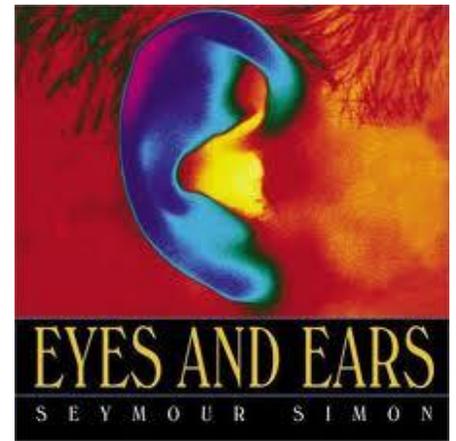


# Eyes and Ears

Written by: Seymour Simon



Written by an author of over 250 science books, this text explains how we see and hear. The diagrams, photos, and writing in this selection enhance the learning experience of the reader.

## Possible strategies for instruction:

### *Comprehension:*

- **Use text features:**
  - When students read non-fiction material, they will encounter text features that are not evident when reading fiction. Use the diagrams, labeled photographs, and other text features to enhance student comprehension.
- **Ask questions throughout the reading process:**
  - Activate student listening by asking questions throughout the text. Questions you might ask include:
    - Is this important?
    - What does this word mean?
    - What did we learn on this page?
    - Tell me 3 things you learned on this page (or in this paragraph)?

### *Accuracy:*

- **Skip the word, Then come back:**
  - This strategy allows readers to comprehend using context clues. Model the strategy for your students while reading. There are many words in this text that would be good for modeling this strategy. An example is highlighted below:
    - P.1 – “...our eyes sense the light and send(s-i-g - *Hmmm... I am not sure what this word is, I am going to skip this word, finish the sentence, and come back to see if I can figure it out*) ... our eyes sense the light and send \_\_\_\_\_ to our brain. What do you think this word might be?”

### *Fluency:*

- **Reread text:**
  - This text can be a difficult read for students because of the many concept specific words. Rereading a selection of text several times can improve accuracy and smoothness, as well as meaning of text. Because fluency should be practiced with a “good-fit” book, this text will work well for some students and for others it will provide a good opportunity for teacher modeling.

Written by: Allison Behne

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## *Expand Vocabulary:*

- **Use dictionaries, thesauruses, and glossaries:**
  - This story contains many interesting words that will most likely be unfamiliar to students. This provides a great opportunity for teacher modeling and student practice using word learning tools such as a thesaurus, dictionary, or even computer. Using a word learning tool while reading provides an authentic experience for students as they learn new words.
    - Possible word choices in this text include: vibrations, swivels, distant, impulses, influenced, prongs, and cartilage.
  
- **Use prior knowledge and context to predict and confirm meaning:**
  - Context clues are the words, phrases, and sentences surrounding an unfamiliar word that gives clues or hints to its meaning. Non-fiction texts often use context clues to define concept specific words. Begin with modeling how context clues help the reader.
    - Example: *“Rays of light enter the eyeball through a clear, round layer of cells called the cornea. The cornea acts like a camera lens and bends light into the eye. I just read about the cornea, but I am not sure what the cornea is. Let me see if the surrounding words can help me figure out what a cornea is. (reread text) What do you think a cornea is? (wait for student response) How did you figure that out? (student response) Yes! You used the clues the author gave us about the meaning of the word! That is a vocabulary strategy good readers use to help them understand what they are reading.*
    - Other possible word choices in this text include: cornea, vitreous humor, retina, farsighted, nearsighted, pinnae, ossicles, and earwax.

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*