

Read, Write, and Talk - Upfront Magazine

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VITAL INFORMATION

Subject(s)	Information Literacy, Reading
Topic or Unit of Study	Monitoring Comprehension
Grade/Level	Grade 9
Objective	The purpose of this lesson is to teach students how to check for understanding as they are reading than trying to remember all of the information they have read at the end. This lesson will use a newspaper/magazine article where students will learn how to remember the most important details of the informational text.
Summary	This lesson uses Upfront Magazine's article <i>Unsafe Behind The Wheel?</i> by Kate Zernike. Many different methods will be practiced for this lesson to help students discover how they best retain the most important information out of reading informational texts such as newspaper and magazine articles. This lesson is also a practice that gives readers an opportunity to think, record their thoughts, and then talk about their reading. Teachers model their own thinking, or their own inner conversation with the text, and jot down their thoughts in the margins of a piece of text and then give students a chance to try it. It should be explained that when readers read informational text, it is a good idea to stop and jot down their thinking while they read so that they can add to their store of knowledge, remember the information, and better learn and understand it.

IMPLEMENTATION

Learning Context	
Procedure	<p>1. Introduce the Upfront Magazine article. Take some time to go over the specifics of how newspaper and magazine articles are formatted. Review the pictures and their captions. Also review the chart and what it explains, then look at other additional information along the margins such as website links. During the introduction, ask students what they think the article is going to talk about after reviewing the features of the article and reading the title. What do they think they will learn after reading the article? Give your own ideas as well.</p> <p>Provide highlighters and the Cornell Note Taking sheet. These materials will only be used for later but explain that they are for organizational purposes. The highlighters will be used to mark only sentences or passages that the reader has found interesting or thought was important to understand. The Cornell Note Taking sheet will be used at the end to organize the footnotes that will be made along the margins of the copy of the article. This is basically just copying down the notes made from the margins onto the sheet where all of the student's thoughts will be organized into one, neat list. Save the summary box at the end for the student to retell what was the article talking about, what they learned, and any other reactions. Allow 5 to 7 minutes for introduction.</p> <p>2. Read the article out loud with the student. You can also give the opportunity to take turns with reading out loud if the student would like to do so. The teacher will have a copy of the article as well. On your copy, model your own questions and thoughts as you are reading out loud. Put down your own notes along the margins to model how we check for our own understanding. Also be sure to take note of reactions that you may have for what is being read. Allow 25 to 30 minutes.</p> <p>3. After finishing the article and writing down notes and thoughts on the margins, go through the article again from the beginning. Take a highlighter and skim through the sections of the article that were thought to be the most interesting or most informational. The student and teacher will then select some sentences and/or passages that look important enough to highlight. Allow 3 to 5 minutes.</p> <p>4. Flip the articles facing down. Open up the discussion by asking students (1) what they have learned that they think is important to remember, (2) how talking to a partner/teacher while reading helped them understand what they read, and (3) any lingering questions they still had. Time allotment for discussion should be between 5 to 10 minutes.</p> <p>5. Wrap up the lesson and have students fill out their Cornell Note Taking sheet with the information and thoughts they have gathered from reading the article. They will then summarize what they have read and what they have learned from reading into the summary box. Allow 5 to 7 minutes.</p>
Differentiated Instruction	
Sample Student Products	
Collaboration	
Time Allotment	1 class periods. 1 Hr. per class.
Author's Comments & Reflections	

MATERIALS AND RESOURCES

Instructional Materials	
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Resources

- Materials and resources:
Newspaper/magazine article
Cornell Note Taking sheet
Highlighters

Attachments:

1. [FreeCornellNotesTemplate.pdf](#)

STANDARDS & ASSESSMENT

Standards

Assessment/Rubrics