

Reading Writing Center Lesson Plans

October 2007 – November 8, 2007

| | FCAT/SAT Scoring | Cornell Note Taking | Tree Mapping | Plot Structure | LINCS Vocabulary Strategy | Podcasting | Chunking Textbook Reading | Citing Sources | Reading Rocks: Getting Ready for Independent Reading | Main Idea |
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| <i>for teachers</i> | Melissa Clark (FCAT) Julie Pierce (SAT) | Whittaker, Stevens (PE) | Settembrini (Social Studies) , Hubbs (Social Studies) | Chase (Drama) | Jeannie Jones (French) | Viersen (PE) Arnold (Social Studies) | Telisha Terry (Social Studies) | Evelyn Malave' | Gary Greening | Settembrini |
| Objective | Students will learn how to use the FCAT/SAT writing rubric to score essays and improve their own writing. | Students will learn how to take notes using the Cornell note taking method. | Students will learn how to use text supports (headings/subheadings) to create map/outline of textbook chapter. | Students will be able to identify (and use) elements of plot when discussing/writing about a fairy tale. | Students will learn how to use the LINCS strategy to remember and learn new words. | Students will be able to use the Audacity program to create audio podcasts | Students will learn how to “chunk” textbook reading. | 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 Most Important Word strategy to identify the main idea. |
| Warm Up | View Stephen King video on what makes a good writer | Circle Map: brainstorm what you know about steroids | Circle Map: brainstorm what you know about Russia View: Bill Nye video about Lake Baykal from Safari Montage | Define 6 elements of plot; Read Aloud: <i>The True Story of the Three Little Pigs</i> | Circle map to brainstorm words related to vocabulary theme | What is a podcast? Listen to examples from iTunes and Spillane's blog | Show: video “Colonial Legacy” from <i>Africa Challenges in the 21st Century</i> video from Safari Montage Do: Circle Map before reading to anticipate content | View “Fair(y) Use Tale” video | Book talk recent titles Return reading surveys with book recommendations noted for students | Show Angelina Jolie's travel journal from Ripples of Genocide website Review video clip and discuss war in Uganda |
| Explain/Model | the FCAT/SAT rubric Model scoring an essay-underline- main idea check off details circle transitions and vocabulary | Explain/model Cornell system | Tree mapping | Identify plot elements from the read aloud | LINCS strategy: How to practice/use the strategy: word, reminder/rhyming word, illustration, sentence | Show students how to use Audacity by recording a demo cast | <ul style="list-style-type: none"> • Chunking process • Roles for chunking: <ol style="list-style-type: none"> 1. reader 2. note taker 3. presenter 4. fielder (answers questions) | 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? | Model Most Important Word Strategy w/ War in “The War in Northern Uganda” Word? why? connect word to title, topic and main idea... |

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| | | | | | | | | | How can you keep track of books previewed (book pass form)? | |
| Do/Practice | Students practice scoring sample FCAT/SAT essays; record scores and reasoning on whiteboard | Work in small groups to take Cornell notes on an article section about steroids | Groups create tree map of one section of Chapter | Small groups practice identifying plot elements w/ fairy tale summaries | Students create LINCIS for 4-5 vocabulary words from current textbook section | Work w/ a partner on the laptops or student computers to create a short podcast with voice and music | Work in small groups to read and take notes on one “chunk” of the textbook chapter; write notes on white board to present to class | 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 the Most Important Word strategy w/ “Young People and the Experience of War in Uganda” |
| Present | Groups present scores and reasons to the class | Share/present notes to the class | Groups present maps; teacher reviews as each group presents | Plot maps & discuss as class | Present words and LINCIS notes to class | Share with students near you | Review how to use headings to create chapter outline; students copy outline and take notes on what small groups present | 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 and explain the word they chose as most important |
| Wrap Up | Reveal actual scores essays received from FCAT /SAT graders; discuss samples | | Review entire chapter w/ classroom chart (all tree maps recorded on banner paper) | Brainstorm ways to “reinvent” or recast a fairy tale (modern version, in space & on the farm) | Post words to Word Wall and review steps in strategy for remembering words | Saving your project file and exporting to MP3 | Review the process; explain how to use it with a study group or another class’ textbook | Q & A Show quicktime presentation (Citing1); show CitationMachine.net | Check books out to interested students. | Come to class consensus OR review the most important word and the main idea of the article |