


Video: Active Reading

1. Incorporating active reading into your lesson will help students engage with the content and strengthen their comprehension by giving them responsibility. What potential problems could occur when giving students more responsibility for their learning?
2. What would you do if you noticed a student sharing incorrect information with their group?
3. Watch **1:18 - 1:30** What is the teacher's role during this activity?
4. Watch **1:58 - 2:23** How would you describe students' engagement during the activity?
5. **Brainstorm:** What are other ways you know of that can give more responsibility to students for their learning?

6. **Practice Scenario:** You are a Grade 4 teacher. You are teaching an English lesson using the passage *The Hare and The Tortoise*. How could you teach this passage using active reading strategies?



The Hare and The Tortoise

A hare can run very fast. A tortoise moves very slowly. It carries a heavy shell on its back. It cannot move as quickly as other animals.

One morning a hare said to a tortoise, "I can run faster than you. You are a very slow animal."

Yes, said the tortoise. "I cannot run as fast as you. But let us have a race. I will race you and I will win. I will run faster than you."

"You are foolish," said the hare, "I will win easily. Let us race to that tree. Are you ready? Go!"



The tortoise began walking slowly towards the tree. He could not go fast. But he did not stop. The hare laughed.

"I will not hurry," he said. "I will lie down to have a little rest. Then I will go after the tortoise and win the race. I can run faster than the tortoise."

The hare lay down and went to sleep. The tortoise moved slowly on. The sun climbed higher into the sky. The tortoise slowly moved nearer to the tree but the hare was asleep.

At last the hare woke up. "Now I will run to the tree and win the race," he said. He ran quickly to the tree but the tortoise was there.

"I am slow," said the tortoise, "but I won the race."



7. What difficult vocabulary words or phrases would you need to help students with?
8. Create 2 questions you could ask your students to help them understand the lesson behind the story.

9. **Practice Scenario:** You are teaching Grade 11 English. Divide the following text into 4 parts. For each part create one question to assess students' reading comprehension skills.

Unit: 9

Sleep and Dreams

"Oh Sleep! It is a gentle thing. Beloved from pole to pole." Samuel Taylor Coleridge, a famous British poet, wrote these words over 100 years ago. Most people would agree with him. Sleep is very important to humans; the average person spends 220,000 hours of a lifetime sleeping. Until about thirty years ago, no one knew much about sleep. Then doctors and scientists began doing research in sleep laboratories. They have learned a great deal by studying people as they sleep, but there is still much that they don't understand. Scientists study the body characteristics that change during sleep, such as body temperature, brain waves, blood pressure, breathing, and heartbeat. They also study rapid eye movement (REM). These scientists have learned that there is a kind of sleep with REM and another kind with no rapid eye movement (NREM).

NREM is divided into three stages. In stage one, when you start to go to sleep, you have a pleasant floating feeling. A sudden noise can wake you up. In stage two, you sleep more deeply, and a noise will probably not wake you. In stage three, which you reach in less than thirty minutes, the brain waves are less active and stretched out. Then, within another half hour, you reach REM sleep. This stage might last an hour and a half and is the time when you dream.

Two Types of Sleep

NREM SLEEP			REM SLEEP			
Stage (1)	Stage (2)	Stage (3)	Stage (1)	Stage (2)	Stage (3)	Stage (4)
Another half hour			An hour and half			

For the rest of the night, REM and NREM alternate. Body movement during sleep occurs just before the REM stage. The average person moves about thirty times during each night. Sleep is a biological need, but your brain never really sleeps. It is never actually blank. The things that were on your mind during the day are still there at night. They appear as dreams; which people have been discussing for centuries. At times people believed that dreams had magical powers or that they could tell the future. Sometimes dreams are terrifying, but they are usually a collection of scattered, confused thoughts. If you dream about something that is worrying you, you may wake up exhausted, sweating, and with a rapid heartbeat. Dreams have positive effects on our lives. During a dream, the brain may concentrate on a problem and look for different solutions. Also, people who dream during a good night's sleep are more likely to remember newly learned skills. In other words, you learn better if you dream.

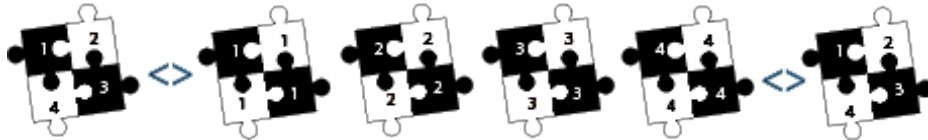
Researchers say that normal people may have four or five REM periods of dreaming a night. The first one may begin only a half hour after falling asleep. Each period of dreaming is a little longer, the last one lasting up to an hour. Dreams also become more intense as the night continues. Nightmares usually occur towards dawn. People dream in color, but many don't remember the colors. Certain people can control some of their dreams. They make sure they have a happy ending. Some people get relief from bad dreams by writing them down and then changing the negative stories or thoughts into positive ones on the written paper. Then they study the paper before they go to sleep again. Many people talk in their sleep, but it is usually just confused half sentences. They might feel embarrassed when someone tells them they were talking in their sleep, but they probably didn't tell any secrets. Sleepwalking is most common among children. They usually grow out of it by the time they become adolescents. Children don't remember that they were walking in their sleep, and they don't usually wake up if the parents lead them back to bed.

There are a lot of jokes about snoring, but it isn't really funny. People snore because they have trouble breathing while they are asleep. Some snorers have a condition called sleep apnea. They stop breathing up to thirty or forty times an hour because the throat muscles relax too much and block the airway. Most people need from 7 ½ to 8 ½ hours of sleep a night, but this varies with individuals. Babies sleep eighteen hours, and old people need less sleep than younger people. If someone continually sleeps longer than normal for no apparent reason, there may be something physically or psychologically wrong. You cannot save hours of sleep the way you save money in the bank. If you have only 5 hours of sleep for three nights, you don't need to sleep an extra 9 hours on the weekend. And it doesn't do any good to sleep extra hours ahead of time when you know you will have to stay up late. Sleep is important to humans. We spend a third of our lives sleeping, so we need to understand everything we can about sleep. Sleep well! Sweet dreams!

Below are 2 teaching strategies you can use to promote active reading:

Jigsaw

Divide the class into small **equally-sized groups**. Give each student a number. **Call all the "1's" to come together**, "2's" together, "3's" together and so on. Give each group a different paragraph, part of a paragraph, or concept to discuss in their number groups. Once they have had time to read and discuss, let students to **go back to their original groups** and take turns explaining about their different pieces. Lastly, the teacher can choose one student from each group to report to class.



Active Reading Steps

- Step 1 **Pre-Reading** – have students read the passage one time to familiarize themselves with the text
- Step 2 **Define Words / Phrases** – Have students look up new words or phrases and write them in their notebook
- Step 3 **Big Picture** – Have students work in groups to share what they think is the main idea of the text
- Step 4 **Check for Understanding** – Have students answer reading comprehension question individually or in groups
- Step 5 **Summary** – Conclude by reviewing or having students review the main points of the text

TeacherFOCUS GOAL: Do an activity during a reading class that gives the students additional responsibility for their learning