Active Reading

Lesson Objective	(Comprehension) Students will practice several active reading strategies.
Vocabulary	**active reading strategies:** strategies used during reading to improve comprehension and engagement
Reviewed Vocabulary	connection, predict

Instructional Materials	**Teacher**	**Student**
	• Teacher Masters • Poster—***Three Active Reading Strategies*** • Timer	• Student Booklet • Practice—One copy for each student of a short excerpt (3–5 sentences) from the text you are currently reading. Before copying, place a thought bubble next to three sections of the text that exemplify one of the active reading strategies: making connections, questioning, or predicting. The ***Practice—Thought Bubbles*** sheet in the Teacher Masters has icons you can cut out and paste to the text.

Preview

When we read, we sometimes think that if we understand the *words* in a text, we will understand what the writer is trying to say. However, in order to really understand what we read, we have to constantly ask questions about how the words and phrases fit together, and check our own understanding. Today's lesson, "Active Reading," will help you become more aware of this process and help you become better at it.

Engage Prior/Informal Knowledge

1. Students complete a silent warm-up.

   Display the *TM#1: Engage Prior Knowledge—Silent Warm-up*. Direct students' attention to their copies, *SB#1: Engage Prior Knowledge— Silent Warm-up.*

   > **Look at the silent warm-up. Read the passage below. When you are done reading, complete the three question stems below the passage. You have 5 minutes.**

   Set the timer for 5 minutes.

2. Review student responses. Answer will vary.

   When 5 minutes have passed, ask for students to share their responses. Record correct responses on the display, and have students make corrections or additions to their papers. Take no more than 2 minutes to share out responses.

3. Preview the lesson.

   > **All of the question stems we used in the warm-up are examples of active reading strategies, strategies that are used during reading to improve comprehension and engagement. Here's an example of active reading. Last night I was reading a magazine that had a delicious-looking picture of lasagna and I thought, "That looks better than mine! I wonder what is different." I began reading the recipe and asked myself, "Hmm…Why does**

it call for eggs?" Then I thought, "Maybe it's the eggs that make it better than mine. I think I'll try adding eggs next time."

So you see what I did. I connected the picture with my prior experience, I asked questions, and I predicted that this new ingredient might make my lasagna better.

Have any of you ever, while reading, found yourself thinking or even saying aloud, "Whoa! Why'd they do that?" or "What just happened?" or "I bet I know what's going to happen next?" *(Answers will vary.)*

These kinds of comments show that you understand what is being read. These are things that effective readers do all the time.

Today we're going to practice active reading strategies that will help us better understand what we read.

Demonstrate

1. Introduce three active reading strategies.

   Display the *TM#2: Poster—Three Active Reading Strategies.*

   > Active reading means using strategies while you read to improve your comprehension and increase your interest in what you are reading. The more you practice active reading, the better you will get at learning how often to stop and think and learning what types of strategies help you the most.

   > Today we are going to practice three active reading strategies that make up the mnemonic *CAP*. *C* stands for "Connect to my experiences, or to things I've seen, heard, or read." *A* stands for "Ask questions." *P* stands for "Predict what will happen."

2. Demonstrate using active reading strategies while reading a passage.

   Display the *TM#3: Demonstrate—Active Reading.*

When I read this passage, I used those three active reading strategies and wrote notes in the thought bubbles in this passage. When have you seen thought bubbles like this before? *(in cartoons)* **Why do cartoons use thought bubbles?** *(to show what the characters are thinking)* **This activity uses thought bubbles to practice our active reading strategies because active reading means stopping to think while we read.**

Look at the passage and my thoughts. I read, "I woke up that Saturday morning agitated and anxious," and my thought was, "Why is the writer anxious?" I wrote it in the thought bubble.

Look at the table at the bottom of the page that lists the three CAP active reading strategies. Which active reading strategy is it if I stop and think, "Why is the writer anxious?" *(Ask questions.)* **I'll put a check in the column next to "Ask questions"** *(point to the 'Did I use it in my thought bubbles?' column)* **in the table.**

Continue to the next thought bubble.

Then I read the next sentence: "I was in Texas, but my mother was 2000 miles away in a hospital in Boston, Massachusetts." My thought here was that it reminded me of when my dad was in a car accident, because he was in the hospital. Which active reading strategy is it if I stop and think, "This reminds me of when my dad was in a car accident"? *(Connect to my experiences, or to things I've seen, heard, or read.)* **I'll put a check in the column next to "Connect to my experiences, or to things I've seen, heard, or read" in the table.**

Continue to the next thought bubble.

Then I kept reading: "I was almost 40 years old, but somehow I had never needed my Mommy quite as much as I needed her that morning. And then I got the phone call." After reading that sentence, I noticed other thoughts: "What phone call? Who is calling?" Which active reading strategy is that? *(Ask questions.)* **So I'll put a check in the column next to "Ask questions" in the table.**

Continue to the end.

> **"'Lilia?' It was my brother, and the tone of his voice sent my heart plummeting into my gut, leaving me holding my breath." What does "sent my heart plummeting into my gut" mean?** *(The writer felt suddenly very sad or fearful.)* **Those words made me think, "Oh, I bet he's going to share bad news." Which active reading strategy is that?** *(Predict what will happen.)* **So I'll put a check in the column next to "Predict what will happen" in the table.**

Practice

Teacher Note

Prior to class, make a copy of a short excerpt (3–5 sentences) from the text you are currently reading. Place a thought bubble next to three sections of the text that exemplify one of the active reading strategies: making connections, questioning, or predicting. The *TM#4: Practice—Thought Bubbles* sheet in the Teacher Masters has icons you can cut out and paste to the text. Make copies for each student.

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1. Students practice the active reading strategies.

   Display the prepared excerpt from the text you are currently reading. Direct students' attention to *SB#2: Practice—Active Reading Strategies*.

   > **Now you will practice the active reading strategies on your own. What are the three strategies we are practicing today?** *(CAP. C stands for "Connect to my experiences, or to things I've seen, heard, or read." A stands for "Ask questions." P stands for "Predict what will happen.")*

   > **For this activity, you might not use all of the strategies, and you might use some more than once. Try to use at least two different strategies, if possible.**

> **Stop and write your thoughts in each thought bubble. Then, when you finish writing your thoughts, look at the table on the Practice—Active Reading Strategies page, and put a check mark in the "Did I use it in my thought bubbles?" column next to each active reading strategy you used.**

Have students restate the instructions, and check for understanding. Set the timer for 10 minutes.

Circulate among the students, check for understanding, and provide corrective feedback as needed.

2. Review student responses.

After 10 minutes, stop students. Ask for student volunteers to share the thoughts they had, and have them identify which reading strategies they used.

Independent Practice

1. Have students complete the *SB#3: Independent Practice*.

2. Collect the materials, score the work using *TM#5: Independent Practice—Answer Key*, and check for mastery.

Teacher Note
Extend this lesson by having students practice the strategies with a variety of genres. It is sometimes difficult to use the strategies with challenging texts. Give students multiple opportunities to practice with a variety of texts – poetry for example, or examples from textbooks.