

Lesson Plan

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

Time needed:

1-2 class periods, depending on student progress and length of class period.

Materials needed for each student:

Natural Inquirer article

Template provided on page 36

Pencil

One die for each group



In this lesson, students will increase their reading comprehension and summarization and explanation skills. Students will work in groups to share information about the *Natural Inquirer* article and assist with teaching others about the article.

Day One:

Introduce the *Natural Inquirer* article. Explain how scientists conduct research and write it up using a standard format. This format generally includes the following: Introduction, Method, Findings, and Discussion. See the "Note to Educators" on page 34 for more information.

Have each student read the article section by section. This can be done as a class with students taking turns reading out loud, reading in small groups, or silently reading alone.

Day Two:

Organize students into groups of four. Give each student a journal or an article and copies of the template given below. Provide students with subtopics or let them choose their own. For the "National Kids Survey," possible subtopics are (1) Benefits of going outside, (2) Questions researchers wanted to answer, (3) Results of the study, and (4) Ways to motivate kids to go outside.

Have them write the subtopics in the four rows under the left-hand column, labeled "Subtopics," of the template page.



Tell students that their job will be to work in groups and summarize the main points of the article according to the different subtopics. The students in the group will take turns rolling the die. The numbers rolled indicate the order the students will participate in, with the highest number rolled going first.

Have the first student in each group choose one of the subtopics to summarize. After choosing a subtopic, the student will roll the die one time. The number rolled determines the number of statements or observations the student will write related to the subtopic.

Explain to the students that while the one student is brainstorming out loud and providing information about the subtopic, the other group members will take notes in the “Statements and Observations” column of the template page.

After the first student has shared his or her information on the chosen subtopic, the student chosen to go second will roll the die and make the appropriate number of statements about the next subtopic. This process will be continued until all four group members have taken their turn and all four subtopics have been covered. If time allows, all groups should share their information with the class.

Tips/variations:

- In place of dice, use strips of paper with the numbers “1” through “6.”
- Some students may struggle with developing their statements. If you notice students that are struggling to make the number of statements needed about the subtopic, allow other students to assist them.
- If the students disagree on any statements or observations another student has made regarding a subtopic, have them refer to the article text for clarification.

Extension:

Divide the class into four groups and assign one of the chosen subtopics to each group. Have each group work together to develop a set number of statements and observations about the subtopic. Ask each group to share its observations with the rest of the students in the class. As a class, discuss the article and identify the main points of the article.

Source: *Reading Strategies For The Content Areas, Volume 2: An ASCD Action Tool*, (pp. 395-398), by Sue Beers, Lou Howell & ASCD, Alexandria, VA: ASCD. ©2010 by ASCD. Reprinted with permission. Learn more about ASCD at www.ascd.org.

Natural Inquirer **Summary Statements**



General Topic: _____

Group Members' Names: _____

Subtopics	Statements and Observations