

# **Student Handout: Unit 2 Lesson 2**



## **Look At Me: Where I Stand As A Reader**

Suggested time: 1 Hour

### **What's important in this lesson:**

- Learning about yourself as a communicator: what you most enjoy doing as a reader, writer, and speaker
- Reflecting on your communication strengths, and identifying some communication skills you want to improve

### **Complete these steps:**

1. Follow the directions on the handout and complete one of the 3 assignments.

### **Hand-in the following to your teacher:**

1. A brochure, comic or email assignment

### **Questions for the teacher:**

# Student Handout: Unit 1 Lesson 2



## Look At Me: Where I Stand As A Reader

### Part One: Looking At My Habits As A Reader

Instructions: Read each statement. Circle the habit that best describes you as a reader.

#### Before Reading I....

Column A	Column B
...think about what I already know about a topic	...don't do anything – I just dive in and begin reading!
...read the directions	
...know what I am looking for or why I am reading something	
...get ready to read by: <ul style="list-style-type: none"><li>• Collecting learning tools (highlighters, pencils, paper, etc.)</li><li>• Making sure I am in a quiet place without distractions</li><li>• Taking note of the kind of text I am about to read</li></ul>	
...guess things about what is likely to happen in that text	



ADD UP YOUR TOTAL CIRCLES:

#### Before-Reading Habits:

Total # of items circled in Column A: \_\_\_\_\_ Total # of items circled in Column B: \_\_\_\_\_

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## Look At Me: Where I Stand As A Reader

### Part One: Looking At My Habits As A Reader (continued)

Instructions: Read each statement. Circle the habit that best describes you as a reader.

#### During Reading I....

Column A	Column B
...think about my guesses and see if they were right	...don't check or change my guesses because I did not make any
...make changes to my guesses as I read	
...picture in my mind what I am reading in the text	...have trouble "seeing" what is happening as I am reading
...check my understanding of the text	...pay no attention to whether I am understanding what I have read
...think about what I am reading, and how it connects with: <ul style="list-style-type: none"><li>• My own knowledge of the topic</li><li>• My own personal experience</li></ul>	...don't connect anything I am reading to what I already know or have experienced
...Ask questions about what I am reading	...Do not ask questions as I am reading
Know how to deal with words I do not understand	...Skip words I don't know, until I am so lost that I get frustrated and quit



### ADD UP YOUR TOTAL CIRCLES: During Reading Habits

Total # of items circled in Column A: \_\_\_\_\_ Total # of items circled in Column B: \_\_\_\_\_

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## Look At Me: Where I Stand As A Reader

### Part One: Looking At My Habits As A Reader (continued)

#### After Reading, I...

Column A	Column B
...check to see if I understood what I read	...don't bother with checking to see if I understood what I read
...go back to the text and reread any parts I did not understand	...set aside the text and ignore the parts I didn't get
...remember what I read	...forget most of what I read



#### ADD UP YOUR TOTAL CIRCLES: After Reading Habits

Total # of items circled in Column A: \_\_\_\_\_ Total # of items circled in Column B: \_\_\_\_\_

### So, Where Do You Stand As A Reader?

Grand totals:

Add up the total number of items you circled in Column A:

$$\frac{\quad}{\text{(Before Reading)}} + \frac{\quad}{\text{(During Reading)}} + \frac{\quad}{\text{(After Reading)}} = \underline{\quad}$$

Add up the total number of items you circled in Column B:

$$\frac{\quad}{\text{(Before Reading)}} + \frac{\quad}{\text{(During Reading)}} + \frac{\quad}{\text{(After Reading)}} = \underline{\quad}$$

Column A describes the habits of Problem-solving Readers.

Column B describes the habits of Developing Readers.

**What Kind Of Reader Are *You* – Problem-Solving or Developing? (Which Column Had The Most Circles In It?)**

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## Look At Me: Where I Stand As A Reader



### What Have You Learned About Yourself As A Reader?

List two things you do well as a reader in the space below:

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What bothers you most about reading?

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**Being a good communicator doesn't mean that you always understand everything you read.**

**Good readers are usually good problem solvers!**

**They know how to deal with texts that are challenging to them.**

**The next few pages will give you tips about solving problems as you read.**

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## Look At Me: Where I Stand As A Reader

### Part Two: Understanding The Reading Process

Good readers understand and follow the “Reading Process” to help them understand the materials they are reading.

The reading process is described below in a few easy-to-follow steps:

### **Before:**

- **Know your purpose**
- **Take a “sneak peek” of the reading**
- **Choose a reading plan**

**Know Your Purpose:** Knowing why you are reading something, and what you are going to do with it when you are finished.

**Take A Sneak Peek:** Glance through the reading before you start reading for detail. What stands out to you?

**Choose A Reading Plan:** Think about HOW you will read the text – in sections? All of it? Only parts of it?



## During Reading

- **Get ACTIVE!**
- **Relate to the text!**

**Get ACTIVE!** means that you don't let your mind "ZONE OUT" or drift off thinking about other things. Here are two easy ways to prevent this

- Ask questions as you read.
- Make notes on a piece of paper. There are many ways to be an active reader – the trick is finding what works for you.

**Relate to the text!** means finding ways that your own life, or experiences connect to what you are reading.

To help you make connections, you may ask yourself some questions:

- How do I feel after reading this?
- Have I read anything about this topic before?
- Does this remind me of something I have seen or experienced?

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### After:

- **Pause and Reflect**
- **Reread**
- **Remember**

**Pausing and Reflecting:** means STOPPING and THINKING about what you have just read. ASK yourself:

- Do I “get it?”
- What still confuses me – is it a word I don’t know, or a paragraph that stumps me? If you can’t honestly say you understand most of the text, then you need to use “fix up” strategies to help you fill in the gaps in what you understand.

**Rereading:** means

- going back to the confusing parts,
- slowing down,
- and sorting out what you don’t yet understand.

**Remembering:** means you have to do something with the material you have read. Maybe you need to:

- make a chart, OR
- write a quick summary of the key ideas OR
- draw a picture – whatever you do, make sure you really DO something to help you remember.

Adapted from *Reader’s Handbook: A Student Guide for Reading and Learning* by Jim Burke, Ron Klemp and Wendall Schwarts



## Look At Me: Where I Stand As A Reader

### Part Three: Showing What I Have Learned

#### **Problem-Solving Scenario:**

You are a senior level secondary student and have been asked to help a friend's younger sibling, who is in Gr. 6. This 12 year old is having difficulty completing the assigned homework: reading an instruction manual about putting together a model plane.

Your job is NOT to do the reading for the young student. Nor is it to build the model plane. Instead, you must advise the student about how he or she can use the **READING PROCESS** to help read and understand the instruction manual.

### Choose one of the assignments below:

#### 1. Brochure Assignment: The Reading Process

Make a brochure that explains and illustrates the reading process for the Grade 6 student. It should:

- a) Identify the reading task – reading the instruction manual.
- b) Include the steps of the reading process
- c) Explain how to apply the reading process to the manual.
- d) Have illustrations or pictures related to the reading process.
- e) Have an original title.
- f) Be written in your own words

OR

#### 2. Comic Strip: The Reading Process

Write a 6-frame comic strip about a Grade 9 student learning to use the reading process to read a specific text of your choice. Your comic strip should:

- a) Identify the reading task – reading the instruction manual
- b) Include the steps of the reading process
- c) Explain how to apply the reading process to the manual.
- d) Have illustrations or pictures related to the reading process.
- e) Have an original title.
- f) Be written in your own words

OR

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### **3. E-mail: The Reading Process**

Write an email to the 12 year old, advising how to improve their reading habits. Your letter should:

- a) Use correct letter format
- b) Have a minimum of 3 paragraphs
- c) Describe the habits of a problem solving reader
- d) Outline the reading strategy.
- e) Be written in your own words.

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Brochure: Use each rectangle below to plan out each panel of your brochure. These will be the inside pages of your brochure.



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Use these two panels to plan the FRONT COVER and BACK COVER Of your brochure.

When you have finished planning the design of your brochure, get a Blank 8 ½ X 11 page, and fold it into three sections. It should open up into three panels.

Use the sample brochure that you Found in the Guidance Center to help you design the brochure.

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Comic Strip: Use each box below to plan out your comic strip.

