

## MINNESOTA WRITING PROJECT DEMONSTRATION LESSON

Title: Active Reading: Finding a Conversation Voice

Grade appropriate: 9-12 as presented, but can be adapted to any level

Approximate length of time to complete lesson: one 45 minute class session (as presented). Two other activities mentioned take approx. 30 min. each

Objective (s) to be covered: 1) to distinguish between reciting and conversation voices in readers' heads. 2) to encourage reading strategies of prediction, questioning, visualizing, etc. through use of conversation voice

Specific standards addressed:  
Standards for the English Language Arts (NCTE)

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Brief summary/outline:

### **Part One**

After the instructor has modeled active reading (perhaps using sticky notes, etc) this guided-practice activity (about 45 min) is fun:

Step 1: Students divide into groups of three—one is designated to read aloud, one is to read questions, and one is to keep the group focused. ALL are to respond to questions.

Step 2: Using the “Turned” text (Charlotte Perkins Gilman) found in Reading Strategies, students begin this engaging story, stopping as indicated to discuss the questions interspersed throughout the text. The goal is for students to halt in the middle of the text and predict, reflect, question, visualize, etc. as the story unfolds. Lively discussion and speculation usually ensue as each student shares his or her idea.

Step 3: The reading ends with students discussing the final line in the story. It isn't given to students, though the instructor of course knows where to find it in the book.

Step 4: The class reviews predictions, etc. and the skill of active reading using a conversation voice is practiced.

### **Part Two** (approx. 30 min.)

In a “readers' theater” mode, students read “Clever Manka” aloud, while the class follows along. During this short tale, students jot down any predictions, questions, etc. that come to mind. The class then reviews their emerging use of the conversation voice.

**Part Three** (approx. 30 min.)

Using Kate Chopin's "Story of an Hour," students pair up and read this short selection. They move toward active reading by practicing a conversation voice as they read. When finished, we discuss how many questions, connections, predictions, etc. we made. This last step is a move toward students' independent use of the conversation voice.

Resources:

Tovani, Cris. (2004). *Do I Really Have to Teach Reading?* Stenhouse Publishers, Portland ME.

Mellor, Bronwyn, Annette Patterson and Marnie O'Neill. (2000). *Reading Stories: Activities and Text for Critical Reading*. Chalkface Press.

**Contact for additional information:**

**Jane Kepple Johnson**

***jkjohnson@unitedsocentral.k12.mn.us***