

Reading Writing Center Lesson Plans

September 2007

	Citing Sources	Compare/contrast Writing	Chunking Textbook Reading	Chapter Mapping	Cornell Note Taking	Getting Ready for Independent Reading
<i>for teachers</i>	Tim Arnold, Kathleen Richardville	Dora Paz	Margaret Massino	John Hubbs, Margaret Massino	Scott Stuart	Eric Saxon
Objective	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 organize compare/contrast writing by blending points or chunking topics.	Students will learn how to “chunk” textbook reading.	Students will learn how to use text supports (headings, subheadings) to take notes from textbooks.	Students will learn how to take notes using the Cornell note taking method.	Students will learn how to preview a book in order to select one to read independently.
Warm Up	View “Fair(y) Use Tale” video	Think Write: list characteristics of apples & oranges	Read aloud: “Imprinting” from <i>Girl Coming in for a Landing</i> by Whelan	Note taking survey	Watch Jupiter movie from Science.discovery.com and take notes on what you think is important	Book talk recent titles Return reading surveys with book recommendations noted for students
Explain/Model	What is MLA style? What do you need to cite? How is the MLA book set up?	<ul style="list-style-type: none"> • Share lists • Look for patterns • Develop comparison points • Explain writing 	<ul style="list-style-type: none"> • Chunking process • Roles for chunking: 1. reader 	What is a tree map? What thinking processes can be recorded on a tree	Discuss notes from video and Explain/model Cornell system	How do you preview a book? What do you look at first? What parts of the

		patterns: chunking or blended	2. note taker 3. presenter 4. fielder (answers questions)	map? How do you set up a tree map on paper? What do you use one for?	What are Cornell notes? How do you write Cornell notes? How can your notes keep up with lecture/video and or content?	book do you read? How do you decide whether you want to read the book or not? How can you keep track of books previewed (book pass form)?
Do/Practice	Work in small groups to cite “weird sources” on whiteboards	<ul style="list-style-type: none"> • Complete comparison chart for Han/Roman empire • Create two comparison/contrast outlines (chunky & blended) for topic • Write one paragraph from your blended (point by point) outline on whiteboard 	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	Students working in small groups create a tree map of one section from their textbook.	Work in small groups to take Cornell notes on an article about a planet.	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
Share/Present	Citations to the class	Blend paragraphs to the class	Review how to use headings to create chapter	Groups present tree maps to the class	Share/present notes to the class	Time for silent reading (5-7 min).

			outline; students copy outline and take notes on what small groups present			Did anyone see a title they wanted to read? Share it with the class.
Wrap Up	Q & A Show quicktime presentation (Citing1); show CitationMachine.net	Q & A Review why blended comparison/contrast writing is better	Review the process; explain how to use it with a study group or another class' textbook	Clarify misunderstandings; review uses	Debrief the process with Reflection Chart: “I could take better notes by ...”	Check books out to interested students.

