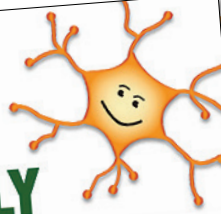


9-12

**100 BRAIN-FRIENDLY
LESSONS** for
Unforgettable
**TEACHING
and LEARNING**



MARCIA TATE

CORWIN

Thank you

**FOR YOUR
INTEREST IN
CORWIN**

Please enjoy this complimentary excerpt from *100 Brain-Friendly Lessons for Unforgettable Teaching and Learning, Grades 9-12*, by Marcia Tate. Use this lesson to provide your students with helpful strategies to monitor comprehension while reading.

LEARN MORE about this title, including Features, Table of Contents and Reviews.

ENGLISH GRADES 9–12 LESSON 10

Comprehension

Lesson Objective(s): *What do you want students to know and be able to do?*

Use strategies to monitor comprehension while reading.

Assessment (Traditional/Authentic): *How will you know students have mastered essential learning?*

Collect dialectical journals and annotation organizers on an ongoing basis for informal assessment. Give students multiple opportunities to demonstrate their improved comprehension via structured small group discussions, and conduct periodic check-ins with each book group so that they can orally explain their progress.

Ways to Gain/Maintain Attention (Primacy): *How will you gain and maintain students' attention? Consider need, novelty, meaning, or emotion.*

Explain how discussion sections function in college. Students will be expected to read a large volume of text over a short period of time and come to their discussion section ready to share with the group.

Share that you will be providing two flexible note-taking formats that students can use to organize their notes and thinking during independent reading. They will use these notes to contribute purposefully during small, ongoing book group meetings. The note catchers are designed to help them continuously monitor their own comprehension, which is an essential literacy skill.

Content Chunks: *How will you divide and teach the content to engage students' brains?*

Lesson Segment 1: Monitor Comprehension

- **Activity 1: Book Group Selection**

Provide students with book choices that reflect the range of interest and ability levels in your classroom. Students can learn about the books by reading reviews on a site like Goodreads and searching for student or publisher produced book trailers. Ideally, book groups will contain at least two to three readers and no more than four to five.

- **Activity 2: Intro to Note-Taking Techniques**

Distribute copies of a short text like *Women's Groups and the Rise of the Book Club* (<https://daily.jstor.org/feature-book-club/>) and the Annotation Organizer Template/Dialectical Journal Overview (see following pages). You may choose to read the text as a class and complete a note

catcher together, or simply distribute prefilled note catchers so that students have a sense of what high-quality annotations look like. Make sure to highlight the importance of citing page numbers during reading in preparation for sharing evidence-based thinking with other readers.

**You may also want to share digital copies of the note catchers with students in case they prefer to type responses and/or give them the opportunity to develop their own note-taking template using a digital tool of their choosing.*

- **Activity 3: Independent Reading**

Give students a chunk of time to establish a reading schedule in their book groups and complete the first chunk of assigned reading using either the Annotation Organizer or Dialectical Journal Template to capture their thinking.

- **Activity 4: Book Group Meeting**

Provide students with time to meet and discuss the first installment of their book. Encourage them to refer to their note catchers to guide the conversation. They may want to begin by reading one another’s writing silently and writing feedback/thoughts on Post-it notes before diving into a conversation.

Brain-Compatible Strategies: Which will you use to deliver content?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Brainstorming/Discussion | <input type="checkbox"/> Music/Rhythm/Rhyme/Rap |
| <input type="checkbox"/> Drawing/Artwork | <input type="checkbox"/> Project/Problem-Based Learning |
| <input type="checkbox"/> Field Trips | <input checked="" type="checkbox"/> Reciprocal Teaching/Cooperative Learning |
| <input type="checkbox"/> Games | <input type="checkbox"/> Role Plays/Drama/Pantomimes/Charades |
| <input checked="" type="checkbox"/> Graphic Organizers/Semantic Maps/Word Webs | <input type="checkbox"/> Storytelling |
| <input type="checkbox"/> Humor | <input checked="" type="checkbox"/> Technology |
| <input type="checkbox"/> Manipulatives/Experiments/Labs/Models | <input type="checkbox"/> Visualization/Guided Imagery |
| <input type="checkbox"/> Metaphors/Analogies/Similes | <input type="checkbox"/> Visuals |
| <input type="checkbox"/> Mnemonic Devices | <input type="checkbox"/> Work Study/Apprenticeships |
| <input type="checkbox"/> Movement | <input checked="" type="checkbox"/> Writing/Journals |

ANNOTATION ORGANIZER

Word/Definition:	Word/Definition:
Original Sentence:	Original Sentence:

KEY QUOTE/PG#

ANALYSIS



KEY PLOT POINTS

2 DISCUSSION-WORTHY QUESTIONS

Dialectical Journal Procedure:

- During reading, choose passages that stand out to you and record them in the left-hand column of the chart (*A/ways* include page numbers or paragraph numbers for shorter texts).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)

***Please label your responses using the following codes:

(E) Evaluate—make a judgment about what the author is trying to communicate **(Q) Question**—ask about something in the passage that is unclear or confusing **(C) Connect**—make a connection to your life, the world, or another text **(P) Predict**—anticipate what will occur next based on what you’ve read so far **(CL) Clarify**—answer earlier questions or confirm/repudiate a prediction **(R) Reflect**—think critically about what the passage means in a broad sense—not just to the characters in the story or the author of the piece. What conclusions can you draw about the world, human nature, or life in general?

Passages from the text	Pg #/ Paragraph	Code + Analysis (Use at least 3 different codes per assignment)