

Lesson Plan

How We Think and Learn

1	Subject <ul style="list-style-type: none">• Literacy Development
2	Unit <p>Who We Are</p>
3	Overview <p>The lesson provides an overview of thinking and learning that prompts students to think about learning in ways that go far beyond school. Students who have been unsuccessful in school can see themselves as successful learners by identifying with the topics discussed in the reading. The presentation of materials is a bit challenging for struggling readers, but the level of discussion and required responses make the ideas accessible, and allow students the opportunity to engage in abstract and high-level material.</p>
4	Materials <ul style="list-style-type: none"><input checked="" type="checkbox"/> Learning Materials: Reading - "How We Think and Learn",<input checked="" type="checkbox"/> Guides: Pre-Reading Discussion - "How We Think and Learn", ZAP strategy<input checked="" type="checkbox"/> Equipment: computer, projector
5	Learning Objectives <ul style="list-style-type: none">• Building reading habits: being curious and asking questions, relating personally to material, summarizing• Students will recognize the depth of information around thinking and learning• Students will develop language to discuss aspects of thinking and learning• Students use ZAP strategy
6	Types of Activities <ul style="list-style-type: none"><input checked="" type="checkbox"/> Reading<input checked="" type="checkbox"/> Discussion<input checked="" type="checkbox"/> Small Group Activity<input checked="" type="checkbox"/> Whole Group Activity

7 Teaching and Learning Activities – Step by Step

a	Pre-Activities (Pre-Reading) 15 minutes 1) Small group discussions – introduce the questions that are hi-lighted throughout the reading and have students discuss these in small groups before approaching the reading 2) Each group summarizes their discussion in one statement and shares that with the whole group 3) Review ZAP strategy for engaged reading
b	Activities (During Reading) 45 minutes 1) students independently look over reading – Zoning in to different aspects that they notice with pencil, hi-lighter 2) students take turns reading aloud, while teacher poses appropriate clarifying and questioning comments – students Add their own thoughts on their pages 3) after each section, refer to the group that discussed those ideas and observe similarities and differences 4) Put in own words – after each section student volunteers orally summarize what they are getting out of the reading and the comments shared from the discussion
c	Post-Activities 15 minutes 1) in pairs, students review vocabulary and complete the vocabulary match up 2) independently, students complete the review questions attached to the end of the reading
d	Out of Class Assignment varies Finish review questions
e	Extension and Follow-up Next Readings: About the Brain Brain Science

8 Assessment (Describe if checked and attach if applicable.)

- Portfolio: student reflection on ZAP strategy
- Teacher Observations: level of discussion before reading compared to during reading

9 Reflection: What Worked and Why

- ◆ ZAP strategy is appropriate because the reading is difficult, so it works to use a simple strategy that doesn't require any additional materials
- ◆ Students engage with the reading right on the page
- ◆ Pre-reading discussion topics are shared with entire class so that everyone has engaged at least some prior knowledge of the topics
- ◆ Moving from group discussion of ideas to whole group reading and discussing before students respond to review sheet independently allows for better internalization of material and more thoughtful answers

10 Tips for Teachers

- ◆ The reading is long so it works to break it in half with a break in between
- ◆ The topics are challenging so a break is more ideal than completing the reading over a period of days, or interspersing with other, different material