

Minnesota Writing Project

--- Demonstration Lesson ---

Title of lesson: Pre-Reading Strategies focusing on Probable Passages

Suggested grade/age: Adaptable to all grades, but focused on grades 6-12

Approximate time needed to complete lesson: The pre-reading portion can be done in one 45 minute class, it will take two class periods to include the during reading and post reading activities (depending on the length of your text).

Learning objective(s) and significance of lesson:

In my classroom with students:

- To activate prior knowledge to improve student engagement with and comprehension of a text.
- Encourage students to make connections between the text and their own experiences, other texts they have read, and their knowledge of the world.
- To make predictions about connections between words, cause and effect relationships, and story structure of the text.
- To assist students to read with active engagement with the text to improve comprehension of the text.

For the Minnesota Writing Project:

- To share the use of a pre-reading strategy with other teachers
- To demonstrate the incorporation of multicultural literature into the curriculum, specifically the recommended Native American novel *Night Flying Woman* by Ignatia Broker (mentioned in Common Core Standards for 10th grade).

Best Practices:

- Teacher modeling and think alouds
- Multicultural model text and Native American literature text for lesson
- Active participation and engaged, active, reading

Brief summary/outline of lesson:

To Use Probable Passages as a Pre-Reading Strategy:

1. Teacher selects 8-15 key words from the text that fit the categories on the worksheets. These are often elements of a story, however, they can be adjusted to the needs for the lesson. Words may have an obvious connection to a category or lead to debate over their placement. Some words should be words that are unknown to the students. The meaning should become clear to students by reading the text.
2. Model the strategy a few times. Be diligent to let your students know how you are thinking your way through the process (for my demonstration I used Gary Soto's poem Oranges). Let them know why you placed words in a category. Emphasize that there is no right or wrong answers as long as you can justify the placement. Share your thinking out loud as you go. Also model creating a gist statement. You can direct your students to use all the words including or excluding the unknown words, or you can ask them to use a set number of the words. Be sure to model whichever choice

you want them to do. Finally, take your students through the process of completing the To Discover section of the worksheet. Share your thinking with students as you create some specific questions about what you think you will discover when you read the story.

3. While reading the model text, demonstrate through think alouds, and even student participation how you notice the words from the list, how you check your prediction and gist statement as you read, how you compare your predictions to the actual text and keep the reading active.
4. (after reading may be modeled the second day) After reading the model text, hand out the AFTER reading worksheet and demonstrate for your students how to categorize the words in the way the author would have organized them. Show how to adapt their gist statement to reflect the actual story. Demonstrate how to adjust, explain, or answer the questions listed in the To Discover section and to define any unknown words. Having students compare their original work to the final revision may lead to some interesting discussions as students compare their predictions to what actually happened.
5. Let your students try it. Prepare the materials for your given text, project the words you chose, place students in groups. Once groups have placed the words and completed the before gist statement, if possible, take some time to allow the groups to share. Record common and unusual placements of words; ask for the justification behind the placement and or their gist statement. Don't worry about defining unknown words at this point. Just identify words they do not know at this time. Then read the text and encourage them to refer to their BEFORE worksheet as they read. What did they get right? What is different than they predicted? Why? When finished you might ask them to complete the after reading worksheet if desired. Comparing students' original before worksheets to an after worksheet may lead to Possible Sentences for younger students.

Related Resources:

- Before Reading and After Reading worksheets, as well as my modeling examples with Gary Soto's poem "Oranges" can be found on the 2011 MWP Wiki in the Thursday, July 21st Daily Scribe notes:
<http://mwp2011.pbworks.com/w/page/42843804/Thursday,-July-21st>
- *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers* by Cris Tovani. Stenhouse Publishers (January 1, 2000).
- *When Kids Can't Read What Teachers Can Do* by Kyleen Beers (Heinemann (October 28, 2002)

Possible extensions or adaptations for different purposes/student needs:

- Word Splash for when you have less time.
- Modify the categories on the worksheet (tone, irony, mood, voice,?)
- Possible sentences for younger students