

READING IS LEARNING

This brochure consists of explicit rules, examples and practice exercises to develop reading strategies to enhance comprehension and foster autonomy while reading a text.

The activities for analyzing texts and developing thinking skills are some of the strategies and procedures that help the reader go beyond decoding words. These activities make them aware of sequences, relationships, predictions, inferences, proper summaries of information, and more.

These activities will be done with students through guided instructions to be used before, during and after their Reading tasks where strategies will be explicitly presented.

The during and post reading activities have an andragogical focus, which means they are designed for adult learners to create knowledge through pair and group work, cooperative learning, discussions, expository method, among others.

Cynthia Hidalgo Camacho

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Reading: Read each paragraph and answer the questions.

Post-reading : Re-tell the story to your partner, using the inferences.

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2. Reading for fun

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READING IS LEARNING

1. Reading Skills through guided interaction.

1.1. Previewing and predicting

What is it? How do I use this?

What might occur in the story? Good readers use pictures, titles, headings, and text and personal experience to make predictions before they begin to read. Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, the reader can refine, revise, and verify their predictions. When we predict we develop a critical schema or cognitive map and this increases comprehension.

Activities :

Pre-reading : Discuss pictures proposed

Reading : Underlining key information

Post-reading : Identification of correct information.

Procedure:

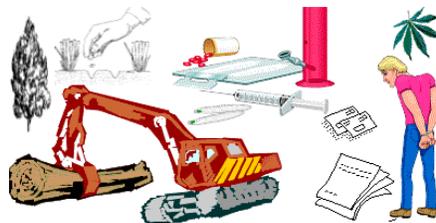
1. Discuss how the pictures presented relate together.

Pulp Friction

Source: <http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/predict.htm>

Pulp Friction

Pre-reading Prediction Exercise



Look at the picture above. It contains a large number of different images. With a partner, discuss the images.



2. Can you predict what the topic of the reading will be? Share ideas with a partner what evidence supports your prediction.

3. Read the text thinking about what information each paragraph is giving you.

4. Underline important information from the text.

Every second, one hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares -- more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clearcut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

Hemp has been cultivated by many cultures for thousands of years. It produces fibre which can be made into paper, fuel, oils, textiles, food, and rope. For centuries, it was essential to the economies of many countries because it was used to make the ropes and cables used on sailing ships; colonial expansion and the establishment of a world-wide trading network would not have been feasible without hemp. Nowadays, ships' cables are usually made from wire or synthetic fibres, but scientists are now suggesting that the cultivation of hemp should be revived for the production of paper and pulp. According to its proponents, four times as much paper can be produced from land using hemp rather than trees, and many environmentalists believe that the large-scale cultivation of hemp could reduce the pressure on Canada's forests.

However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fibre, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the cultivation not only of the plant used to produce the drug, but also of the commercial fibre-producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison -- despite the fact that marijuana cannot be produced from the hemp plant, since it contains almost no THC (the active ingredient in the drug).

In recent years, two major movements for legalization have been gathering strength. One group of activists believes that ALL cannabis should be legal -- both the hemp plant and the marijuana plant -- and that the use of the drug marijuana should not be an offense. They argue that marijuana is not dangerous or addictive, and that it is used by large numbers of people who are not criminals but productive members of society. They also point out that marijuana is less toxic than alcohol or tobacco. The other legalization movement is concerned only with the hemp plant used to produce fibre; this group wants to make it legal to cultivate the plant and sell the fibre for paper and pulp production. This second group has had a major triumph recently: in 1997, Canada legalized the farming of hemp for fibre. For the first time since 1938, hundreds of farmers are planting this crop, and soon we can expect to see pulp and paper produced from this new source.

5. Compare with your partner what information you underline, and discuss how that helped you understand the text.

6 Wrap up activity:

What parts of your predictions were right?

1.2 Scanning

What is it? How do I use this?

It is a reading technique where the reader looks for specific information. It is not for trying to read all the information. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. Scanning also allows you to find details and other information in a hurry.

How to scan.

-Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential.

- Learning to use your hands while scanning is very helpful in locating specific information. Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material.

-Keep the concept of key words in mind while scanning.

-The most important benefit of scanning is its ability to help you become a more flexible reader. Scanning also speeds your reading.

Activities :

Pre-reading : What are you looking for in each one of the questions proposed? A name, a date? An adjective? Discuss in small groups

Reading : Divide the questions for each person in the group, and write your answers as you find them in the quick reading of the text.

Post-reading : In groups gather the information, discuss and summarize to give a general idea of what information the text contains

Procedure: Scan the travel brochure on the next page and find the answers to the following questions as quickly as you can.

- 1) Where is Taman Negara National Park? _____
- 2) What does “Angkor Wat” mean? _____
- 3) Where is Halong Bay? _____
- 4) Which beach in the Philippines is on the list of the world’s best beaches? _____
- 5) Which beach in Bali is famous for surfing and nightlife? _____
- 6) When was Angkor Wat built? _____
- 7) How many islands are there at Halong Bay? _____
- 8) Which two beaches in Bali do tourists go to for relaxation? _____
- 9) For what purpose was Angkor Wat built? _____
- 10) Which activity can you enjoy at Cat Ba National Park? _____

Southeast Asian Travel

Source: <http://www.culi.chula.ac.th/expeng/Reading%20Strategies2012.pdf>

Southeast Asia is one of the world’s fastest growing travel destinations. The area offers everything from beautiful tropical islands and pristine beaches to thick jungles, diverse cultures, cuisines, and people. Southeast Asia has some of the best national parks and reserves in the world, an abundance of fascinating World Heritage sites, a variety of spiritual places to visit that represent the religions of the region like Buddhism, Taoism, Islam, and Christianity, and it has a huge supply of beaches and associated activities.

Some of the many exciting Southeast Asian highlights include: Taman Negara National Park, Malaysia. This lush park is located on Malaysia’s east coast. The variety of plants and wildlife are amazing and the scenery includes lazy, winding rivers and roaring waterfalls.

Angkor Wat, Cambodia Angkor Wat, means “City Temple”, and is a complex of ancient temples that is considered the most important architectural site in Southeast Asia. It was built in the 12th century to honor Vishnu, the Hindu god.

Bali, Indonesia Land of the Buddha! Kuta, Ubud, Amed, and Sanur are all worth visiting. For the best surfing and nightlife, head over to Kuta beach. For relaxation, head up to Ubud, or even Amed if you’re really looking for peace and quiet.

Halong Bay, Vietnam. It is one of the world’s natural wonders made up of at least 3000 islands in the Gulf of Tonkin, Vietnam. This is a World Heritage site that offers breathtaking views, many caves worth exploring, and hiking in Cat Ba National Park.

The Philippines. Here you’ll find beautiful white beaches like Boracay, which is on the list of the world’s best beaches. But there is more to the Philippines than just the beaches. The scenery also includes breathtaking waterfalls and miles of rice terraces.

Wrap up activity:

11. Gather the information found in the group. Now, can you write a short sentence to see what the reading is about?

1.3 Skimming

What is it? How do I use this?

Skimming is reading a text to get the gist, the basic **overall idea**, rather than concentrating on absorbing all the details. For instance, many people skim read a newspaper article just to get a quick overview, or a text could be skimmed to see whether it's worth reading in detail. We can begin to read only the first sentence of each paragraph. Also called topic sentences, they give you the main idea of the paragraph. If you do not get the main idea in the topic sentence or if the paragraph greatly interests you, then you may want to skim more.

Activities :

Pre-reading : Discuss what the qualities of good teachers are

Reading : Read the underlined sentences (they will give you the general idea of each paragraph)

Post-reading : Make a list of the personal qualities that a teacher should have, using only what was underlined in the text

Procedure:

1. Read the underlined parts of the text given. Normally the first sentence of each paragraph or topic sentence will give you the main idea.

THE PERSONAL QUALITIES OF A TEACHER

Source: <http://www.uefap.com/reading/exercise/skim/qualteac.htm>

Here I want to try to give you an answer to the question: What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I think the following would be generally accepted.

First, the teacher's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitable, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing : I would say too, that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier book: that school children probably 'suffer more from bores than from brutes'.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy - in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant - not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a plaster saint. It means that he will be aware of his intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act - to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually - and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable and able to improvise, if necessary at less than a moment's notice. (Here I should stress that I use 'he' and 'his' throughout the book simply as a matter of convention and convenience.)

On the other hand, a teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training; we are none of us born like that. He must be pretty resilient; teaching makes great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subject, or subjects, which the teacher is teaching; the methods by which they can best be taught to the particular pupils in the classes he is teaching; and - by far the most important - the children, young people, or adults to whom they are to be taught. The two cardinal principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons, the teacher and the learner.

2. From the underlined sentences, what are the most important words? Circle them.
3. Now, can you make a list of the personal qualities that a teacher should have, using only what was underlined in the text?

Wrap up activity:

4. In pairs, use your own words to explain each quality you have mentioned in your list. Share with the class

1.4 Guessing Word meaning in context

What is it? How do I use this?

Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. You can read around the word you do not know, to find other words that are related to it. They can give you a clue of what the word means, or how it is used. Another important thing is to take a look at prefixes, and suffixes.

Take a look at this example:

It had been raining hard through the night so the ground was saturated.

What does 'saturated' mean? You may already know, but if you do not, you should be able to have a good guess from the rest of the sentence.

“It had been raining which means the ground must be wet. It was raining 'hard' so this means the ground is probably very wet.”

saturated = completely wet

By doing this you are guessing meaning from context and you should try and use this technique for words you do not know.

Activities :

Pre-reading : In pairs discuss the pictures and what the word opium is.

Reading: Read the text. Guess the meaning of the words in bold, by reading their context.

Post-reading : Use each one of the words underlined and analyzed in a sentence of your own.

Procedure:

1. Look at the pictures, and in pairs try to explain what how they are related with the topic of the reading: Thai Museum Catalogs Opium Dreams -- and Nightmares



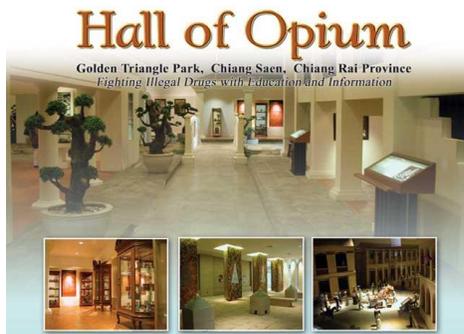
1.



2.



3.



4.

2. Read the text. When you find a word in bold, try to read around it to guess its meaning.

Thai Museum Catalogs Opium Dreams -- and Nightmares

Source: <http://www.ieltsbuddy.com/guessing-meaning-from-context.html>

CHIANG SAEN, Thailand, Wednesday December 04 (Reuters).

First reactions to Thailand's giant new opium museum in the Golden Triangle are confused: pleasant surprise at cool air after the intense tropical heat, but then **disorientation**, shock, even fear. Visitors enter the 100-acre complex through a long, dark, mist-filled tunnel, which winds into the base of a hill past bas-reliefs of **distorted** human figures before emerging suddenly into bright sunlight in front of a field of **poppies**. "This is the mystery, the **contradiction** of opium," says Charles Mehl, head of research for the Mae Fah Luang Foundation, which has just completed the \$10 million museum. "Opium is one of the very best drugs we have for treating chronic pain and bringing relief from suffering. But it can also be one of the worst, destroying lives if it is used for recreation or **exploited** for commercial gain."

Built into a hillside by the Mekong River on the northern tip of Thailand, the museum lies at the heart of the Golden Triangle. Chiang Saen town is about 470 miles north of Bangkok, overlooking the junction of the borders of Thailand, Laos and Myanmar, formerly known as Burma. The Golden

Triangle is a largely lawless region that last year produced more opium and heroin than Afghanistan and more synthetic stimulant pills than all the rest of the laboratories in Southeast Asia put together, drugs agencies say.

*Western backpackers and busloads of other day-trippers pour daily into the picturesque Chiang Saen district, in Chiang Rai province, to buy souvenirs on the Mekong's banks. Some try **illicit** puffs on opium pipes in nearby villages. The museum, which will open officially early next year, aims to exploit this tourist business, luring the curious with the promise of entertainment and impressive audio-visual displays in English and Thai. But as visitors progress down the labyrinthine corridors that stretch across three floors, the warnings against **narcotic** abuse gradually become more powerful. "People think at first they know what they will see -- a **quaint** presentation about hill tribes growing opium. But that's only a small part of the story," said Mehl.*

*Mae Fah Luang has fought a 15-year battle against drug-taking and addiction in Chiang Rai province, establishing what the United Nations Office on Drugs and Crime (UNODC) says is probably the best anti-drugs crop-substitution program in Asia. Lessons from that program, which has **succeeded** in the nearby Thai mountains of Doi Tung in part by offering farmers of opium poppies a better income from **alternative** crops such as coffee and macadamia nuts, are built into the museum. But it also offers a thorough lesson in the history of opium, its derivatives such as heroin and laudanum, and explains how the drugs trade has helped change the world for hundreds of years.*

Tragedy and Trauma

*Thought to have been used first along the coast of the Mediterranean, archaeologists say the earliest evidence of opium was found in Switzerland dating from the Neolithic period. It was a popular sedative in ancient Egypt and Greece before **spreading** to northern Europe and Asia and becoming a key commodity that was exchanged for Chinese tea and other spices by the British and Dutch. With 360-degree special effects, the museum traces the 19th century opium wars between Britain and China before looking at prohibition in the 20th century and official efforts, often spectacularly unsuccessful, to stop the use of illegal drugs.*

*The museum asks visitors to themselves decide what could be the best approach to narcotics -- prohibition, drug eradication schemes, decriminalisation or legalisation -- but it pulls no punches on the tragedy and trauma **inflicted** by drugs on abusers. A final, **heart-wrenching** gallery recounts the powerful true stories of victims of drug abuse around the world through intimate video testimonies by their families.*

"The feelings which develop through a visit to the museum change toward the very end when there is evidence of the death and suffering that drug abuse produces," said Antonio Maria Costa, executive director of the Vienna-based UNODC. "The end message is very strong, namely that use of drugs should be fought. Society has to use all its instruments, which means law enforcement for sure, but not only law enforcement. Prevention and treatment are equally important."

3. By guessing meaning from context, circle the answer that has the closest meaning to the word:

1. The word "disorientation" in paragraph 1 is closest in meaning to:

- a. Being introduced b. total confusion; nothing being clear
c. happiness d. understanding

2. The word "distorted" in paragraph 1 is closest in meaning to:

- a. famous b. extraordinary; very unusual
c. bent; twisted; strange shape d. unclear

3. The word "poppies" in paragraph 1 is closest in meaning to:

- a. cattle b. flowers c. crops d. sheep

4. The word "contradiction" in paragraph 1 is closest in meaning to:

- a. opposite of something else b. illegality c. beauty d. wonder

5. The word "exploited" in paragraph 1 is closest in meaning to:

- a. firings, loss of jobs b. promotions, raises
c. used unfairly; developed in a bad way d. employed

6. The expression "put together" in paragraph 2 is closest in meaning to:

- a. compile b. combine c. place some things together d. eliminate

7. The word "illicit" in paragraph 3 is closest in meaning to:

- a. unlawful, not allowed b. free c. cheap d. exciting

8. The word "quaint" in paragraph 3 is closest in meaning to:

- a. interested, eager to know b. attractive and unusual c. boring, not interesting d. ordinary

9. The word "narcotic" in paragraph 3 is closest in meaning to:

- a. drug b. physical c. local d. international

10. The word "succeeded" in paragraph 4 is closest in meaning to:

- a. encouraged b. failed c. was successful d. was a good try

11. The word "alternative" in paragraph 4 is closest in meaning to:

- a. new b. different c. fast growing d. legal

12. The word "spreading" in paragraph 5 is closest in meaning to:

- a. extend b. stop c. extreme d. suppression

13. The word "inflicted" in paragraph 6 is closest in meaning to:

- a. explain b. keep c. hold d. impose

14. The expression "heart-wrenching" in paragraph 6 is closest in meaning to:

- a. heartbeats b. causing physical heart damage c. causing no effect d. causing great sadness and pain

4. After reading and understanding the passage, discuss in groups of 4 what you understood. What is the aim of the museum? Do you agree with the idea?

Wrap up activity:

5. In your groups, use the following T-chart to summarize the positive and the negative things you could find in this particular Thai museum.

Graphic organizers help the readers to think critically of an idea, concept, or story, by locating the main idea and supporting it with the details in critic tone. When we focus our mind on the idea of the main point and we process the information, we are improving the long term memory.

T-Chart

1.5 Inferring

What is it? How do I use this?

Inference is a mental process to reach a conclusion based on some information.

We deduce the reasons, the purpose, and the intentions of the writer. Inferring is a strategy used before, during and after the reading. To predict is a part of deducing. The inferences have to be based on the references in the text and then related with the previous knowledge. You use

observation and background to reach a logical conclusion. You probably practice inference every day. For example, if you see someone eating a new food and he or she makes a face, then you infer he does not like it. Or if someone slams a door, you can infer that she is upset about something.

Activities :

Pre-reading : Read in pairs. Then, tell each other what comes to your mind after you read each paragraph.

Reading: Read each paragraph and answer the questions.

Post-reading : Re-tell the story to your partner, using the inferences.

Procedure:

1. Work in pairs: read each paragraph, and stop to discuss what you can image after the reading; what information that is not written in the text can talk about?

Source: <http://www.ereadingworksheets.com/reading-worksheets/inferences-worksheet-1.htm>

2. Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. What type of job does Paul work?

How do you know this?

2. Describe Alice:

What in the text supports your description?

3. What relationship do Paul and Alice have?

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sob. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. Boom! Mom sighed.

4. Why is Max upset?

How do you know this?

5. What was Mom planning on doing today?

What in the text supports your description?

"Tommy!" Mom called out as she walked in the front door. "Tommy," she continued shouting, "I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. "I'm going to kill you, Tommy!" Mom yelled to herself as she realized that Tommy's shoes were gone.

6. What happened to the window?

How do you know this?

7. Why did Tommy leave?

What in the text supports your description?

Today was a special day in Ms. Smith's class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped out of his chair, strutted over to Veronica's desk, and dropped a small white

envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone's mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica's mailbox, but it wouldn't quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

8. Why is today a special day?

What in the text supports your idea?

9. Which boy does Veronica like?

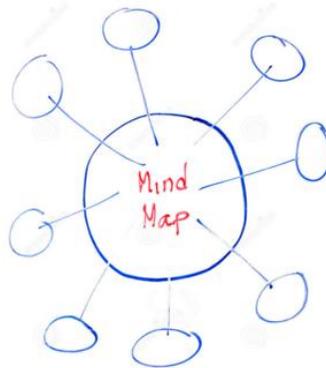
What in the text supports your idea?

10. Why did Bartleby run?

What in the text supports your idea?

Wrap up activity:

3. Take turns to retell your partner the same story or situation you read in the paragraph; but now add the inferences you made. You can use a mind map to keep important information when you are telling the story found in each paragraph.



Graphic organizers help the readers to think critically of an idea, concept, or story, by locating the main idea and supporting it with the details in critic tone. When we focus our mind on the idea of the main point and we process the information, we are improving the long term memory.

1.6 Finding the main idea or the topic of a reading

What is it? How do I use this?

It is very important to recognize the difference between the topic of a reading selection and the main idea. The topic of a selection is the subject matter, what it is about. It usually is expressed in a word or phrase.

Activities :

Pre-reading : Look at the example given about the movie: “Titanic”. Practice

Reading: Read each paragraph and answer the questions.

Post-reading : use a mind map to summarize the main idea and some details in each paragraph

Procedure:

1. Read the example:



Look at this examples:

The topic of the movie Titanic is this: a love story of two lovers on the Titanic. The main idea would be what the author says about the topic, a complete sentence: The film describes the story of Jack and Rose, two lovers from radically different circumstances, who fall in love during the maiden voyage of the ship Titanic and who tragically sink with the ship.

Exercise, Source: <http://www.saddleback.edu/uploads/la/r1/powerpoints/main%20idea.pdf>

2. **Let us do some practice.** Identify the topic and then the main idea.

Smoking has been proven dangerous to people’s health, yet many continue to smoke for various reasons. For young people, smoking often represents maturity and individuality. Many smoke as a way to reduce tension. In addition, the regular smoker becomes addicted psychologically and physically to the nicotine in cigarettes.

Topic:

- a. Health c. Addiction b. Smoking d. Nicotine

Main Idea:

- a. Smoking has been proven dangerous to people’s health in various ways.
- b. Regular smokers become addicted to nicotine.
- c. Although smoking is dangerous, people continue doing it for various reasons.
- d. Nicotine is what smokers become addicted to, both psychologically and physically.

3. Read each passage and ask yourself, “What is the author doing in this paragraph?” Write your answer in the summary box and then think of an appropriate title for the passage based on the main idea of the passage.

Source: <http://www.ereadingworksheets.com/reading-worksheets/main-idea.pdf>

1. A penny for your thoughts? If it’s a 1943 copper penny, it could be worth as much as fifty thousand dollars. In 1943, most pennies were made out of steel since copper was needed for World War II, so the 1943 copper penny is ultra-rare. Another rarity is the 1955 double die penny. These pennies were mistakenly double stamped, so they have overlapping dates and letters. If it’s uncirculated, it’d easily fetch \$25,000 at an auction. Now that’s a pretty penny. Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

2. Before you put on that Angry Birds costume and exhaust yourself roving from door to door pandering for candy, take a minute to reflect on the tradition in which you are taking part. Halloween is believed to have come from an ancient Celtic festival dating back some 2,000 years. November 1st was the Celtic New Year and marked the end of summer to the Celts, so they celebrated on its eve by wearing costumes made of animal skins and dancing around bon fires. Over the next two millennia, this primitive celebration grew to be candy fueled costume ball that we know today. Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

3. When one hears the term “reality” applied to a television show, one might expect that the events portrayed occurred naturally or, at the least, were not scripted, but this is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. Such living environments do not reflect what most people understand to be “reality.” Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of “reality” television claim that the participants were urged to act out story lines premeditated by producers. With such accusations floating around, it’s no wonder many people take reality TV to be about as real as the sitcom. Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

4. It is estimated that over twenty million pounds of candy corn are sold in the US each year. Brach’s, the top manufacturer, sells enough candy corn to circle the earth 4.25 times if each piece were laid end to end. That’s a lot of candy corn, but that’s nothing compared to Tootsie Roll production. Over 64 million Tootsie Rolls are produced every day! But even Tootsie Rolls have got nothing on the candy industry’s staple product, chocolate. Confectioners manufacture over twenty billion pounds of chocolate in the United States each year. Now that’s a mouthful! Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

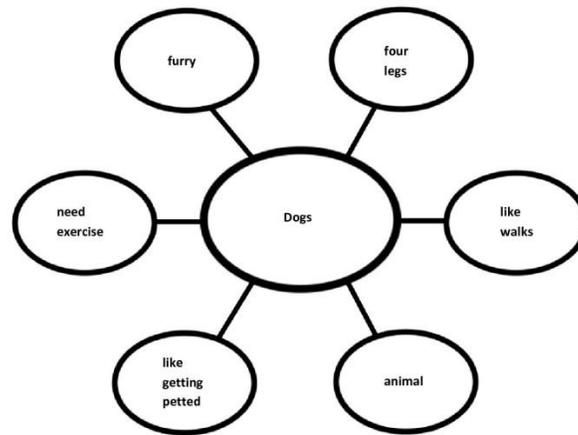
5. Screech! When a driver pushes on the brake pedal, it initiates a process that causes the vehicle to stop in motion. You literally trust automotive braking systems with your life every time you get into a vehicle or cross at a busy intersection, but how does this process work? It begins when the pedal is pushed. At this moment brake fluid is released into the area where the braking mechanisms are. As the fluid collects, this creates a leverage, which causes a friction to be applied. If the braking system is functioning properly, this friction will create a force that will cause the wheels to stop and allow you to reach your destination safely.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

4. Compare your answers and summaries in groups of 3. Decide which one is the best, to share with the class.

Wrap up activity:

5. In the same groups of 3, summarize each paragraph; write the main idea in the center of the mind map. Do it simply, follow the example and compare your mind maps with a partner.



1.7 Identifying purpose in a text

What is it? How do I use this?

Different texts serve different purposes. Some of the purposes that texts could have are: to entertain, reflect, describe, evaluate, inform, argue, persuade and instruct.

Purpose	Examples of texts
to entertain	e.g. short stories, films,
to recount	e.g. diary entry,
to describe	e.g. character profile,
to evaluate	e.g. school report,
to inform	e.g. newspaper article,
to argue	e.g. debate,
to persuade	e.g. movie poster, book review,
to instruct	e.g. text book,

Activities:

Pre-reading: Read an example and recognize type of text and other features.

Reading: Read each text and answer the questions.

Post-reading: Brainstorm more examples of types of texts and their uses

Procedure:

1. The following text tells how to make a terrarium. Read and answer the following:

Source: [http://www.schools.nsw.edu.au/learning/7-](http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/index.php?id=literacy/reading/lr_evld/lr_evld_s3a_11)

[12assessments/naplan/teachstrategies/yr2011/index.php?id=literacy/reading/lr_evld/lr_evld_s3a_11](http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2011/index.php?id=literacy/reading/lr_evld/lr_evld_s3a_11)

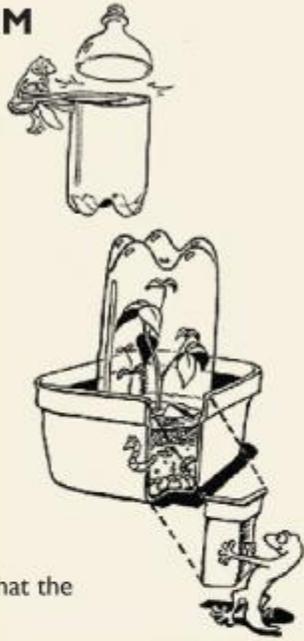
HOW TO MAKE A TERRARIUM

Materials:

- Plastic bottle with top cut off
- Soup spoon or garden trowel
- Soil, small rocks, mulch, gravel
- Ice-cream container
- Small plants

Method:

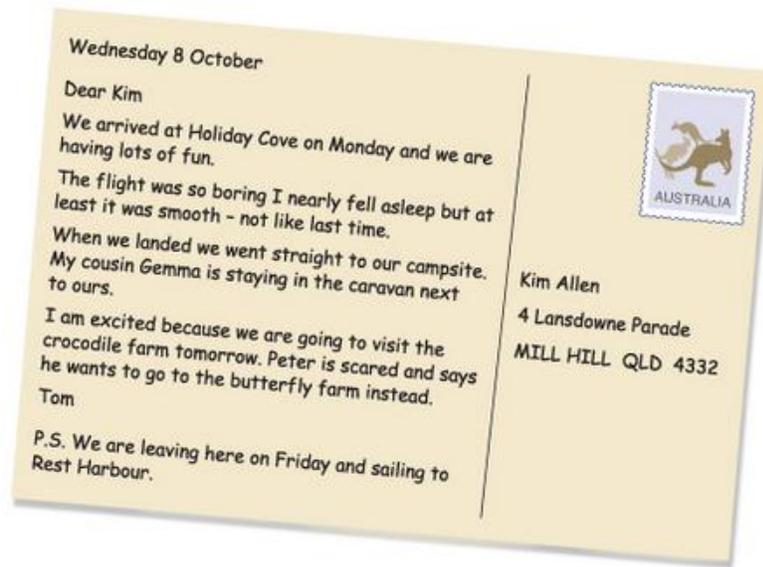
1. Place gravel in the ice-cream container so that the bottom is covered.
2. Half fill the ice-cream container with soil.
3. Plant your plants in the centre of the ice-cream container.
4. Water the plants a little so that the soil is damp.
5. Place mulch and small rocks around the plant so that the drink container covers them all when turned upside down.
6. Place terrarium in an optimum location as determined by each student.
7. Keep a daily record sheet and write down or draw any observations (e.g. amount of plant growth, amount of sunlight and warmth, amount of condensation).



2. Read the following questions, and the answers given:

- What is the purpose of the text? (how to do something, to give instructions)
- How is the text structured? (goal, materials needed, steps)
- What are the grammatical features of this text? (use of commands, action verbs, adverbial phrases, precise vocabulary)
- What is the purpose of the visual image? (to support the information in the written text)

3. Read the following post card and analyze the language used, the purpose, etc.



4. In pairs, discuss the following questions:

- What is the purpose of a postcard?
- Who would you send a postcard to?
- What sort of information might you include in a postcard?
- What are the text conventions of a postcard?
- What are the language features of a postcard?
- Is a postcard written in first, second or third person?

5. Follow the same process with a different text. Read: 'Should we pay for plastic bags?' From the 2009 NAPLAN Years 3 and 5 Reading magazine and identify features in the text.

Should we pay for plastic bags?

People should pay for the plastic bags they use for their shopping. According to experts from Clean Up Australia, Australians use over six billion plastic bags a year and many of these are used for carrying shopping home from supermarkets. Making people pay for these plastic bags would encourage them to use reusable bags.

Some plastic bags can last in the environment for up to 1000 years before they disintegrate (break down). Plastic bags are harmful to wildlife as they can kill animals, especially in the ocean.

Also, when plastic bags are made, dangerous gases are released that pollute the atmosphere. If we use fewer plastic bags there would be less air pollution, as well as less land and water pollution.

We need to reduce the number of plastic bags in the environment. Making people pay will help to stop them using plastic bags and force them to use reusable bags for their shopping!

6. Answer the following:

- What sort of text is this?
- What is the purpose of the text?
- Who do you think is the intended audience of the text?
- What is the structure of this text?
- What are the language features of this text?

Wrap up activity:

7. Brainstorm more examples of types of texts and their uses. You can check the table provided at the beginning of the section: **1.7 Identifying purpose in a text**

1.8 Summarizing

What is it? How do I use this?

When summarizing, we express with our words the sense of the content of a text without stopping to use the expressions from the original reading. In the summary the basic ideas of the text are condensed to facilitate their complete understanding, it is an abbreviation of the most important ideas in a book, text, passage, etc. It should be brief, concise, with short sentences and without critical trials.

First the reader must comprehend the text. Then they must identify main ideas and key points.

Finally the reader must express this information in their own words. This means that summarizing a text requires both comprehension and expression skills.

Activities:

Pre-reading: Think Pair share about their favorite movie

Reading: Read the text and circle the main idea, and underline key words about details found In it.

Post-reading: Summarize the class today.

Procedure:

1. Think Pair Share: In partners, using Think, Pair, Share have students describe a book or movie they've seen that they think the other person has also seen or read. One person speaks at a time. At the end, ask students to guess which movie is being described. Then have students share out in whole group.

What we do when we speak about our favorite movie, is summarizing. We remember the most important events in the story and share some details to make it understandable.

2. Read each passage. Highlight or underline necessary information, by circling the main idea and underlining the important details. Write your summary for each of the paragraphs presented:

Source: <http://www.ereadingworksheets.com/reading-comprehension-worksheets/summary-worksheet-3.htm>

1. If you are reading this right now, you are taking part in the wonder of literacy. Because of printed words, people can send information across both time and space. Ideas are put in writing and sent to readers across thousands of miles and years. Because of writing, the words of distant people can influence events, offer knowledge, and change the world. Much of the credit for the development of this phenomenon can be attributed to one man.

2. *Johannes Gensfleisch zur Laden zum Gutenberg, better known as Johannes Gutenberg, was born in the German city of Mainz. Though most of Gutenberg's early life is a mystery, historians believe that he studied at the University of Erfurt in 1418 and spent much of his young adult life practicing the profession of his father: goldsmithing. Gutenberg borrowed money from investors in 1439 and found himself in financial trouble.*

3. *In the year 1439 the city in which Gutenberg lived was planning to exhibit its large collection from Emperor Charlemagne (a famous ruler who had united much of Western Europe around 800 AD). The exhibit was expected to bring many visitors to the town, so Gutenberg took investments and created polished metal mirrors which were to be sold to the visitors (it was a common belief at that time that mirrors were able to capture holy light from religious relics). The mirrors which Gutenberg produced probably would have sold well, but due to severe flooding the event was delayed by one year. The impatient investors demanded that Gutenberg return their investments, but he had already spent the money on producing the unsaleable mirrors. He was trapped in a difficult situation. Gutenberg decided to share his greatest secret with them.*

4. *This secret would forever change the world, all of history, and even the process of keeping history. It's been argued that Gutenberg's idea was one of the greatest of all mankind. This one idea would lead to the spread of countless others. It would play a key role in the development of the Renaissance, Reformation, the Age of Enlightenment, and the Scientific Revolution. This idea would bring learning to the masses. Gutenberg had created the mechanical printing press with movable type.*

5. *Before the spread of Gutenberg's idea, literature was handwritten. That means that each copy of the bible and all of its 73 books were tediously hand scribed, and this was done before the invention of the ballpoint pen. Given the amount of detail that went into each text, creating a single copy of a bible could take years. Because of the effort that went into producing them, books were extremely*

rare and valuable. Because of the value of books, there was little reason for common people to learn to read or write since it was unlikely that they would ever handle a book in their lifetimes. Gutenberg's invention would change that. His printing press allowed literature to be produced on a mass scale. His movable metal type could be arranged once to form a page, and he could print the page again and again.

6. The first major text that Gutenberg produced was a 42 line copy of the bible. Scholars estimate that Gutenberg produced between 165 and 185 of these bibles, which sold out almost immediately. Most copies went to churches and universities, though one was sold to a private individual. Copies are known to have sold for 30 florins (about three years of wages for a clerk at the time), which may seem expensive but was much cheaper than a hand produced copy. Purchasing a Gutenberg Bible in the 1450s would have been a good investment if you and your descendants were able to maintain it. Only twenty one complete Gutenberg Bibles exist today and the last one traded hands in 1987 for 4.9 million dollars, the highest price ever paid for a book at the time.

7. Gutenberg's brilliant idea would soon change the world, but in the short term he bungled a large and risky investment. He found himself in financial trouble once again and was sued by one of his investors, who accused Gutenberg of mismanaging money meant for the production of books. The courts ruled against Gutenberg and he lost the shop that he had created. He was effectively bankrupt.

8. Though he had failed as a businessman, the technologies that he had created spread rapidly. As these printing technologies spread, news and books began to travel much faster than previously possible. The world has not been the same since. Though Gutenberg was financially unsuccessful in his own lifetime, he made the world a much richer place.

Wrap up activity:

3. Summarize the class today's class. Follow the outline provided.

Source: http://www.readingquest.org/pdf/closure_frame.pdf

LESSON CLOSURE

Today's lesson

.....

One key idea was

.....

.....

This is important because

.....

.....

Another key idea

.....

.....

This matters because

.....

.....

In sum, today's lesson

.....

.....

READING IS LEARNING

2. Reading for fun

The activities proposed for reading for fun try to encourage and motivate reading inside and outside the classroom by representations and creativity.

In this section, we will practice a freer type of reading with the strategies already studied. As you read, think and analyze which strategies will work better for each reading.

2.1 Questions and answers: pair-activities

This is a strategy that develops in the students the capacity to make and to respond to questions, this strategy can be used before, during and after the reading process.

Teachers normally ask questions about what students read. These questions are designed to help you understand a reading and respond to it more fully, and often this technique works. When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time. With this strategy, you can write questions any time. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.

Procedure:

1. Work in pairs.
2. Each person will read in silence one of the 2 reading provided.

Reading 1: Animals on the street

Source: <http://learnenglishteens.britishcouncil.org/study-break/easy-reading/animals-city-level-1>
One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets past houses, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and called the police. The police came with a vet from the city zoo. They put the bear in a lorry and took it to the mountains outside the city. Luckily, the bear was safe, but what happens in other countries when big animals come into cities? In Vancouver, it is unusual to see a bear, but in some cities, you can see big animals on the city streets every day..

Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees. They go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people.

But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons' teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find baboons in the city and return them to the countryside.

In Berlin in Germany, pigs sometimes come into the city to look for food. They eat flowers and plants in parks and gardens. Sometimes they eat vegetables from gardens and they walk in the street and cause accidents. Some people like the pigs and they give them food and water to drink. Other people do not like the pigs and they want the government and the police to stop them coming into the city.

In Moscow in Russia, there are 35,000 wild dogs. The dogs live in parks, old houses, markets and train stations. Some dogs live in groups and others live alone. Many people in Moscow like the dogs. They give them food and water. Some people make small houses for the dogs in their gardens. This helps the dogs in winter, when the temperature in Moscow is -10°C and there is a lot of snow and ice.

Many animals live in cities. In some cities, you can see birds, insects, mice and squirrels every day. But sometimes, it is dangerous when big animals come into cities to find food. We need some good ideas to stop animals coming into the city without hurting them.

Reading 2: Graffiti and Street Art

The Story of Street Art

Modern graffiti began in big cities in the United States in the 1970s. In New York, young people wrote their names or "tags" in pen on walls around the city.

One of the first "taggers" was a teenager called Demetrius. His tag was TAKI 183. He wrote his tag on walls and in stations in New York. Other teenagers saw Demetrius's tag and started writing their tags too. Soon, there were tags on walls, buses and trains all over New York.

Then, some teenagers started writing their tags with aerosol paint. Their tags were bigger and more colourful. Aerosol paint graffiti became very popular in the 1970s and 1980s. It appeared on trains, buses and walls around the world.

In the 1990s and 2000s, a lot of graffiti artists started painting pictures. Some artists' pictures were about politics. Other artists wanted to make cities beautiful and painted big, colourful pictures on city walls.

Graffiti in Galleries

In some countries, writing or painting on walls is a crime. Sometimes, graffiti artists have problems with the police. In other countries, artists can draw and paint in certain places. For example, in Taiwan, there are "graffiti zones" where artists can paint on walls. In Sao Paulo in Brazil, street artists can paint pictures on walls and houses. Their pictures are colourful and beautiful. Some tourists visit Sao Paulo just to see the street art!

In Bristol in the UK, there is a street art festival in August every year. Artists paint all the buildings in a street. Lots of people come to watch the artists and take photos. You can see exhibitions of street art in some galleries too. There have been exhibitions of street art in galleries in Paris, London and Los Angeles.

Who are the Artists?

Some street artists have become famous. Here are three stars of the street art world:

Os Gemeos are twin brothers from Sao Paulo in Brazil. They paint big, colourful pictures of people on buildings. In 2007, they painted a castle in Scotland!

Blek le rat is from Paris. He is famous for painting pictures of homeless people in big cities.

Faith 47 is from Cape Town in South Africa. She paints big, colourful pictures of people and animals. She likes painting in different places and you can find her work on pavements, postboxes, buses and, of course, on walls!

The Future of Street Art

Many street artists use the internet to look at photos of street art from around the world. They communicate with other artists on-line and share ideas. Some street artists are famous and you can see their pictures in galleries. We don't know about the future of street art, but it is here to stay for sure!

3. After both have finished reading in silence, Reader N.1 will read aloud only the title of the reading while the other student makes one question to try to understand what the reading will be about. Reader N.1 will answer the question.

4. Reader N. 1 will summarize the content of his/her text and the other one will make questions to understand what it was about.

5. It is the other person's turn. Reader N. 2 will read the title, and then summarize the information. His/her partner will be the one who makes the questions to understand the content of the reading.

2.2 Character's attributes

When we focus on character attributes what we actually are doing is inferring. An author does not normally say a character is jovial or bossy; instead, the reader must discover it by analyzing a character's actions and dialogue. We need to know the difference between characters or traits and emotions. A character trait is the way a person or a character in a book acts: it's a part of their personality and it comes from inside. Emotions are usually feelings that may be due to an outside force, such as good news.

Procedure:

1. In groups, share what you know about the story "Romeo and Juliet"
2. Read the small summary together, and then look at the picture where you will find the traits of those characters.

Reading: Romeo and Juliet

At Verona in Italy, in the XV century two guys meet each other, Romeo knew Juliet and fell in love with her. But their love was impossible because their families had a terrible dispute. They didn't care that dispute, and decided to continue with their love, and then Friar Lawrence supported them and facilitated their marriage. After that, the problems between the families Capulet and Montague continued, for this reason Mercurio and Tybalt fought but unfortunately Mercurio died. This fact caused Romeo's expulsion. Romeo and Juliet should take apart. Juliet's family obligated her to get married another man: Paris, Because of that, Friar thought in a plan, which consisted on Juliet pretended her death. But Romeo thought that her death was real, Romeo went to Capulet's sepulcher. Romeo and Juliet got suicide This fact made conscious these two families, Romeo's and Juliet's parents

Romeo and Juliet

Character Analysis

Montague
(less wealthy)

Passionate

"Petrarchan Lover"

Angsty

Changeable

Honor-driven

Young
(age not specified)

Capulet
(very wealthy)

Witty

Intelligent

Determined

Vulnerable

Sexually forward

Thirteen (!!!)

3- Exercises: Now let's practice reading and finding traits of characters in other readings:

Source: <http://www.ereadingworksheets.com/reading-worksheets/characterization-worksheet-2.pdf>

4. Read the short passages. Answer the question by identifying an implied character trait. Explain your answer by referencing the text.

a. *Jason is an excellent accountant who works full-time for his best friend's company. A larger accounting firm contacts Jason and offers to pay him twice if he will work for them. Jason thanks the company for their offer but declines. He doesn't even tell his friend that he received the offer. What character trait does Jason demonstrate?*

_____ Explain your answer by referencing the text.

b. *Eric's car broke down in the woods and his phone wasn't getting a signal. He used his car antenna as a spear and caught fresh salmon. He started a fire with sparks from his car battery, and he ate the cooked salmon while waiting for help. What character trait does Eric demonstrate?*

_____ Explain your answer by referencing the text.

c. *After coming home late from a party, Mae's father questioned her. She wanted to tell him that she was studying at a friend's place and lost track of time, but she told him the truth instead: she was at*

a party. What character trait does Mae demonstrate?

_____ Explain your answer by referencing the text.

d. Michael has clothes all over the floor of his bedroom. Underneath the clothes on his floor is a pizza box with crusts in it. Underneath the pizza box is bunch of pieces of a board game that Michael played and didn't put away. Michael sat on his unmade bed with his shoes on and played video games all night. What character trait does Michael demonstrate?

_____ Explain your answer by referencing the text.

e. Andy saw his neighbor struggling to get his lawn mower running, so Andy went over to his neighbor's house and filled up his lawn mower with gas. When it still wouldn't start, Andy lent him his lawn mower. What character trait does Andy demonstrate?

_____ Explain your answer by referencing the text.

f. When vandals burned down the orphanage, Ms. Cleary started a fundraising campaign and donated \$5,000 dollars of her own money. After nine months of hard work, the funds were raised and the orphanage was rebuilt. What character trait does Ms. Cleary demonstrate?

_____ Explain your answer by referencing the text.

g. The teacher told the students that they were not to start testing until everyone received all of the testing materials. He went on to explain that the test booklet was to remain sealed until he had read through all of the directions. Immediately after receiving the test booklet, Chris raised his hand and asked if he could start testing. What character trait does Chris demonstrate?

_____ Explain your answer by referencing the text.

h. Katie's mother came home from a long day of work and noticed that the entire house had been cleaned from top to bottom. She figured that Katie must have cleaned it. The strangest thing was that she didn't even ask Katie to clean. Then she found a note on the counter from Katie asking for permission to sleep over at her friend Heather's house. Katie's mother smiled. What character trait does Katie demonstrate? _____ Explain your

answer by referencing the text.

i. Orson sat on the couch. He wanted to change the television station, but the controller was all the way at the end of the couch by his feet. Orson sort of scooted toward it and attempted to grab it with his feet. The controller fell and landed several feet away from him. Orson gave up on changing the

television station and just watched whatever was playing. What character trait does Orson demonstrate? _____ Explain your answer by referencing the text.

j. It was Halloween and Valarie was dressed up as Princess Rosemary from her favorite TV show, *The Princess Club*. As she was collecting candy, she noticed another little girl wearing a Princess Rosemary costume. Valarie began rolling around on the ground and screaming about how she wants to be the only Princess Rosemary. Valarie's tantrum continued long after the other Princess Rosemary vanished from sight. What character trait does Valarie demonstrate?

- You can also use graphic organizers to describe character traits:

You can write the name of the character you are analyzing, the trait you found in him/her, for example: sincere. In the box below that, you will give details about why you think that person has the trait you mentioned. Look at the graphic organizer:

Source:

https://www.google.com.ec/search?q=characters+attributes+romeo+and+juliet&es_sm=93&biw=1024&bih=499&source=lnms&tbm=isch&sa=X&ved=0CAYQ_AUoAWoVChMIn7XCkdDbyAIVxhseCh3wLQSu#tbn=isch&q=characters+attributes+graphic+organizer+romeo+&imgc=qkMn6XnwCb385M%3A

Name _____

Date _____

Character Traits

Write the name of the main character of your story in the banner at the top. Then write three traits the character possesses in the middle three boxes. In the bottom boxes, write examples from the book of the character demonstrating each of the three traits.

Title or Chapter _____

The diagram is a graphic organizer for character traits. It starts with a banner at the top for the character's name. Below the banner are three boxes, each connected to the banner by the word "is". Under each of these boxes is an oval containing the word "because". Each "because" oval is connected to a larger rounded rectangle, which is intended for an example from the book. At the bottom of each rounded rectangle is a label "Page #".

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2.3 Relating contents of the Reading to our lives

When we read, we can evaluate the reading and compare the content with our personal experience or our prior knowledge on the topic. This takes us to a critical and evaluative level of reading.

To practice this activity, we will use a KWL chart.

A KWL chart is a quick way to assess what we already know, want to know and what we have learned.

Procedure:

1. In small groups or pairs, choose one reading from your textbooks or from any other source.
2. Read individually and in silence.
3. After the reading, look at the chart and write on it:
 - The letter K refers to the previous knowledge.
 - The letter W means Will or Want, that is to say those that will learn probably based on the reading, and what really wants to learn on the topic.
 - The letter L Learned means, after the reading, what you really learnt, how he/ she can use the acquired knowledge, what you doubt were clarified, etc.
4. After you have done it, discuss and exchange ideas. Everyone will help everyone in the group.

K NOW 	W WANT TO KNOW 	Name: _____  L LEARNED
Before Reading	Before Reading	After Reading

Source: <http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html>.

2.4 Sharing my favorite reading

Sharing what we Read is an experience that occurs when people join in or share the reading of a book or other text they like. We can use many of the strategies found in this brochure: different graphic organizers, expositions, etc. to share what we read.

One quick way to summarize a reading we love is to use story mapping which has the most important elements found in the reading:

Procedure:

1. In small groups or pairs, choose one reading from your textbooks or from any other source.
2. Read individually and in silence.
3. After the silent reading, pair up with another reader. Look at the chart and identify the most important elements of the reading
 - Choose one character, or write about more than one, using the same story pyramid.
 - Write the name of the character or characters, his/her traits (words that describe this person), words to describe the place, and so on.
4. After you have done it, share the information with your partner. What is written on the story pyramid, will give you a good help telling each other the story or the summary of what you read.

- Story mapping / pyramid

EVENT / STORY PYRAMID

MAIN CHARACTER'S NAME

TWO WORDS DESCRIBING THIS PERSON

THREE WORDS DESCRIBING THE SETTING or PLACE

FOUR WORDS DESCRIBING AN IMPORTANT EVENT

FIVE WORDS DESCRIBING THE MAIN IDEA OR THE IMPORTANCE OF THIS EVENT

Source:

https://www.google.com.ec/search?q=writing+my+own+ending+for+a+reading+activity&es_sm=93&biw=1024&bih=499&source=lnms&tbn=isch&sa=X&ved=0CAYQ_AUoAWoVChMI1sCO05zFyAIVyJqACh2l0QWg#tbn=isch&q=reading+story+mapping+pyramid

- Example of story pyramid from: The golden Compass

It was no ordinary life for a young girl: living among scholars in the hallowed halls of Jordan College and tearing unsupervised through Oxford's motley streets on mad quests for adventure. But Lyra's greatest adventure would begin closer to home, the day she heard hushed talk of an extraordinary particle. Microscopic in size, the magical dust- discovered in the vast Arctic expanse of the North -was rumored to possess profound properties that could unite whole universes. But there were those who feared the particle and would stop at nothing to destroy it. Catapulted into the heart of a terrible struggle, Lyra was forced to seek aid from clans, 'gyptians, and formidable armored bears. And as she journeyed into unbelievable danger, she had not the faintest clue that she alone was destined to win, or to lose, this more-than-mortal battle...

Story Pyramid
(Brenda Waldo)

'The Golden Compass' Movie

'Northern Lights' Phillip Pullman Book
'His Dark Materials' trilogy

BELAQUA
1. LYRA SILVERTONGUE
Name of main character. female

2. Curious brat
Two words describing main character.

3. parallel worlds, dangerous, magic
Three words describing setting.

4. Alethiometer truth, Magisterium, Goblers
Four words stating problem.

5. Goblers kidnap children dust daemons (souls)
Five words describing one event.

6. Mrs. Coulter take Lyra escape compass Gyptians
Six words describing second event.

7. Gyptians sail North Lyra Armoured Bear Fight
Seven words describing third event.

8. Bears Witches Lyra Gyptians Lee Scornby save children Arctic
Eight words describing solution.