

Lesson Plan



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

Note: This lesson plan was compiled by Todd R. Nickelsen, and adapted from Salembier's (1999) S.C.A.N and R.U.N. Salembier, G.B. (1999, February). S.C.A.N and R.U.N: A reading comprehension strategy that works. *Journal of Adolescent & Adult Literacy*, 42(5), 386-394.

Time Needed:

1 class period

Materials (for each student or group of students):

- *Natural Inquirer* monograph or article
- S.C.A.N. and R.U.N. worksheet
- Writing utensil

In this lesson plans, students will use the S.C.A.N. and R.U.N. reading method with a *Natural Inquirer* monograph or article.

Methods:

Prep

Educators should choose a *Natural Inquirer* monograph or article. Read the monograph or article fully. Make copies of the S.C.A.N. and R.U.N. worksheet.

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.

Before students begin reading the chosen *Natural Inquirer* monograph or article, ask students to S.C.A.N. the article. Students can use the S.C.A.N. portion of the worksheet to guide them through the process. Each letter in S.C.A.N. stands for a prompt, such as "survey" the Reflection Section question, or "capture" the visual, or "attack" the vocabulary.

Once students have been given adequate time to complete the S.C.A.N. portion of the worksheet. Direct students to review the R.U.N. portion of the worksheet. Students should determine what the worksheet is asking them to get out of the reading.

Then, students should read the monograph or article in its entirety and complete the R.U.N. portion of the worksheet.

S.C.A.N. and R.U.N. Reading Guide

Use this **READING GUIDE** to better understand the *Natural Inquirer* monograph or article.

Before you read the entire article, S.C.A.N it!

Survey the section by reading the "Reflection Section" questions, and skim over the "Thinking About Science" section. What do you think this article is going to be about?

Capture the visuals. Look at the pictures and diagrams. What information can you learn from them?

Attack the vocabulary. Read the words in the glossary and make sure you know what they mean before you continue reading the article.

Note what you know. Make a short list of the topics, ideas and terms you see in the article that you are already familiar with.

Now that you've "scanned" the article, you're ready to R.U.N with it.

Read for Meaning. As you read, think about what each section is about. Write down one sentence that describes what the section is about.

The "Thinking about Science" section is all about...



The "Thinking about the Environment" section is all about...



The most important piece of information in the “Introduction” section is...



The “Method” section explains...



The “Findings” section is important because...



The “Implications” section is important because...

Understand What You Read. Without looking back at what you just read, can you explain in? If so, create three sentences that summarize the entire article. If not, go back to the article and re-read the areas that were confusing.



In my own words, I think this article is about...

Notes for later – Take a look at the notes you’ve collected so far. Based on the notes you’ve taken so far, answer the following questions. Do you have your main ideas written down? Do you have your definitions written down for any words you did not know? Do you have a good understanding of what the article is about? If not, go back to the article and find the information you need.