Mini-Lesson (15 minutes)
Skimming and Scanning

OVERVIEW
Scientists generally engage in a lot of reading, including reports that others have written and articles about the topic they are studying. With this large volume of reading comes the need to locate and read for specific information in a way that is efficient and effective. Today, learners will be introduced to a reading strategy often used by scientists: skimming and scanning for specific information.

NOTE: You are encouraged to create the "Skimming and Scanning for Specific Information" anchor chart with your learners as you move through the lesson, using the provided anchor chart as a model. Post it for easy reference when completed and remind learners to refer to the anchor charts during inquiry circles.

MATERIALS
Teacher needs:
- chart paper
- marker(s)
- "Skimming and Scanning for Specific Information" anchor chart as a model
- informational text about cacti to model the strategy (see examples below)

Model Books	Model eBooks (on EPIC)
From Seed to Cactus by Lisa Owings	*From Seed to Cactus* by Lisa Owings
What Do You Find on a Saguaro Cactus? By Megan Kopp	*What Do You Find on a Saguaro Cactus?* By Megan Kopp
Cactuses (Rookie Read about Science) by Allan Fowler	*Prickly Plants: Stuck!* by Ellen Lawrence
Saguaro Cactus (Habitats) by Paul Berquist	*Cactus (See it Grow)* by Anastasiya Vasilyeva

PROCEDURE
Each *italicized statement* below contains suggested wording the teacher may choose to use for the lesson; additional teacher actions and considerations are in parentheses.

Tell what the strategy is (declarative knowledge)
1. *Today we will learn a strategy that will help us locate information in texts quickly. That strategy is called skimming and scanning. Skimming and scanning means I quickly look across the text, looking for key words. When I find those key words, I slow down and start reading. Skimming*

and scanning is the same thing I do when I stand in the cereal aisle at the grocery store and look for my favorite cereal. I don't read every name of every single box of cereal. Rather, I skim and scan across the boxes, looking for the color of my cereal box. Sometimes I see boxes that are the same color as my favorite cereal, so to be sure I have the right one, I stop and read the name of the cereal. I use similar procedures when I skim and scan text for specific information.

2. *Yesterday, you probably used "skimming and scanning" as you explored books about plants. Most likely, you did not read every word in those books. You probably looked quickly at the pages and stopped to look closer at parts that were most important for your purpose: deciding which* representative *plant interested you the most.*

Tell when and why to use the strategy (conditional knowledge)
1. *Skimming and scanning is an important strategy for scientists (as readers) because they often have lots and lots of materials to read. They are reading these materials to see what other scientists have said about their topic and to find answers to some of the questions they are asking. As a reader I know to use skimming and scanning when I'm looking for specific answers to the questions on my Inquiry Chart. I use skimming and scanning because I don't need to read every single word on every single page of a text. I can also use skimming and scanning to locate specific information online.*

Tell how to use the strategy (procedural knowledge)
1. *I first read the question I am trying to answer. I then make a note of key words that the author of the text might use. This is the same as noting what color the box is of my favorite cereal.*
2. *Next, I skim and scan the text for those keywords. I don't read everything along the way, I just move my finger across the text, looking for those words. Sometimes the words appear in the pictures and captions or graphs, so I have to look at those too.*
3. *Once I find the key words, I then slow down and read, paying attention to whether the text answers my question or not.*
4. *If the text does answer my question, I make an entry on my Inquiry Chart. If it doesn't, I either continue skimming and scanning or get a different text.*

Model the strategy
1. *I know that one of my inquiry questions is, "What type of environment does my plant thrive in?"*
2. *I know that **environments** are sometimes called **habitats, ecosystems, biomes,** and **places**. I also know that the word **thrive** is similar to the words **live, survive,** and **grow**. I can keep all these keywords in mind when I skim and scan the text. If I see one of these words or a word that seems similar to one of my key words, I slow down and start reading.*

You also might model the following:
- Identifying a piece of information from one of the texts that helps answer an example research question, e.g., In the EPIC eBook *Prickly Plants: Stuck!* By Ellen Lawrence, page 4 contains a sentence that would help answer the inquiry question above (*"What type of environment does my plant thrive in?"*): "A cactus is a type of plant that can **survive** in hot dry **places**. Most cactuses, or cacti, **grow** in rocky or sandy deserts."
- Recording a piece of information on a model Inquiry Chart.
- Recording the title, author, and URL for a source on a model Inquiry Chart.