

Lesson Plan



Note: This lesson plan can be used with any *Natural Inquirer* monograph or article.

Time Needed

Two class periods

Materials (for each student or group of students)

- *Natural Inquirer* monograph or article
- Blank paper
- Modified Frayer Diagram
- Writing utensil
- Dictionary or internet resources

In this lesson plan, students will review glossary words, then use a Modified Frayer Diagram to highlight other important words from the article.

Methods:

Day One

Provide students a copy of the chosen *Natural Inquirer* article. Ask students to read the entire article, including Introduction, Methods, Findings, and Discussion.

As students read, ask them refer to the glossary whenever they come across a bolded word. As they read, they should also create a list of words they don't understand that are unbolded on the blank piece of paper. Ask students to also include the page number where they first encountered the difficult words.

Day Two

Ensure that the students have the article, as well as their list of unbolded words they didn't understand. Hand students copies of the Modified Frayer Diagram.

Students should then use the dictionary or internet resources to complete the Modified Frayer Diagram using unbolded words from the text that they didn't understand (words from their paper used on Day One).

Students will introduce each word to the class by describing and explaining the word to the class using the diagram they completed for that word.

Once all words have been described, hold a class discussion about the article. Ask students:

1. How has your understanding of each section changed as a result of the word explanation exercise?
2. Which 3 words were most important to increasing your understanding of the entire article and why were these words important to your understanding?

Modified Frayer Diagram

Write the word or words in the oval

Definition	Context in the Article
Other Examples	The Opposite

Modified from <http://www.readingeducator.com/strategies/frayer.htm>