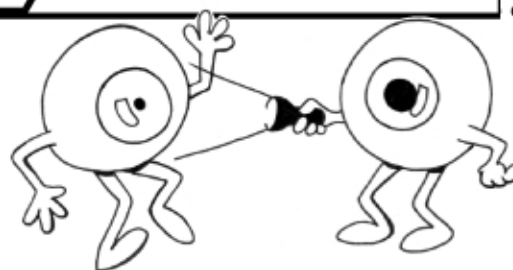


NAME _____

Eye See

Why Does It Happen?

Directions: Find examples of cause and effect relationships in the section you read and record them on the chart. Record any signal words you found.



Permission is granted for teachers to reproduce this page for classroom use with the accompanying lesson plan.

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Eye See

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→ FOCUS STRATEGIES

→ Metacognitive Skill Self-Questioning

Strategic readers are aware of the strategies they use when they read and what to do when the text doesn't make sense. They actively construct meaning by asking themselves what they already know about a topic, what they expect to find out about it, and whether what they are reading is making sense. They spontaneously question during reading to make links to prior knowledge. These questions help guide their thinking during reading. Students need to be shown the cognitively active processes, such as self-questioning, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how to form questions to make sense of the reading. Use a KWL chart to help students set up questions to guide their reading.

→ Comprehension Skill Cause and Effect Relationships

Texts that explain how or why something happens, such as how the message gets from our eyes to our brain, often contain cause and effect relationships. These sections of explanatory text usually develop in sequential order with one event causing or affecting another. It helps students understand the process being described if they can see the relationships between the events. While not all explanatory sequences use cueing words, many often do and students can learn to look for words that signal cause and effect: *caused by, causes, because, when, makes, due to*, etc.

→ Vocabulary Skill Context Clues

Students need to learn how to use the context, or the words surrounding an unfamiliar word, to figure out the meaning of difficult words. Sometimes the context provides clues in the immediate sentence, while other times students may need to look at the information in a whole paragraph or even a page to find the clues. There are different types of context clues that students can learn to look for: examples, descriptions, comparisons, and direct definitions of the word. Students can also learn to look for words that signal definitions, comparisons, or examples within the context.

Focus Vocabulary Skill: Context words and signal words

Content Words	Signal Words	Page
optic nerve	is	5
white light	description from sentence	6
wavelengths	or	6
reflected	definition in sentence	7
absorbed	definition in sentence	7
iris	is	10
vitreous humour	called	11
retina	description from paragraph	11
rods and cones	called	11
lachrymal gland	or	15
reflex tears	description in paragraph	16
emotional tears	description in paragraph	16
colourblindness	is called	19
eyeshine	is called	25
tapetum	example in sentence	25

X-zone

EYE SEE

→ SUMMARY

Eye See explains how the brain controls what we see, and how the process of getting the message from our eyes to our brain and back works. This book describes how we see colour, why we cry, and problems people have with their eyes. The book also explores how different animals see.

→ OUTCOMES

Students will:

- Understand that readers question as they read in order to make sense of their reading.
- Understand cause/effect relationships.
- Use context clues to figure out the meanings of unfamiliar words.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can recognise cause and effect relationships. Note whether they can independently apply the strategy as they read the rest of the book.
- Monitor whether students can question as they preview and read the text. Note whether they understand how self-questioning helps them direct their reading.
- Note whether students can use context clues to figure out unfamiliar words and whether they are aware of words that signal context clues.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Have students look at each other's eyes to determine their colour. Record the colours on a chart and discuss which colour is most common among the group.
- Ask students to tell you what they know about our eyes and how we see. Record their ideas in the first column of a KWL chart.

What I Know	What I Want to Know	What I Learned

Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and their build background discussion. Ask them to name our five senses. Have them preview the table of contents and make predictions about the text. Pair students and have them think of questions they have about the text based on the contents page. Record their questions in the second column of the KWL chart.
- Preview the book with students, encouraging them to add questions to the chart as they view the photos and artwork.
- Model self-questioning.
Think-Aloud: Looking at the picture of the rainbow makes me wonder how rainbows are formed and how we see colours. I can add those questions to the KWL chart. Strategies like asking questions as I preview a book, and thinking about what I know and would like to know about a topic, help me be an active reader and give me a purpose for reading.

Preview Text Features

- Point out text features that help students visualise information in the text, for example, the diagram on pages 8–9.
- Point out the captions and discuss their purpose.
- Select a word in bold and have students find it in the glossary. Talk about how to use a glossary.
- Have students turn to the index and explain how they would use it.

→ Introduce the Focus Vocabulary Skill: Context Clues

- Point out the words **vitreous humour** on page 11. Explain that students can often find out what the words mean from the context. The sentences in the paragraph describe what vitreous humour is like and what it does in the eye. Read the paragraph with students, pointing out the clues to the meaning. Explain that sometimes certain words signal that a definition of a word is provided. Point out the word **iris** and the signal word **is** on page 10.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 2–14 of *Eye See*.

Cause and Effect Relationships

- Tell students that they will be reading pages 2–14 silently. Explain that they will be looking for cause and effect relationships as they read about how our eyes work.

Self-Questioning

- Remind students to be active readers by asking themselves questions as they read to make connections to what they already know about the sense of sight.

Word Skills

- Remind students to use context clues and what they know about words and their structures in order to make sense of unfamiliar vocabulary.

During Reading

→ Focus the Reading

- Provide prompts every few pages, or have students think of their own questions. Have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 2–5: Have students look at the KWL chart to see if they have written in any questions about the role the brain has in our ability to see. Ask students what they already know about the brain and if they have other questions. Have them read silently. Have them briefly share what they found out.

Pages 6–9: Point out your questions about seeing colour and how rainbows are formed on the KWL chart. Ask students if they have other questions and then have them read silently. After reading, ask if any questions on the KWL chart have been answered so far.

Pages 10–14: Have students preview these pages and encourage them to share any questions they have before reading silently. Briefly discuss what they find out.

- Have students reread pages 2–14, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that makes them think of questions or that answers their questions. You may have them record any new information they learned in column three of the KWL chart after this second reading of pages 2–14, or wait until they have completed reading the whole book.

After Reading

→ Reflect on Reading Strategies

- Ask students which of their questions were answered from the reading. Refer to their build background chart questions and put a check mark next to any questions answered in the text. Have students tell how asking questions helps them be better readers.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Cause and Effect Relationships

Model

- Explain that many nonfiction texts describe how or why something happens.
Say: On page 5 we learn how messages reach the brain. Our eyes take in the information that the optic nerve carries to the brain. As a result of this, the brain unscrambles the message and sends it back. This causes us to see. This type of text is called an explanation. It tells how or why something happens. The process of how we see is described in sequential order.

Guided Practice

- Give students a copy of the graphic organiser. Guide students to record the cause/effect sequence described on page 5. Then guide them to record the cause/effect sequences on how we see colour. Point out that the word **when** in the first paragraph is a signal word. Explain that often descriptions of cause/effect relationships use other signal words such as **causes, makes, then, as a result**.

→ Independent Practice

- Have students complete the graphic organiser independently for the pages they have read. Have students share and discuss their completed worksheets.

→ Vocabulary Skill: Context Clues

- Have students look on page 5 to find the words **optic nerve**. Ask students to explain what the optic nerve is. Ask how they are able to use the context to figure out the meaning. Point out that the signal word **is** provides the definition of what the optic nerve is, and the following sentence explains what it does.
- Have students find the following words and explain how they can use context to work out the meanings of the words: **wavelengths** (page 6), **reflected** (page 7) **retina** (page 11).

→ Apply the Lesson

- Have students read the rest of the book independently and look for other cause and effect relationships in the book.
- Encourage students to use context clues to figure out meanings of unfamiliar words.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.