**Lesson 1: Main Idea and Summarizing Reading**

**This lesson should be taught first so that students know what to focus on throughout reading. This is an introductory lesson on how to help students get to the main idea of a passage and how to summarize a passage.**

**Name of Strategy:**

**5W’s and H**

The 5W’s and H strategy answers: who, what, when, where, why and how. Through this strategy students will become better readers. When reading students should continuously be asking themselves who are the main characters, where is this taking place, when did this happen or problem occur, what is going to happen or taking place, why did this happen, and how is this going to get solved.

**Question-Answer Relationship (QAR)**

The key to this strategy is modeling this aloud for students. QARs can be done before/during, and after reading. This strategy has two components to finding the answer: in-the-book and in-my-head. In-the-book QARs require you to ask right-there questions. With this the answer is stated right there in the text. Also, this requires you finding answers from 2 or more sentences from the text. In-my-head QARs require two ways of thinking: author-and-me and on-my-own. The author-and-me require you to find clues from the author within the text. Also, the answers are developed partly from hints from the author and partly from the reader’s personal knowledge. Lastly, the second type of in-my-head QAR is on-my-own which relies completely on the reader’s personal knowledge.

**Source:**

Cave, C (2005). *Creativity web: Resources for creativity and innovation.* Retrieved from:

<http://www.diegm.uniud.it/create/Handbook/techniques/List/FiveWH.php>

Buehl, D. (Ed.). (2009). *Classroom strategies for interactive learning* (pp.133-136).

Newark, DE: International Reading Association, Inc.

**Text students will read:**

Martin, R. (1998). The Rough-Faced Girl. New York, NY: Putnam Juvenile.

**North Carolina Curriculum Objectives:**

**6th grade**

**2.01** Explore informational materials that are read, heard, and/or viewed by:

* monitoring comprehension for understanding of what is read, heard and/or viewed.
* studying the characteristics of informational works.
* restating and summarizing information.
* determining the importance and accuracy of information.
* making connections between works, self and related topics/information.
* comparing and/or contrasting information.
* drawing inferences and/or conclusions.
* generating questions.

**Procedure:**

Prior to the lesson have a 5W’s and H chart made and posted so all can see. Have the ActiveBoard and LCD projector hooked up. Lastly, get any text that students will be reading. This lesson can be completed during one 45 minute class period.

**1. Discuss how to find the main idea of a passage. For a further explanation of what the main idea is look at the definitions below.**

**Definitions:**

* Main idea tells what the selection or paragraph is mostly about. Main idea is often stated or implied in the first or last sentence of a paragraph or selection as the topic is introduced or summarized. Because struggling readers can be overwhelmed by the number of words in a paragraph, eliminate those words that are not important in the selection.
* Supporting details is information that is included to support the main idea by filling in background information or expanding on the topic.

2. Provide students with a copy of a paragraph from a selected reading.

**Example Paragraph:**

Many people think spiders are insects, but they are not. Spiders are the same size as insects, and they look like insects in some ways. But there are three ways to tell a spider from an insect. Insects have six legs, and spiders have eight legs. Insects have antennae, but spiders do not. An insect’s body is divided into three parts; a spider’s body is divided into only two parts. Spiders are scary.

3. Next teacher should model how to mark out words that have no use to the meaning of the passage.

~~Many~~ people think spiders are insects, but they are not. Spiders are the same size as insects, ~~and~~ ~~they~~ look like insects in some ways. ~~But~~ there are three ways to tell a spider from an insect. Insects have six legs, ~~and~~ spiders have eight legs. Insects have antennae, ~~but~~ spiders do not. An insect’s body ~~is~~ divided into three parts; a spider’s body ~~is~~ divided ~~into only~~ two parts. ~~Spiders are scary.~~

4. Once these words have been eliminated, begin a discussion on the remaining words.

Note the words that are used most often. In integrating math compose a graph of the words that are used most often. Determine what the paragraph is mostly about and write this as the main idea. The other facts that are important explanations or elaborations are supporting details.

**Summarization:**

5. Once discussing how to arrive at the main idea of a book or passage go on to explain how to summarize paragraphs within a novel or short story.

* Key things students should focus on when summarizing a story: characters, setting, the beginning, middle, and end. Also, most stories have a problem, in the middle or at the start. Help students to understand that by the time they reach the end of the story they problem should be solved.
* Use all of the elements from above to tell a shortened version on your own words giving only the most important information.

6. Model using this process with the story Goldilocks and the Three Bears. In integrating technology I downloaded a flipchart that addresses specifically the elements of story.

7. In having students try to do this on their own I used The Rough-Faced Girl. I read the story aloud to them using the Q-A-R strategy.

* Students should complete a 5W’s and H based on what was read. Then they must summarize each paragraph in their own words. The questions answer (because some of my students cannot not express themselves clearly I take down dictations or allow them to tell it into a tape recorder):
  + WHO is the main character?
  + WHAT is the problem and what is the main idea?
  + WHEN does the story take place?
  + WHERE is the character?
  + WHY does the character feel the way he/she does?
  + HOW is the problem solved?
* **Have students to complete a 5W’s and H chart when reading books in the reading center. They should then write a summary on the book they read.**

**Assessment:** Students will be assessed on their participation throughout the lesson and how well they answered the 5W’s and H chart when reading The Rough-Faced Girl.

**Lesson 2: “You Storyteller!”**

**Name of Strategy**

**KWL**

Recently, an instructional technique known as K-W-L, created by Ogle (1986) was introduced into classrooms. Teachers activate students' prior knowledge by asking them what they already **K**now; then students (collaborating as a classroom unit or within small groups) set goals specifying what they **W**ant to learn; and after reading students discuss what they have **L**earned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals. A worksheet is given to every student that includes columns for each of these activities. **After reading the text and "learning" the material, go back to the "K" column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct. Then go to the "W" column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers.**

**Sequence Events Organizer**

The sequence event organizer helps students’ layout their thoughts and or the events of a story in sequential order. This can be used for a time line and for showing historical events. Also, this organizer can show how a series of events interact to produce a set of results again and again, along with showing change over time.

**Source**

North Central Regional Educational Laboratory (1995-2004). *KWL organizer*. Retrieved from:

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2kwl.htm>

Scholastic Inc (1996-2010). *Sequence event organizer.* Retrieved from:

<http://www2.scholastic.com/content/collateral_resources/pdf/l/lessonplans_graphicorg_pdfs_sequentialpattern.pdf>

**Text students will read:**

Cothran, J. (1972). The whang doodle. Columbia, SC: Sandlapper Publishing, INC.

**North Carolina Curriculum Objectives:**

6th grade

**1.01** Narrate an expressive account (e.g., fictional or autobiographical) which:

* uses a coherent organizing structure appropriate to purpose, audience, and context.
* tells a story or establishes the significance of an event or events.
* uses remembered feelings and specific details.
* uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions).

**1.03** Interact appropriately in group settings by:

* listening attentively.
* showing empathy.
* contributing relevant comments connecting personal experiences to content.
* monitoring own understanding of the discussion and seeking clarification as needed.

**4.01** Determine the purpose of the author or creator by:

* monitoring comprehension for understanding of what is read, heard and/or viewed.
* exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
* identifying and exploring the underlying assumptions of the author/creator.
* analyzing the effects of author's craft on the reader/viewer/listener.

**5.02** Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

* reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).
* interpreting what impact genre-specific characteristics have on the meaning of the work.
* exploring how the author's choice and use of a genre shapes the meaning of the literary work.
* exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.

**Procedure:**

Prior to lesson print Sequence of Events graphic organizer from the website from above. Need the ActiveBoard and document cam and a stop watch (optional). During this lesson students will use listening comprehension skills while the folktale is being read; they will later retell the sequence of events. Also, they will identify and summarize the 5 main elements of a story. This lesson will take two or three, depending on pace of students, 45-minute class periods.

**Introduction to Lesson:**

* Read a well known story such as Goldilocks and the Three Bears or Three Little Pigs. Then model how to sequence each event. (Can do this on the ActiveBoard).
* Do a KWL Chart as a class asking students what they know about folktales. Ask for some examples that they have heard told from their families.

1. Teacher should read the selection Whang Doodle several times so that students can become familiar with it. Read using the document cam so that students can see you point to each word.

* While reading stop at points of anticipation and ask questions. This will require students to make predictions and later conclude if their prediction was correct or incorrect.
* After reading discuss the events that took place throughout.

2. After teacher has read book many times students can then buddy read.

* Place in reading corner so that students can listen to it on tape.
* Remind students that they will be retelling this in their own words. They will be given 10 minutes each.

3. Students don’t have to know the story by heart, but should concentrate on remembering key facts and details throughout the story, such as:

* The sequence of events (order)
* Characters’ names
* Their feelings throughout story when place in different situations
* Setting in which it takes place; sound can be included with this

4. Next, have students begin outlining each scene while using the Sequence of Events graphic organizer. If needed, students can add boxes to organizer.

5. Students are to write descriptions of the settings and characters’ actions for each scene. Keep the book available for students to use as a guide. Also, possible questions to use as a guide:

* Where and when does the scene take place?
* Who is in the scene?
* What happens?
* How can you use movements to illustrate the action (ex. Pretend to open a door)?
* Besides characters’ words, what sounds are heard (rain, dog)?

6. The key: **IMAGINATION**. Once students have laid out the story, ask them to look for ways in which they can make the action more exciting. Descriptive adjectives are highly encouraged!

* Example: What if their superhero drove a space shuttle instead of riding a donkey? They should not be afraid to add or change things—that’s the part of the tradition!

7. Create a script! Students should use quotes from the book or lines they write themselves. Students should write a description and use character dialogue for each scene.

8. Students should revise script and specify the narration for when they are describing the setting and characters’ actions. This should also be done during dialogue when they become the characters, speaking their lines and acting like them.

* Teacher should model how to compose a script. Within the script the scenes should be included, along with action words, sounds, etc.

9. Students should read scripts over and over until memorizing them! Explain how storytellers may alter the story some as they perform it; it’s ok!

10. PEFORM IT!!!! At the end books will be created for each student.

**Supporting All Learners:**

For EC students it may be a good idea to take dictations. Still require them to try and write it, but feel free to help when asking them to write.

**Assessment:** No test will be given. They will be assessed on how well they work in groups, complete activities, and present story.

**Lesson 3: Exploring Theme**

**Name of Strategy**

**Think-Pair-Share**

First provide students with a specific question or issue to consider, allowing them a short wait time to ponder their thinking individually. Then have students discuss the topic in pairs. In addition to discussion, ask students to engage in other types of thinking during this phase such as reaching a consensus on an issue, solving a problem, or arguing an opposing position. To take it a step further you can have a novice and an expert in the groups.

**Question-Answer Relationship**

The key to this strategy is modeling this aloud for students. QARs can be done before/during, and after reading. This strategy has two components to finding the answer: in-the-book and in-my-head. In-the-book QARs require you to ask right-there questions. With this the answer is stated right there in the text. Also, this requires you finding answers from 2 or more sentences from the text. In-my-head QARs require two ways of thinking: author-and-me and on-my-own. The author-and-me require you to find clues from the author within the text. Also, the answers are developed partly from hints from the author and partly from the reader’s personal knowledge. Lastly, the second type of in-my-head QAR is on-my-own which relies completely on the reader’s personal knowledge.

**Theme Graphic Organizer**

All books have a theme. Many times this can be very hard for students to pick out what it is. The theme organizer is divided up into four sections: important events from plot, characters, setting, and the quotations and explanations. Students will be required to focus on each component that will lead them to the theme of the story.

**Source:**

Buehl, D. (Ed.). (2009). *Classroom strategies for interactive learning* (pp.122).

Newark, DE: International Reading Association, Inc.

Buehl, D. (Ed.). (2009). *Classroom strategies for interactive learning* (pp.133-136).

Newark, DE: International Reading Association, Inc.

Scholastic Inc (1996-2010). *Theme graphic organizer.* Retrieved from:

<http://www2.scholastic.com/content/collateral_resources/pdf/m/mentors0708kechiawilliams/ThemeGraphicOrganizer.pdf>

**Text students will read:**

Curtis, C P. (1997). The watsons go to birmingham-1963. New York: Yearling, an imprint of Random House, Inc.

Giovanni, N. (2007). Rosa. Broadway, NY: Square Fish.

**North Carolina Curriculum Objectives:**

6th grade

**1.02** Explore expressive materials that are read, heard, and/or viewed by:

* monitoring comprehension for understanding of what is read, heard and/or viewed.
* analyzing the characteristics of expressive works.
* determining the effect of literary devices and/or strategies on the reader/viewer/listener.
* making connections between works, self and related topics.
* comparing and/or contrasting information.
* drawing inferences and/or conclusions.
* determining the main idea and/or significance of events.
* generating a learning log or journal.
* creating an artistic interpretation that connects self to the work.
* discussing print and non-print expressive works formally and informally.

**1.04** Reflect on learning experiences by:

* describing personal learning growth and changes in perspective.
* identifying changes in self throughout the learning process.
* interpreting how personal circumstances and background shape interaction with text.

**2.01** Explore informational materials that are read, heard, and/or viewed by:

* monitoring comprehension for understanding of what is read, heard and/or viewed.
* studying the characteristics of informational works.
* restating and summarizing information.
* determining the importance and accuracy of information.
* making connections between works, self and related topics/information.
* comparing and/or contrasting information.
* drawing inferences and/or conclusions.
* generating questions.

**3.01** Explore argumentative works that are read, heard, and/or viewed by:

* monitoring comprehension for understanding what is read, heard, and/or viewed.
* analyzing the characteristics of argumentative works.
* determining the importance of author's word choice and focus.
* summarizing the author's purpose and stance.
* making connections between works, self and related topics.
* drawing inferences.
* responding to public documents (such as but not limited to editorials and school and community policies).
* distinguishing between fact and opinion.

**3.02** Explore the problem solution process by:

* studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience.
* preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions.

**4.01** Determine the purpose of the author or creator by:

* monitoring comprehension for understanding of what is read, heard and/or viewed.
* exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.
* identifying and exploring the underlying assumptions of the author/creator.
* analyzing the effects of author's craft on the reader/viewer/listener.

**Procedure:**

Prior to lesson check out books. Also, print off the theme graphic organizer from given website. Through this lesson students will identify different literary terms such as theme, character, setting, and plot. Also, students will work in collaborative learning groups. Duration of this lesson will take 2-45 minute class periods.

**Introduction:**

1. Students are to become event planners. They are to plan a “pretend” party and choose a theme such as: Super Bowl, a Hawaiian theme, or St. Patrick’s Day.

* Remind them to think about the components of planning an event:
  + Invitations
  + Food menu
  + Costumes/clothing
  + Decorations
  + Games
* Students can work in groups. When planning have students brainstorm plans and write them down.

2. Explain to students that themes are everywhere we look. It is in the music we listen to and the movies we watch. For fun play a song and have students pick out the theme.

3. Follow-up with telling them that everything that we read has a theme.

**MANY DETAILS SUPPORTING A MAJOR IDEA**

4. Tell the definition of theme: the story’s main message or lesson about life that the author wants to share.

5. Focus students on one focal point—The Rough-Face Girl (lesson 1). Use this story to follow the 5 Elements of a story (this is to be used throughout readings so post where students can see it daily):

* Title
* Big/main ideas in the text
* Characters’ actions and thoughts
* Setting and plot
* Theme statement

6. Follow by reading the short story, Rosa. Apply the 5 elements to the short story.

* Begin by asking students to make predictions about the title of the book.
* Explain how the title of the book tells clues about the theme of the story.
* Use the Question-Answer Relationship throughout.

During reading teacher should stop at various points of anticipation. Before actually reading story to students place sticky notes at places you would like to stop and ask a question. Require students to make a hypothesis.

* After reading: Think, Pair, Share
  + Students will first brainstorm the main/key ideas of the story independently. Second they are to pair with a buddy and share their ideas. Come together as a class and have a whole class discussion (record thoughts).
  + Next students are to complete double entry journal in journals with these headings: Important Quotes from Characters and My Thoughts
    - Do with a partner. Come up with 2-3 quotes that relate to ideas that were brainstormed previously, along with their person thoughts.
  + Discuss responses.
  + Gear Change: think about setting and plot which are important events in the short story and how they affect the main idea. Also, they should think about the problem/solution.
* Now they are to use everything they just did and compose a statement about those big ideas.
  + Theme should not be a single topic. They should combine all the information that was just brainstormed.
    - Tips on writing statement:
      * Use complete sentences
      * Think about what the author of the piece is trying to say about life
      * What does the character(s) learn?
      * How does it apply to people in general?

**Assessment:** How well students worked with assigned partner. How much effort and thought was placed on each activity.

**Extension:** Read Watson’s Go to Birmingham 1962. Have students explore the various themes that are intertwined within a novel. Prior to activity create an activity booklet to go along with the novel. The same procedure would be followed from above while reading the short story.

Also, once both books have been read they can complete a Venn-Diagram comparing and contrasting the books.

|  |  |  |
| --- | --- | --- |
| **K**  **What I**  **KNOW** | **W**  **What I WANT to know** | **L**  **What I LEARNED** |
|  |  |  |

**1. SCUBA Dive!**

**Scholastic Inc (1996-2010). *Scholastic instructor.* Retrieved from:**

[**http://www2.scholastic.com/content/collateral\_resources/pdf/v/Vocab.pdf**](http://www2.scholastic.com/content/collateral_resources/pdf/v/Vocab.pdf)

This is a six-step strategy that helps children figure out unfamiliar words they encounter as they read. To introduce the strategy, share copies of the [SCUBA Dive Bookmark Reproducible](http://www2.scholastic.com/content/collateral_resources/pdf/v/Vocab.pdf) (PDF). Read a story with challenging vocabulary aloud as the children cut and color their bookmarks. Ask students to raise their hands each time they hear an unfamiliar word. Then model the SCUBA strategy using the new word. Tell students: Just like scuba divers, we are going to start from the top (with S) and work our way down together. With each step- from sounding out the word to diving into the dictionary-ask for a student volunteer. After practicing the strategy together several times, ask students to try the next word by themselves. Review it together. And be sure to laminate these useful bookmarks for daily reading.   
  
This is a strategy that can be used daily when reading any material. The great thing about learning new vocabulary words is that it is through context and not in isolation. While reading *The Rough-Faced Girl* and *Whang Doodle* I had a few students ask for help in figuring out what words meant while reading a story and decided to find something creative and came up with this. Now in my class after we find a word we add it to our NEW WORDS list and write the definition with it and write it using it in a sentence.

* [**Teacher Store**](http://shop.scholastic.com/teacherstore)
* **http://www2.scholastic.com/content/presentation/www/images/c_top.gif**
* **http://www2.scholastic.com/content/presentation/www/images/c_btm.gif**
* [**Project Achievement Reading Teacher Resource Book [http://www2.scholastic.com/content/presentation/www/images/icon_arrow_green.gif](http://shop.scholastic.com/webapp/wcs/stores/servlet/ProductDisplay?productId=13899&langId=-1&catalogId=10004&storeId=10001&sa_campaign=internal_ads/scholastic3_0/content)**](http://shop.scholastic.com/webapp/wcs/stores/servlet/ProductDisplay?productId=13899&langId=-1&catalogId=10004&storeId=10001&sa_campaign=internal_ads/scholastic3_0/content) **Grade 7 $9.95**
* **[Add To Cart](javascript:addToCartTS('13899'))**

**2.** **CSPACE and TREE**

**MacArthur, C (2010). *The access center.* Retrieved from:**

[**http://www.k8accesscenter.org**](http://www.k8accesscenter.org)

These two strategies will aid students when writing a story or writing a persuasive argument. CSPACE stands for: C-Character; S-Setting; P-Problem; A-Action; C-Conclusion; E-Emotion. This strategy is great to use when planning out stories. With this a story map organizer would be great to use in helping map out thoughts. TREE stands for: T-Topic sentence; R-Reasons; E-Examine reasons; E-Ending. This writing strategy is wonderful to follow when doing persuasive writing.

I have both of these acronyms on my literature board in my classroom to always help remind students the processes of persuasive writing and story writing. In practicing persuasive writing I would give students a topic that they would have to argue whether they are for or against. Their task would be to per sway me. I would have students use the Persuasion Map on Read Write Think in helping them map out the argument. Lastly, I would place students on two different debate teams. One would have to argue for and the other against. They must try and persuade me using true facts and good writing. When writing they must follow the TREE strategy. In using C-Space they would write me a story of any kind, but would be required to follow this strategy because this includes all of the components of good story writing.

**3. 5W’s and H**

**Cave, C (2005). *Creativity web: Resources for creativity and innovation.* Retrieved from:**

[**http://www.diegm.uniud.it/create/Handbook/techniques/List/FiveWH.php**](http://www.diegm.uniud.it/create/Handbook/techniques/List/FiveWH.php)

The 5W’s and H strategy answers: who, what, when, where, why and how. Through this strategy students will become better readers. When reading students should continuously be asking themselves who are the main characters, where is this taking place, when did this happen or problem occur, what is going to happen or taking place, why did this happen, and how is this going to get solved.

I use the strategy above while have students concentrate on summarizing a passage and determining what the story is really about. I already incorporate this strategy with every short story or novel that is read in my classroom. I would first model how to pay attention to these things while reading a short story aloud. Also, I will show how to make predictions and later check them through reading. Then I would read another short story aloud and have students answer each of the 5W’s and H on their own to see what is understood.

**4. Theme Graphic Organizer**

**Scholastic Inc (1996-2010). *Theme graphic organizer.* Retrieved from:**

[**http://www2.scholastic.com/content/collateral\_resources/pdf/m/mentors0708kechiawilliams/ThemeGraphicOrganizer.pdf**](http://www2.scholastic.com/content/collateral_resources/pdf/m/mentors0708kechiawilliams/ThemeGraphicOrganizer.pdf)

All books have a theme. Many times this can be very hard for students to pick out what it is. The theme organizer is divided up into four sections: important events from plot, characters, setting, and the quotations and explanations. Students will be required to focus on each component that will lead them to the theme of the story.

If a student does not understand the theme of a story then they have missed the entire message of the author. This organizer helps students find the linking pieces to the theme. In introducing theme to my class I read the short story Sylvester and the Magic Pebble by William Steig. This book has a wonderful theme (be careful what you wish for) and is easy enough to understand. This strategy is essential to learn in decoding the theme of a book. Also, knowing how to do this will help students on the reading end-of-grade test.

**5. Sequence Event Organizer**

**Scholastic Inc (1996-2010). *Sequence event organizer.* Retrieved from:**

[**http://www2.scholastic.com/content/collateral\_resources/pdf/l/lessonplans\_graphicorg\_pdfs\_sequentialpattern.pdf**](http://www2.scholastic.com/content/collateral_resources/pdf/l/lessonplans_graphicorg_pdfs_sequentialpattern.pdf)

The sequence event organizer helps students’ layout their thoughts and or the events of a story in sequential order. This can be used for a time line and for showing historical events. Also, this organizer can show how a series of events interact to produce a set of results again and again, along with showing change over time.

This organizer can be used with all subjects. I do use this in lesson 2 from above. Students are to sequence the folktale Whang Dang Doodle in the order of how they are going to retell it. Before having students retell the story they should first sequence the story as it was read to them. In science students can use this to show the life cycle of an animal. This can also be used in math when having students show the steps to completing a math problem.

**6. Question-Answer Relationship (QAR)**

**Buehl, D. (Ed.). (2009). *Classroom strategies for interactive learning* (pp.133-136).**

**Newark, DE: International Reading Association, Inc.**

The key to this strategy is modeling this aloud for students. QARs can be done before/during, and after reading. This strategy has two components to finding the answer: in-the-book and in-my-head. In-the-book QARs require you to ask right-there questions. With this the answer is stated right there in the text. Also, this requires you finding answers from 2 or more sentences from the text. In-my-head QARs require two ways of thinking: author-and-me and on-my-own. The author-and-me require you to find clues from the author within the text. Also, the answers are developed partly from hints from the author and partly from the reader’s personal knowledge. Lastly, the second type of in-my-head QAR is on-my-own which relies completely on the reader’s personal knowledge.

This is a great technique to do with any short story or novel. In using this with the book Speak by Laurie Halse Anderson I would do this before, during, and after reading. This is a great way for pre-and post assessing students. With each chapter students would be asked to answer questions that would require them to search for the information in the book (author-and-me) and questions that require them to answer based on their own personal knowledge (on-my-own). Through practice with this technique students will become well prepared for the EOG test because many questions must be answered this way.

**7. Save the Last Word for Me**

**Buehl, D. (Ed.). (2009). *Classroom strategies for interactive learning* (pp.151-152).**

**Newark, DE: International Reading Association, Inc.**

This strategy puts students in charge. This is done in a small group setting which is more inviting. To begin the teacher should assign a story to be read. Students should locate five statements that they find interesting or would like to comment on with which they either agree or disagree. Next give out five index cards to each student, a card for each selected statement. Have students write one statement on the front of the card. On the back side, have them write comments about the statement. Then divide the class into small groups of four or five. Display the direction to this strategy. Each should take turns sharing each of the five cards. The first student reads a statement to the group and helps members locate the statement in the text. The student sharing the statement cannot answer until everyone else has commented. They get to have the last word.

This technique is wonderful for my middle school students. I really like how this puts the student in charge; many of my students lack knowing how to take charge. This technique also helps the teacher see who understands the material and who does not. Lastly, this requires students to use their critical thinking skills. I would use this when teaching a Civil Rights lesson. In doing so we would read many books written by African American authors, explore the historical documents, and compare and contrast the United States then and now. A Venn-Diagram can be used in comparing and contrasting the United States then and now.

**8. Think-Pair-Share**

**Buehl, D. (Ed.). (2009). *Classroom strategies for interactive learning* (pp.122).**

**Newark, DE: International Reading Association, Inc.**

First provide students with a specific question or issue to consider, allowing them a short wait time to ponder their thinking individually. Then have students discuss the topic in pairs. In addition to discussion, ask students to engage in other types of thinking during this phase such as reaching a consensus on an issue, solving a problem, or arguing an opposing position. To take it a step further you can have a novice and an expert in the groups.

I like to use this technique with writing. Only I don’t begin by telling students they will be writing because that instantly turns them off. In this writing lesson I would begin by sharing a story of “The Best Gift” that I had ever received. Then I would tell students to think about theirs for about 2-3 minutes before sharing with a partner. Once thinking of their story they then share with a partner. Lastly, I would have students either write it down themselves or dictate to me what they are wanting to say. Also, I would use this in reading. For introducing a book they can do a Think-Pair-Share when pondering on what the book is about just by reading the title. Also, this is a great activity to use when discussing the problem that has occurred during the novel and making predictions on the solution to it.

**9. Problematic Situations**

**Buehl, D. (Ed.) (2009). *Classroom strategies for interactive learning* (pp.129-130).**

**Newark, DE: International Reading Association, Inc.**

Problematic situations can be used to frontload instruction for any type of text that deals with a problem/solution relationship. First, examine the reading assignment and develop a problematic situation for students to consider. Students should be provided with enough relevant information about the situation so that they are able to identify key ideas in the passage as they read. The context of the problem must be clearly defined. Second, the Problematic Situation is posed to students in cooperative learning groups. In the groups they are to pose possible solutions or results and then record them as they are discussed. They must then explain why each is appropriate or would be successful. Groups are to decide on the most promising solution. Also, they are to develop justifications for the decisions being made. Next they should then test their solutions through reading the selection.

This really requires students to use their critical thinking skills. This is another great strategy to use with the novel Speak. In preparing this lesson I would have already read the book and picked out the chapters/passages that show where a problem has occurred. Then I would divide the class up into groups, giving each group a different situation to think about. They should then discuss it among group members and decided which solution is best for that situation. Through this they are making predictions and would later be able to check them through reading.

**10. Readers Theatre**

**Buehl, D. (Ed.). (2009). *Classroom strategies for interactive learning* (pp.149-150).**

**Newark, DE: International Reading Association, Inc.**

This requires the teacher to reformat the text into a Readers Theatre script. “First, preview materials to identify passages that could be modified for Readers Theatre with little editing. Create a script for a group of four or five students who can take turns reading line. If necessary, rework any material to fit the Readers Theatre format and change the language from third person to first person. Therefore, a descriptive passage becomes a personal narrative when delivered by the Readers Theatre group. Next, students read their parts as if they were assuming these roles. Readers Theatre read-alouds need not be elaborate productions. However, allow students sufficient time to review their lines so that they can be read with polish for the entire class. Lastly, students can be asked to work with partners to create their own Readers Theatre excerpts from a classroom text.”

I would use this in the book Rosa by Nikki Giovanni or any book for that matter because students can take on the role of that character. Through role playing they would experience the persecution this group of people went through on a daily basis. I would divide the book into scenes. A different group of students would produce each scene. With this being an older group I would ask for input on how to construct the script.