Lesson 3.1
Jess Makes Hair Gel
Reading: Jess Makes Hair Gel

Students partner read *Jess Makes Hair Gel* and then the teacher leads a shared reading.

**Instructional Guide**

1. Review the Partner Reading Guidelines.

2. Designate student pairs and distribute books.

3. Prepare students to modify their predictions. Remind the class that good readers make predictions, and base their predictions on what they know.

   - Look at the cover of the book, read the title, and then look through a few pages of the book.

   - Predict what you think it will be about and what you think you will learn.

   - As you read, be sure to think about your initial prediction and feel free to change it along the way.

4. Have pairs read and make predictions. While pairs are reading, circulate around the room. Listen as students read. Encourage them to adjust their predictions, as needed.

5. On-the-Fly Assessment: Making Predictions While Reading. Listen as students share their predictions. Students should be basing their predictions on any evidence that they have from the text (including illustrations and other text features) and on prior knowledge.

6. Gather the class’ attention. Explain that you are going to read the book again together. Let students know that re-reading the book will help them to notice important information, some of which might help them as they design their next glue.

7. Reread *Jess Makes Hair Gel*. Have students follow along in their books as you read the text aloud, involving students in the reading as much as possible. Stop every few pages to monitor understanding and pose questions, including the following:
Embedded Formative Assessment

On-the-Fly Assessment 10: Making Predictions While Reading

Look for: Make sure students are basing their predictions on the evidence available to them. They should be using the book (cover, title, and text) and any prior experience to make their predictions. Making predictions helps students make connections between new information and what they may already know.

Now what? If students are not basing their predictions on text clues and what they already know, you may want to try asking targeted questions about the book and asking students to explain the reasoning behind their predictions. You may also want to use a think-aloud strategy to model the process of predicting before, during, and after reading. You could pre-select stopping points throughout the book to model opportunities for predicting. Students could also write or draw predictions and share their predictions with a partner.
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   - Miren la portada del libro, lean el título y luego hojear unas cuantas páginas del libro.
   - Predigan de qué piensan que tratará y qué piensan que aprenderán.
   - Mientras leen, asegúrense de pensar en su predicción inicial y no duden en cambiarla mientras avancen.

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