



Attentive Reading

This lesson is designed to introduce students to attentive before- and during-reading strategies and provide time for them to practice the strategies.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Question

What strategies can I use to get the most out of what I read?

Objectives

- Students will learn and practice strategies to help them interact more effectively with texts.

Advance preparation

- Practice reading “Secrets of Effective Readers” while “thinking aloud” to model reading strategies.
- Display the classroom poster “Before- and During-Reading Strategies,” but cover it so that students do not see it at the beginning of class.
- Post the vocabulary words on the Word Wall.

Materials/Resources

- Lesson slides
- Classroom poster: “Before- and During-Reading Strategies”; and something to cover it

Student Materials

- “Secrets of Effective Readers” reading selection
- “Secrets of Effective Readers – Putting It in Practice” activity sheet
- “Why Reading Matters – And How to Be a Better Reader”
- Half sheets of paper for exit ticket

Vocabulary

- attentive
- activate
- prior knowledge
- text features
- visualize

Do Now

3 min.

(Slide 1) Students discuss with a partner what they do to prepare their minds when they have a new text to read.

Introduction (Framing/Overview)

7 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Tell students that in the last three lessons, they have considered how to organize themselves to manage their learning more effectively. Today, they will be learning ways to prepare their minds to learn more effectively when they have something to read. Show the concept map for the lesson (slide 4); briefly review the activities listed.
3. Introduce the vocabulary words (slide 5). Ask students whether they know what each word means, or what they think it might mean. Ask them to identify related words that they already know (*attention*, *active*). Use each word in a sentence. Ask students to provide examples of when and how being **attentive** can help them be successful in school and life (slide 5; tell them they will learn more about the other vocabulary words later in the lesson).
4. Review the Do Now with students (slide 6). Ask student volunteers to share some of the things they like to do when they approach a new text. Generate follow-up discussion with questions such as, “Why do you like to begin that way?” or “How do you find that doing this helps you when you read?”

Activity 1: Learning About Attentive Reading Strategies

12 min.

5. Explain that just as habits (such as listening carefully and asking questions) help students learn better in class, there are also habits that help readers get more out of what they read—whether it’s a classroom textbook, a movie review, or an online recipe! Ask students (slide 6) to help you create a list of strategies they’ve learned in other classes that help them understand things they read. Write their suggestions on the board. These might include: *look at the pictures*, *set a purpose for reading*, *underline important points*, etc.

**Whole
Class
Discussion**

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| <p>6. Uncover the classroom poster “Before- and During-Reading Strategies” (also on slide 8). Briefly describe each strategy, then ask students to indicate by a show of hands if they are familiar with the strategy and practice it regularly. At this time, introduce the vocabulary terms text features, activate, prior knowledge, and visualize (click through slide 9 to show each word and its definition).</p> <p>7. Tell students that you are going to model using the strategies as you read the class text “Secrets of Effective Readers.” Direct students to listen for you to use the strategies listed on the poster, and to indicate by snapping their fingers each time they hear you use one of the strategies.</p> | <p>Direct Instruction</p> |
| <p>8. Show slide 10, “Secrets of Effective Readers,” or ask students to follow along on their handout as you read the text. As you read, be sure to pause frequently to model the use of strategies by “thinking aloud.” Prompts are included on the teacher version of the text to provide examples of “thinking aloud,” but you should feel free to adapt these to your own communication style. (Text continues on slide 11.)</p> | <p>Teacher Modeling</p> |
| <p>9. After reading the text, ask students to comment (slide 12) on the strategies they observed and identify points at which you used various strategies.</p> | <p>Whole Class Discussion</p> |

Activity 2: Practicing Attentive Reading Strategies

18 min.

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| <p>10. Tell students that they will now practice several of the before-reading strategies in their teams. Direct students to the worksheet “Secrets of Effective Readers: Putting It in Practice” (slide 13). Instruct students to read through one (or two, if time allows) of the scenarios with their team, discuss the before-reading strategy questions, and jot down their answers to the questions. (Note: If time is short, you can assign just one scenario for students to address; otherwise, allow students to select a scenario, or assign different scenarios to different teams.)</p> | <p>Cooperative Learning</p> |
| <p>11. Review student responses in a whole-class discussion (slide 14).</p> | <p>Whole Class Discussion</p> |
| <p>12. Tell students they will now practice using these reading strategies with their reading partners (slide 15). Direct students to the reading “Why Reading Is Important—And How to Be a Better Reader.” <i>Remind students to go through the four steps before they begin reading.</i></p> | <p>Partner Reading/
Individual Practice</p> |

13. Students read silently, then softly partner read the selection aloud (students alternate reading paragraphs or sections). Circulate as students read to make sure they practice the pre-reading steps.

Closure

5 min.

14. Briefly discuss the reading selection as a class (slide 16). Ask students whether they learned anything that surprised them. Ask students what kinds of texts they enjoy reading, and how they think they can increase the amount of time they read each day with texts that they find personally rewarding.
15. Exit ticket (slide 17): Have each student complete the sentence, “One new thing I learned today about reading is...” on a half sheet of paper.

Extensions - Homework

If you have lots of time, have student teams identify strategies for an additional scenario on the “Putting It in Practice” activity sheet. Or, if you have extra time at the end of class, lead students in a discussion comparing good classroom listening habits and attentive reading strategies. For example, invite students to review strategies listed on the Before- and During-Reading Strategies poster and consider ways they could apply these to classroom listening. (Examples might include looking at the pictures or sentence strips posted when they enter the classroom, setting a purpose for learning, or asking questions.)

If you wish to assign homework, have students finish filling out any remaining scenarios on the “Putting It in Practice” activity sheet. Or, have students practice the pre-reading strategies on something they read for another class, or something they read for fun. Have them log in their journals which pre-reading strategies they used and how these were helpful.

Secrets of Effective Readers

Imagine walking into a new house or apartment. You enter your bedroom, ready to put away your clothes. But you have no closet, no hangers! Furthermore, you have no dresser! No shelves! Nowhere to put your clothes! How can you organize your room? How can you ever find things if your clothes stay unpacked in boxes, or scattered around the floor in random piles? It's a big mess!



Your brain is like that room. When you learn new information—or read something new—your brain wants to file it with similar information. It wants to “wake up” the knowledge it already has about that topic, and connect the new learning to what you already know. That way, it can organize it, remember it, and retrieve it!

Before opening that book or looking at that informational web site, a successful reader prepares his or her mind to receive the new information. You may not always “see” how an effective reader does this—or be aware that you are doing this yourself. But practicing pre-reading skills can make a big difference in how well you learn.

1. Set a purpose for reading.

To prepare your brain for the new information, know WHY you are reading. What do I hope to learn? Do I need to find out something? Am I curious about this topic? Do I need to know this for a test?

2. “Wake up” or activate prior knowledge.

How does this connect to what I already know about this subject? Thinking about what I already know will help me understand and remember more of what I read.

3. Notice text features.

As I look over the text, what illustrations, captions, and headings do I notice? What words are bolded, and do I know what they mean?

4. Ask questions.

I wonder what the title means? What is this text about? What will I learn?



READ THE TITLE AND SAY: Okay, this looks like something that will help me be a better teacher. I know a lot of my students struggle with reading, so this might give me tips for how to help them improve.

One thing I know is that effective reading habits can be learned. I've seen kids improve their reading dramatically with practice!

Secrets of Effective Readers (Annotated Teacher Version)

There are some interesting pictures here! I get the brain and the book, but what does a laundry basket have to do with reading secrets? Looks like there's a list of tips at the bottom of the page; that should be useful.

Imagine walking into a new house or apartment. You enter your bedroom, ready to put away your clothes. But you have no closet, no hangers! Furthermore, you have no dresser! No shelves! Nowhere to put your clothes! How can you organize your room? How can you ever find things if your clothes stay unpacked in boxes, or scattered around the floor in random piles? It's a big mess!



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Hey, that's right. Sometimes that happens to me when I attend a teacher training... it helps if I can connect new information to something I already know.

1. Set a purpose for reading.

To prepare your brain for the new information, know WHY you are reading. What do I hope to learn? Do I need to find out something? Am I curious about this topic? Do I need to know this for a test?

2. “Wake up” or activate prior knowledge.

How does this connect to what I already know about this subject? Thinking about what I already know will help me understand and remember more of what I read.

For sure. Thinking about some of the challenges my students face helps me understand this text right here.

3. Notice text features.

As I look over the text, what illustrations, captions, and headings do I notice? What words are bolded, and do I know what they mean?



4. Ask questions.

I wonder what the title means? What is this text about? What will I learn?

These are some great ideas for ways to prepare to read! I wonder what other tips might help students when they're in the middle of reading?

Secrets of Effective Readers: Putting It into Practice

With your cooperative learning team or partner, discuss the following situations. Write your answers to the four pre-reading steps.

1. **Set a purpose for reading.**
2. **“Wake up” or activate prior knowledge.**
3. **Note text features (titles, sub-titles, pictures, charts, etc.)**
4. **Ask questions.**

A. Millie is searching the internet to find out about Red Cross babysitting classes for teenagers. She wants to take this class so that she can earn money babysitting.



1. What is her purpose for reading the web sites?

2. What might she already know about this subject?

3. What text features might she find?

4. What questions might she have?

B. Rasheed has to write a research paper for his history class on some aspect of Europe in the Middle Ages. He is interested in castles and other old buildings because his uncle is an architect who designs buildings.



1. What is his purpose for reading?

2. What prior knowledge does he already have about this subject?

3. What text features might he find?

4. What questions might he have?



C. Carlos was born in Monterrey, a city in Mexico, and moved to the United States as a baby. He and his family are returning to Monterrey for a visit this summer. Carlos wants to know about the history of this city, and what interesting things he can see or do there.

1. What is his purpose for reading?

2. What prior knowledge does he already have about this subject?

3. What text features might he find?

4. What questions might he have?

Why Reading Matters—and How to Be a Better Reader

1. What is your purpose for reading this selection?

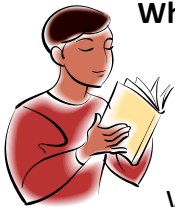
2. What prior knowledge do you have about this subject?

3. What text features do you notice?

4. What questions do you have?

Jack thought he knew how to read—or read well enough. But his science and social studies textbooks leave him frustrated. “I can’t understand them!” he complains. “And they’re boring, too!”

Jack is not alone. Many students have trouble reading well. Even if they understand individual words and can sound them out, they often don’t understand what the passage or book means.



Why Reading Matters

Students need to read well not just to get good grades or pass state tests. Reading well is a key that unlocks many doors. You can become a lifelong learner who is able to satisfy your curiosity, learn new skills and information, and find meaningful jobs.

What might you want to read? Many different kinds of texts help people improve their lives! How about a driver’s education manual so you can get your driver’s license? A review of a new movie? A new novel from your favorite author? A religious book that explores the meaning of life? A bus schedule so you can get to the mall or to an after-school job? You might want to find a recipe for chocolate brownies online or in a cookbook. Or read a manual that teaches you how to change the oil in your car. If your neighbor is from Turkey or Vietnam or Kenya, you might want to learn about life in that country. Maybe you’ll skim an encyclopedia article or look up some information online.

Adults Struggle, Too

Unfortunately, many adults can’t read well enough to cope with daily life. Over 30 million adults can’t understand a newspaper, read an advertisement, or fill out a job application. Half of our nation’s jobless youths ages 16-21 have the same struggles. Without effective reading skills, it’s almost impossible to find a good job.



What Happens When You Read

Reading is not mindless or passive. When you read, your mind is awake and active! Your brain is creating new pathways for learning. Scientists and researchers used to think that only young brains could grow new cells. But we now know that the human brain can grow and change throughout life. Young people's brains can make new connections in response to learning, practice, and stimulation.



Reading vs. Screen Time



You've probably noticed that watching television, YouTube, or TikTok is much easier than reading. It demands far less concentration. That's because when you look at a screen, your brain goes into neutral—almost as if it is partially asleep. It does not process or analyze the information it is receiving. It is passive, not active.

Studies show that fast-paced screen images may actually change your brain—for the worse! Even one or two hours of passive screen time every day can affect your ability to do well in school. Unfortunately, many people spend six or seven hours watching television or looking at devices every day.

What Successful Readers Do

Successful readers have a collection of thinking strategies to understand and remember what they read. They know *why* they want to read something—they have a purpose. They make predictions about what they will read, and connect it to something they already know (prior knowledge). They visualize or make “mind movies,” and ask questions while they read. They monitor their own progress and may reread a difficult passage, speed up, or slow down.

Do You Want to Become a Better Reader?



Many research studies show that if you read *more*, you will read *better*. In other words, practice makes perfect (or at least helps)! Did you know that reading alone for just 15 minutes a day can expose you to more than a million words a year? Think how much smarter you will become—and how you will become a better reader. Just as you practice basketball or the violin to develop your skills, practicing reading will make you a better reader.

No matter what your reading skill level is today, you can be a better reader—and then a better thinker. Michael King was a poor boy in the segregated South who attended school just a few months each year. When he decided to become a Baptist minister, he could only read at a fifth-grade level. But he loved to read and went to school at night to prepare for college. He eventually earned his degree, became a successful minister and political activist, and raised three children. You may have heard of one of them—his son, the famous Dr. Martin Luther King, Jr.

