

Lesson Plan



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

Note: This lesson plan was adapted from the “Read Write Think” website. For more information, visit: <http://www.readwritethink.org/classroom-resources/lesson-plans/using-thieves-preview-nonfiction-112.html>.

Time Needed:

2 class periods

Materials (for each student or group of students):

- *Natural Inquirer* monograph or article
- THIEVES Reading Guide
- Blank paper
- Writing utensil

In this lesson plans, students will be guided through the reading of a *Natural Inquirer* monograph or article using the THIEVES Reading Guide

Methods:

Prep

Educators should choose a *Natural Inquirer* monograph or article. Read the monograph or article fully. Make copies of the THIEVES Reading Guide.

Day One

Introduce *Natural Inquirer* and the concept of scientific journals. Scientists write scientific articles to share their research with the public and their colleagues in the science field. *Natural Inquirer* articles are written for students, but they are based on content directly from real scientific articles.

Provide students a copy of the *Natural Inquirer* monograph or article, as well as the copies of the THIEVES Reading Guide. Direct students to review the THIEVES Reading Guide. The reading guide leads students through the reading of a monograph or article.

The students will read a section, then answer the questions posed by the reading guide in the space provided.

Once students have had a chance to look over the types of information being asked in the reading guide, have students begin reading and answering the questions

Day Two

Students should complete the monograph or article and answering the reading guide questions on the blank paper. Following completion of the reading guide, hold a class discussion to help clarify any outstanding questions from students.

THIEVES Reading Guide

Title, Headings, Introductory sections, Every paragraph, Visuals and Vocabulary, End of section questions, Summary and Section 1. Answer the questions posed below on a blank piece of paper. Label each section of answers with the appropriate letter.

T **Read the title.** Answer the following questions in the THIEVES Graphic Organizer:

- What is the title?
- Based on the title, what do I think I will be reading about?
- Does the title express a point of view? If so, what is it?

H **Read each of the four main article headings,** beginning with “Introduction.” Answer the following questions using the THIEVES Graphic Organizer:

- What do I think I will find out in the Introduction section?
- What do I think I will find out in the Methods section?
- What do I think I will find out in the Findings section?
- What do I think I will find out in the Discussion section?

I **Read the Introductory sections.**

- Using the THIEVES chart, complete the “Facts, Questions, Responses” chart for Thinking About Science.
- Using the THIEVES chart, complete the “Facts, Questions, Responses” chart for Thinking About the Environment.
- Based on these introductory sections, what do I think the article will be about?

E **Read every paragraph under the four main headings.** This is the heart of the scientific article.

- If you find a bolded word that you do not know, go to the step labeled “V,” for vocabulary.
- If you come to a visual (i.e., photograph, map, chart, graph, or drawing), go to the step labeled “V2” for visuals.

- After reading each paragraph, complete the “Facts, Questions, Responses” chart for the appropriate section.
- Write a sentence or two summarizing important points from each section.

V **Review the vocabulary using the Glossary.**

- Identify words that you do not know.
- Sound out words that you do not know how to pronounce.
- Make sure you understand every word.

V2 **Look at the visual.**

- Write the visual’s number, such as figure 1, table 1, etc.
- What can you learn from the visual?
- How do the captions help you to understand each visual?

E **Read the Reflection Section questions at the end of each section.** Think about (or discuss, if you are in a group) your answers to the following questions.

- What do the questions ask?
- What do I learn from the questions?
- What do I learn from answering the questions?

S **Reread the Discussion section, which serves as a summary.** Review your “Facts, Questions, and Responses” to that section.

- Reread the Introduction. Review your “Facts, Questions, and Responses” to that section.
- What have I learned about the scientific process from reading this article?
- What have I learned about the natural environment from reading this article?