

# Reading Method

by Ashley Pawlowski (10/30/07)

## Standards

### Standards

- IL.1 GOAL: Read with understanding and fluency.
- IL.1.B STANDARD: Apply reading strategies to improve understanding and fluency.
- IL.1.C.2a P: TCT designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- IRA.1.4 ...illustrate that literacy can be a means for transmitting moral and cultural values
- IRA.2.13 ...illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders)

## Resources

### Resources

[Library of Congress- Martin Luther King Jr.](#)

## Lesson Plan

### Overview and Rationale

By reading about Martin Luther King Jr., students will have a better understanding of the American Civil Rights Movement and the role Martin Luther King Jr. played in it. By using the method of guided reading, the teacher can ensure that the students comprehend as they go along.

### Objectives

Students will be able to retell information about Martin Luther King Jr. Students will demonstrate understanding through a class discussion.

## **Materials**

- Computers with internet access
- notebook
- pencils

## **Procedure**

NOTE: This lesson is part of a unit on Civil Rights and students have obtained prior knowledge on the topic.

1. Have students log on to Library of Congress website.
2. Click the "kids and family" link under resources.
3. Click on the "America's Library" link.
4. Click on "Meet Amazing Americans" link.
5. Click on "Activists and Reformers" link.
6. Choose Martin Luther King Jr.
7. Have students make predictions in their notebook about what the article will be about using what they already know.
8. Have the students read the overview and the three articles that follow making predictions for each one.
9. NOTE: teacher will be observing the students throughout their reading of the articles and answering any questions the students may have.
10. Have students discuss as a class what they learned and whether or not their predictions were correct.

## **Assessment**

Students will be graded on their participation in the class discussion. The teacher will use a checklist to make sure that everyone contributed ideas. Their predictions will be graded on a completion basis.

# ETE 325 - LOC Guided Reading

by Courtney Ice (10/30/07) Reviewer: Sherrie Chan Pardieck

## Standards

### Standards

- IL.1 GOAL: Read with understanding and fluency.
- IL.1.B STANDARD: Apply reading strategies to improve understanding and fluency.
- IL.2.B.5b > Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
- IL.29.D.5 > Analyze different perspectives of historical events using a variety of media and technology tools.

## Resources

### Resources

[Selected Civil War Photos](#)

[Prints and Photographs Reading Room](#)

[Resource List](#)

**Bull Run by Paul Fleischman**

## Lesson Plan

**Overview and Rationale**

*The Civil War through a Child's Eye* lesson focuses on the use of historical fiction and primary sources to expand students' perceptions of the Civil War era. Literature and photographic images reflect, communicate, and influence human perspectives of historical events. Specifically, the unit helps students to view the Civil War era through a child's eye, rather than from an adult perspective.

Following an introduction to the Civil War using photographic, daguerreotype, and non-fiction sources, students read Paul Fleischman's *Bull Run* in Readers Theater format. Next, students examine and interpret primary source images of Civil War era children. Then, students reveal their understanding of a child's perspective in a literary portrait. In sum, this lesson integrates reading, writing, and US history standards.

## **Objectives**

Students will:

- differentiate between primary and secondary source materials as they explore perspectives of the Civil War;
- understand multiple perspectives of the Civil War through the use of historical fiction;
- analyze and interpret images from the American Memory collections;
- make inferences about how children were affected by the Civil War; and
- create a literary portrait that conveys a child's perspective of the Civil War era.

## **Materials**

Computers/internet access

Journals

Pen/pencil

## **Procedure**

1. Students will use the Library of Congress website to look at selected sites that are given by the teacher.
2. Students will look at the "Selected Civil War Photographs" website.
3. Students will use the American Memory collections to look at pictures of children from the Civil War.
4. While students are viewing these pages they will journal on interesting facts that they learn from the websites.

5. Students will comment on how they think they would have felt, had they been a child during the Civil War.
6. Students will read Paul Fleischman's *Bull Run*.
7. While students are reading and working, they may work in groups.
8. The teacher will be doing observational guided reading to make sure that all material is understood.

## **Assessment**

Did student stay on task during the class period?

Did the student work well in his/her group?

Did the student show an accurate knowledge of the information read?

Did the student's journal reflect thought and insight?

Did the student complete the journal activity?

The student needs a "yes" answer for 4/5 to pass.

# LOC - Read Aloud - Illinois

by Kelsey Manley (10/30/07) Reviewer: Sherrie Chan Pardieck

## Standards

### Standards

- IL.1 GOAL: Read with understanding and fluency.
- IL.1.C STANDARD: Comprehend a broad range of reading materials.
- IL.1.C.2d > Summarize and make generalizations from content and relate to purpose of material.
- IRA.1.2 ...demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process
- IRA.1.4 ...illustrate that literacy can be a means for transmitting moral and cultural values
- IRA.2.6 ...show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually

## Resources

### Resources

[Library of Congress](#)

## Lesson Plan

### Overview and Rationale

Read Aloud.

Student will learn using the Real Aloud method. They will visit the Library of Congress website and learn about the different interesting aspects of Illinois through the articles posted on the Illinois Kids Page

<http://www.americaslibrary.gov/cgi-bin/page.cgi/es/il>

## Objectives

Students will be given a selection to read about Illinois from the Library of Congress. They will be expected to read aloud the selection in small groups and be able to present what they have learned to the class.

## Materials

- Various articles from the Library of Congress website ( <http://www.americaslibrary.gov/cgi-bin/page.cgi/es/il> ) made into handouts for the students to read.
- A computer for the teacher to access the information
- A printer to print the handouts

## Procedure

1. Teacher will visit the Library of Congress website - Illinois Kids Page ( <http://www.americaslibrary.gov/cgi-bin/page.cgi/es/il> ) and create handouts of the different articles listed
2. The teacher will ask the students what they know about Illinois and how long they have all lived in the state
3. The teacher will give the students time to discuss their knowledge of Illinois and then separate them into groups of 4
4. Each group will receive an article and each student will be responsible for reading a selection of the text aloud
5. Once finished they will work together to create a small summary of their article
6. Groups will be randomly selected to go up to the front of the class and present their summary
7. Students will be graded on their comprehension of the text

## Assessment

Students will be graded on their presentation of the selected text. The teacher will listen to ensure each student has fully comprehended the text and is able to retell the important parts of the article.

### Checklist for Presentation

Each student participated in the presentation \_\_\_\_\_

The main topic of the article was presented \_\_\_\_\_

3 - 5 details were given about the article \_\_\_\_\_

Each student is able to tell what they found interesting about the article \_\_\_\_\_

