

## Reading Writing Center Lesson Plans

November 2007

	<b>Categorizing and Sequencing</b>	<b>LINCS Vocabulary Strategy</b>	<b>Main Idea</b>	<b>Podcasting</b>	<b>Compare/contrast Writing</b>	<b>Citing Sources</b>	<b>Reading Rocks: Getting Ready for Independent Reading</b>	<b>FCAT/SAT Scoring</b>
<i>for teachers</i>	Gail Chase	Carolyn Duncanson	Settembrini	Viersen (PE) Arnold (Social Studies)	Julie Piece	Kristin Perrault	Cheryl Donovan	Courtney Hill
<b>Objective</b>	Students will understand how to use a tree map and a flow map to organize information; students will analyze funny commercials for the 7 causes of laughter.	Students will learn how to use the LINCS strategy to remember and learn new words.	Students will learn how to use the Most Important Word strategy to identify the main idea.	Students will be able to use the Audacity program to create audio podcasts	Students will learn how to organize compare/contrast writing by blending points or chunking topics.	Students will create references for works cited pages and will understand citation concepts such as full reference, and in-text citation	Students will learn how to preview a book in order to select one to read independently.	Students will learn how to use the FCAT/SAT writing rubric to score essays and improve their own writing.
<b>Warm Up</b>	Review 7 causes of laughter on a tree map	Circle map to brainstorm words related to vocabulary theme	Show Angelina Jolie's travel journal from <a href="#">Ripples of Genocide</a> website  Review video clip and discuss war in Uganda	What is a podcast? Listen to examples from iTunes and Spillane's blog	Think Write: list characteristics of apples & oranges	View "Fair(y) Use Tale" video	Book talk recent titles  Return reading surveys with book recommendations noted for students	View Stephen King video on what makes a good writer
<b>Explain/Model</b>	View funny commercials  Discuss which cause was used in each.	LINCS strategy:  How to practice/use the strategy: word, reminder/rhyming word, illustration, sentence	Model Most Important Word Strategy w/ War in <a href="#">"The War in Northern Uganda"</a>  Word? why? connect word to title, topic and main idea...	Show students how to use Audacity by recording a demo cast	<ul style="list-style-type: none"> <li>• Share lists</li> <li>• Look for patterns</li> <li>• Develop comparison points</li> <li>• Explain writing patterns: chunking or blended</li> </ul>	What is MLA style? What do you need to cite? How is the MLA book set up?	How do you preview a book? What do you look at first? What parts of the book do you read? How do you decide whether you want to read the book or not? How can you keep track of	the FCAT/SAT rubric Model scoring an essay- underline- main idea check off details circle transitions and vocabulary

							books previewed (book pass form)?	
<b>Do/Practice</b>	Create a flow map to show sequence of your own funny scene using 3 or more causes of laughter.	Students create LINC'S for 4-5 vocabulary words from current textbook section	Students practice the Most Important Word strategy w/ <a href="#">"Young People and the Experience of War in Uganda"</a>	Work w/ a partner on the laptops or student computers to create a short podcast with voice and music	<ul style="list-style-type: none"> <li>• Complete comparison chart for Han/Roman empire</li> <li>• Create two comparison/contrast outlines (chunky &amp; blended) for topic</li> <li>• Write one paragraph from your blended (point by point) outline on whiteboard</li> </ul>	Work in small groups to cite "weird sources" on whiteboards	Students complete a book pass in small groups; tables each have 15-20 titles; students preview each book for 2 minutes then pass; students see at least 10 titles during the book pass	Students practice scoring sample FCAT/SAT essays; record scores and reasoning on whiteboard
<b>Present</b>	Groups present funny scenes to class.	Present words and LINC'S notes to class	Groups present and explain the word they chose as most important	Share with students near you	Blend paragraphs to the class	Citations to the class	Time for silent reading (5-7 min). Did anyone see a title they wanted to read? Share it with the class.	Groups present scores and reasons to the class
<b>Wrap Up</b>	Reveal actual scores essays received from FCAT /SAT graders; discuss samples	Post words to Word Wall and review steps in strategy for remembering words	Come to class consensus OR review the most important word and the main idea of the article	Saving your project file and exporting to MP3	Q & A Review why blended comparison/contrast writing is better	Q & A Show quicktime presentation (Citing1); show CitationMachine.net	Check books out to interested students.	Reveal actual scores essays received from FCAT /SAT graders; discuss samples