



## Direct Reading and Thinking Activities with a Focus on Acquiring Vocabulary

### Overview:

This lesson focuses on teaching active reading strategies, especially predicting and word attract skills. The vocabulary words are self/teacher selected from the text being used. Vocabulary can focus on Greek and Latin roots that form the words or grade-level words found in the text.

### Standards:

- L.11-12.4-6.
- SL.11-12.1-3
- RI.11-12.4

### Objectives:

- Students will learn self-directed skill in predicting, reading, proving; divergent thinking to convergent thinking.
- Students will identify new words in context.
- Students will utilize context clues to determine word meaning
- Students will utilize the dictionary to determine word meaning and part of speech

### Materials

- Construction Paper
- Markers
- Dictionaries
- Note cards with words and definitions from text

### Procedure:

#### Part I: Active Reading

- Fiction lends itself readily to prediction, but students struggle to interact with nonfiction because of content vocabulary. The teacher should decide beforehand where students will stop to discuss and predict when first teaching this direct reading and thinking approach. After several practice sessions, students will determine the stop points as they select and lead the sessions.
- Students may do better if they are given a fair amount of choice regarding the types of non-fiction they read. This does present an excellent opportunity for the teacher to ask students to read the newspaper or magazines or online articles and journals about current issues and events. Students could be asked to bring in non-fiction selections that they find interesting or important.
- Students read selection title (and perhaps a bit of the selection) and make predictions about content.



- Students read to first predetermined stop. They confirm, refine, or reject their initial hypotheses and justify their ideas with reference to the text.
- Students then make new hypotheses. These can be written on the board or into notes, but the teacher should model this where all students can view the actual information documented for the first sessions.
- Students read the next section and follow procedures in step two. This cycle continues until text is read.
- Follow-up activities may be completed after the text is read. Students may be asked to paraphrase the passage, or outline the main points. Students could be asked to evaluate the support offered or the details used to prove or illustrate the main points in the passages. This can be completed in small groups, and the students can compare and contrast their findings in a wrap up activity led by the teacher.
- The teacher should facilitate (but not direct) thinking by asking questions. For example:
  - **What do you think?**
  - **Why do you think so?**
  - **Can you prove it?**
- The teacher may summarize points that students make during the discussion, but should take care not to let his or her values or interpretations dominate. The teacher's role is to foster thoughtful student participation.

## Part II: Learning the Vocabulary

- Students have read and understood the passage without focusing on vocabulary. Now go back through the text and have students select or you give them words you have pre-selected.
- Each student receives a word from the text with its definition.
- The student must determine the part of speech using a dictionary.
- Next, the student must use the word in context by drafting a sentence in which the word is creatively utilized with sufficient context clues for other students to glean the meaning of the word from that sentence.
- Next, the student will write the edited sentence in pen on a "brick" (construction paper cut in half or quarters).
- Each student will present their sentence to the class by reading it out loud
- The class will then read the sentences aloud and try to guess the definitions of the words based on the sentence context clues provided.
- When each word is determined, the word is added to the brick, and then the bricks are placed on the wall to begin the formation of a word wall. The wall will grow as their reading continues throughout the year. Students enjoy seeing the wall get larger, and they will continue to refer to the words. This helps them make the words a permanent part of their functional vocabularies.