

## Reading Strategies Everywhere

Grade Level	Sixth grade
Subject	Language Arts and technology: digital cameras.
Curriculum Objective	<p><b>Language Arts</b>  <b>1.03</b> Interact appropriately in group settings by:</p> <ul style="list-style-type: none"> <li>• listening attentively.</li> <li>• showing empathy.</li> <li>• contributing relevant comments connecting personal experiences to content.</li> <li>• monitoring own understanding of the discussion and seeking clarification as needed.</li> </ul> <p><b>1.04</b> Reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>• describing personal learning growth and changes in perspective.</li> <li>• identifying changes in self throughout the learning process.</li> <li>• interpreting how personal circumstances and background shape interaction with text.</li> </ul> <p>Technology</p> <p>3.01 Select and use responsibly a variety of computing devices (e.g., probeware, handhelds, digital cameras, scanners) to collect, analyze and present content area information. (1)</p>
Guiding Question	Can you use reading strategies that you have learned in Language Arts in your other academic classes?
Lesson Summary	<p>This lesson is designed to help students generalize the reading strategies they are being taught in Language Arts to their other classes. I teach EC classes where reading strategies are specifically taught. This lesson might have to be modified for larger mainstream classes to ensure adequate participation of all students. This lesson is also a way to look for connections and make analogies among their classes. Implementing this lesson requires the cooperation of the teachers of the other core subject areas.</p> <p>This would be an ongoing project through out the year that all students would participate in, but because of the availability of cameras, not all at the same time. Lesson focuses on Science, Social Studies and Math and reading strategies, but could be used in elective classes where reading is required.</p> <ol style="list-style-type: none"> <li>1. Each week three students in the LA class would be designated as the “reporter” for SS, Sci, or Math class.</li> <li>2. A note book is kept in these classes for use by the reporter of the week.</li> <li>3. At the end of class each day the reporter will summarize what was learned that day in class and what reading was done, if any in the</li> </ol>

	<p>notebook. (5 min.) At least once during the week the reporter will have access to a digital camera to photograph classroom activities.</p> <p>4. Once per week reporters will share their summaries and photos with the LA class.</p> <p>5. The LA class will then discuss what was read and what reading strategies they a) applied b) could have applied to help with their comprehension.</p> <p>6. Students will also work in groups to look for similarities/analogies between their different classes.</p>
<p>Activating Strategy</p>	<p>To activate the students prior knowledge, first they would listen to the reporters review what they learned in SS, Sci. and math that week. Then students would have an opportunity to share anything they think is important about what they learned that was not included in the reporters' summaries. At this time students would also view the photographs taken by the reporters.</p> <p>Finally, to access prior knowledge about learned reading strategies have the students do carousel brain storming about the different strategies. Since this will be an ongoing project, other activating strategies could be used to review the key features of learned reading strategies. (See credits for web site that describes active learning strategies and how to implement them.)</p>
<p>Cognitive Strategy</p>	<p>Prior to class teacher should have typed up the summaries of the reporter, so that they are legible and all together on one page.</p> <p>Divide class into groups of two and up to four.</p> <p>Students will use the RAFT strategy to synthesis what they learned that week with the reading strategies they have learned in LA. The teacher will have to use the students' summaries to develop the RAFT scenarios.</p> <p><b>Examples:</b> Pretend you are (<b>Role</b>) Hitler at the end of WWII, when everything is falling apart. Have Hitler (<b>Format</b>) write a letter to his (<b>Audience</b>) mother saying (<b>Topic</b>) how what is happening now reminds him of something that happened when he was growing up (background knowledge strategy).</p> <p><b>Role:</b> Pretend you are the plastic cup used to grow crystals in science.  <b>Audience:</b> the ingredients used to grow the crystals.  <b>Format:</b> Oral plea to the ingredients.  <b>Topic:</b> Complaint to the ingredients. Predict (reading strategy) what will happen as the crystals grow, explain how this will affect your (the cup's) ability to perform the function it was made for, which is being something people use to drink from.</p>

Summarizing Strategy	<p><b>Analogies:</b> Teacher will generate analogies with fill in the blanks at three stations: Math, Science and Social Studies. Students will rotate through the stations and complete the analogies. Another summarizing strategy that could be used is the Shaping Up review.</p> <ol style="list-style-type: none"> <li>1. Pass out the Shaping Up Review worksheet.</li> <li>2. In the upper left-hand corner, "The Heart," have students write one thing that they loved learning about in one of their classes this week.</li> <li>3. In the upper right-hand corner, "The Square," have students write four ways that reading strategies could be used in what they learned in their other classes.</li> <li>4. In the lower left-hand corner, "The Triangle," have students write the three most important facts they learned from reviewing what they learned. One fact should go in each corner.</li> <li>5. In the lower right-hand corner, "The Circle," have students write one, all-encompassing (global- like the circle) statement that summarizes how the various reading strategies can be used in their other classes.</li> </ol>
Evaluation	<p>Teacher can evaluate the summaries of the three students for accuracy and completeness of information. Summaries may be helpful to other teachers as they may show the level of understanding of the topic by the reporters. RAFT's, analogies and shaping up review can also be evaluated for completeness and accuracy. Students' ability to participate in a group, listen, etc, can be evaluated by teacher observation.</p>
Resources	<p>Note books for reporters  Digital cameras  Projector to view photos  Typed summaries  Carousel brainstorming sheets  Analogy fill in sheet (teacher created) or Shaping Up review work sheet see source in credits.</p>
Credits	<p><a href="http://its.gcsnc.com/act/strategies/index.htm">http://its.gcsnc.com/act/strategies/index.htm</a>  Written by: Nora Wood, EC Teacher, CGMS</p>