Title of lesson: T-Notes and Interpretive Writing

Suggested grade/age: College

Approximate time needed to complete lesson: 50 minutes

Learning objective(s) and significance of lesson:
(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What “best practice” does this lesson incorporate?)

Many students are adept at expressing their own views in writing. When it comes to relating authors' views and then interpreting those views, though, the students struggle. Through this lesson students will work with a graphic organizer as they identify quotations appropriate to a given topic/theme and as they respond to (offer their interpretations of) those quotations.

Brief summary/outline of lesson:
(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

- Conduct a thorough reading of the target text.
- Guide the students through the construction of T-Notes. Over a period of days or weeks, students should receive scaffolding in the use of these notes. Their comfort with the use of the notes will increase over time.
- As a follow-up, model how to write paragraphs based on the T-Notes.

Related Resources:
(What technology, articles, books, or supplies do you recommend?)

- Create a “T-Note” template using a word processing program.

Possible extensions or adaptations for different purposes/student needs:

- Use sentence “frames” to help the students develop interpretations of the direct quotations.
- Use a computer lab so that students may copy and paste material from their T-Notes directly into a word processing document.

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