**LHS Lunch & Learn: Literacy Strategies Revisited**

**HW for December 11th: Use a literacy / close-reading strategy with at least one class and be ready to share your thoughts about it with colleagues. Try one of the activation or reflection activities already introduced below, OR customize to create your own.**

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| **Preparation (P)** | **Activation (A)** | **Reflection (R)** |
| Anything to get students ready to dig in and make sense of what they read:CREATE a sense of purpose.BUILD Background KnowledgeACCESS Prior Knowledge  | Techniques to keep the students’ brains fully engaged in interacting with the text, not just skimming the surface. Prompt them to do something while reading to harvest thinking and make sense. **TEXT CODES (July):** Students use assigned marks, codes, or annotations while reading before sharing out related thoughts, questions, and comments in pairs, groups, or whole-class.**READING WITH A QUESTION IN MIND (August):** Students write notes as they read a text but only take down facts that answer a specific question(s) identified in advance. All students can use the same questions, or the class can be divided into groups noting facts for different emphases.**CONTENT PASS (September):** Students in small groups are given a set of fairly short texts (can be images, primary documents, charts, etc. rather than standard articles) to read and note a thought, key fact, or question before passing each piece on and getting a new one. Group or whole-class share out of some sort typically follows in reflection stage.**THINK ALOUD (October):** Students practice thinking actively about a text during reading (or watching) by making **comments, connections, inferences, questions, and reactions out loud to a partner at designated stops. They can turn and talk, pair-share, at designated stopping points; or one student can "interview" the other, recording their partner's thoughts in writing. When classes are new to this, teacher modeling or whole-class practice can really help.** | Opportunities for thinking to become crystallized, often in collaborative work with peers in thinking/reading groups/circles. Format can be spoken or written but should make thoughts, reactions, & questions explicit.**WRITTEN CONVERSATIONS (July):** Students exchange a series of notes that are passed around in a small group or between partners. Each student will write for a few minutes on his or her own piece of paper on the topic before passing the writing to the next person. Continue to pass until all have written on each circulation piece of paper. |

**Literacy Lesson(s) Tried (before December meeting)**

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| **Preparation (P)** | **Activation (A)** | **Reflection (R)** |
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| **Comments about what went well and what needed improvement:** |
| **Ideas shared by other teachers to try or adapt: (for Use during December Literacy Lunch & Learn Share Session)** |