

# Lesson Plan

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

**Note:** This lesson plan was adapted from 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](http://www.ascd.org).

**Time needed:**

1-2 class periods

**Materials** (for each student or group of students):

- *Natural Inquirer* monograph or article
- *Natural Inquirer* Summary Statements Graphic Organizer
- Writing utensil
- One die



In this lesson plan, students will increase their reading comprehension and summarization and explanation skills by working in groups to share information and teach others about a *Natural Inquirer* monograph or article.

## Prep

Familiarize yourself with the chosen *Natural Inquirer* monograph or article. Make copies of the *Natural Inquirer* Summary Statements Graphic Organizer for students.

## Day One

Introduce the *Natural Inquirer* article. Explain how scientists conduct research and communicate the research using a standard format. This format generally includes the "Introduction," "Methods," "Findings," and "Discussion" sections.

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.

Organize the students into groups, preferable of four students each. Create four subtopics from content within the monograph or article, and assign each group with one of the subtopics. Students should write the subtopics on the Natural Inquirer Summary Statements Graphic Organizer under the "Subtopics" title.

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/variatiions:**

- 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.

# Natural Inquirer **Summary Statements**



General Topic: \_\_\_\_\_

Group Members' Names: \_\_\_\_\_

\_\_\_\_\_

<b>Subtopics</b>	<b>Statements and Observations</b>

