about. Use **Transparency 103** to model browsing. For example, point out that the text “But homes do not look the same everywhere” might be something students already know and recognize. Under “What I Want to Know,” point out unfamiliar words such as *shelter* and *roof* and ideas such as *How do they build a house out of twigs?* Tell students that as they read, they can identify things they have learned about homes. Record students’ observations on the transparency as they browse the selection.
- ◆ Using the information they gained from browsing the selection, including the title, the headings, and the photographs, have students predict what they think the selection is about.

Set Purposes

Have students set their own purposes for reading the selection. If students are having trouble, suggest that as they read, they will learn about many different ways that people make houses. Students may suggest the following purposes:

- To find out what homes are made of
- To find out how homes are alike and different



Why are homes important?

Before reading the selection, read the Big Idea question. Tell students to keep this question in mind as they read the selection.

K	W	L
<p><i>But homes do not look the same everywhere.</i></p>	<p><i>shelter</i></p> <p><i>roof</i></p> <p><i>How are twigs used to build a house?</i></p>	

Transparency 103



Teacher Tips

TRANSPARENCIES The KWL **Transparency** is used with nonfiction selections, and the CPW **Transparency** is used with fiction selections.

GLOSSARY The words *home* (page 16), *roof* (page 18), *shelter* (page 18), *at hand* (page 20), *wood* (page 21), *packed* (page 22), *woven* (page 23), *clay* (page 24), and *simple* (page 26) appear in the Glossary. As students browse and identify interesting words or phrases, have them practice glossary use. Have them turn to the Glossary, find each word using guide words, and read each entry.

HIGH-FREQUENCY WORDS Before reading the selection, have students use the High-Frequency Word Bank to review the high-frequency words they have learned. The following high-frequency words appear in this selection: *what, is, a, the, we, it, to, at, of, day, and, sleep, its, in, out, all, make, but, do, look, there, their, from, this, with, some.*

SETTING PURPOSES Having students set their own purposes for reading encourages them to read with a greater sense of engagement and helps them notice more details in the selection than students whose purposes are set for them.