

Name: Megan Derricott Date: October 24th 2009

CRISSSM Unit/Lesson Plan

Subject: Reading

Date: October 25th 2009

Period(s): 4 and 8

Topic: The Reading Process and Active Reading

Materials needed: Upfront Article, Real-Life Bloodsuckers, active reading notes, post-its, anticipation guide

Content Standards

1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.

Purpose Setting

Understandings: Students will be able to apply their knowledge of the reading process to a nonfiction article. Students will also apply their knowledge of annotations learned in their English course to the nonfiction article to aid in active reading.

Essential questions that guide and focus teaching and learning:

Assessment

Performance Tasks:

Students will complete the “after” part of an anticipation guide to see if their viewpoints changed after “actively” reading the article. Students will also reflect on how the reading process furthers their understanding and comprehension of text.

Other (quizzes, tests, work samples):

Students are applying their knowledge of annotations learned in English class.

Instructional Strategies

- Anticipation Guide
- Chapter Survey
- Character Mapping
- Concept Mapping
- Concept of Definition
- Conclusion-Support Notes
- Content Frames
- Contrast and Compare Guide
- K-W-L
- Learning Logs
- One-Sentence Summary
- Pattern Puzzles
- Picture Mapping
- Power Notes
- Problem-Solution Notes
- QARs
- RAFT
- Read-and-Say-Something
- Reciprocal Teaching
- Selective Underlining
- Semantic Feature Analysis
- Sequence Mapping
- Spool Paper
- Sticky Noted Discussion
- Story Plans
- Think-Pair-Share
- Two-Column Notes
- Venn Diagram
- Vocabulary Map
- Word Elaboration
- Writing Template

Four Instructional Steps

- Introduction
- Modeling
- Guided Practice
- Independent Application

Key Elements of Learning

- background knowledge (BK)
- defining purpose (DP)
- understanding the author’s craft (AC)
- active involvement (AI)
- discussion (D)
- writing (W)
- transforming,organizing information(T)
- metacognition (M)

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CRISSSM Unit/Lesson Plan (continued)

Instructional Activities:

- Preparing for Understanding

Students will complete an anticipation guide by predicting whether statements that tie into article are true or false.

Students will quickly preview the article prior to reading to reinforce the skill of previewing, which previously learned in reading class.

- Integrating Strategies for Understanding

Students will use the CRISS strategy, Sticky Note Discussion, by using sticky notes to annotate the text with active reading annotations that were taught in their English courses.

- Checking for Understanding

Students will then go back to their Anticipation Guide and correct their true/false statements.

Then, students will use the text to correct the false statements.

Students will complete an exit slip explaining how the reading process, as well as reading actively, helps them understand the text more effectively.