

UNIT

Lesson 1: Annotating a Text by Taking Notes on our Thinking ☺

Aims:	To annotate a text by taking notes on our thinking as we read
Criteria for Success	<ol style="list-style-type: none"> 1. annotations are relevant to the discussion question 2. uses symbols 3. avoid over underlining
Academic vocabulary	Annotate
Connection	<p>We've been working so hard tracking our thinking as we read. Who can help me list out all the different strategies we've learned thus far? What are the symbols for those different strategies? Do first as a turn and talk, then question the group.</p> <p>What images and moods come to mind when you think of the Fourth of July? (Consider showing PowerPoint slideshow)</p>
Purpose	<p>Soon we are going to have our first class discussion. The more prepared you are for a class discussion, the better you will be.</p> <p>Can anyone think of an example in real-life where that is also the case? For instance, what would happen during the presidential debates if you weren't prepared?</p>
Mini Lesson	<p>Guide to KINDS of notes we can take (elicit from students)</p> <p>(I) INFERENCES: Critiquing the text, Making predictions, Drawing Conclusions, Inferring about Themes</p> <p>(P) PARAPHRASE/RETELL: Events, Themes, Symbols, Ideas</p> <p>(Q) QUESTIONS: For myself about my own thinking, For the author, To clarify</p> <p>(L) LITERARY DEVICES: Figurative Language, Setting, Character Development, Symbols</p> <p>(→) CONNECTIONS: Text to Self, Text to World, Text to Text</p> <p>(*) DETERMINING IMPORANCE: Distinguishing fun vs. Important facts, Analyzing structure</p> <p>Choose a short text. Generate a great discussion question. See <i>Reading Without Limits</i> for suggestions in how to create great discussion questions. In a read-aloud/think-aloud, read-aloud a short text. Model pausing to demonstrate your thinking that's relevant to the discussion question. Use the different symbols for annotation to track your thinking. I provided one below.</p> <p>Looking for excerpts? Check out some provided by the Common Core.</p> <p>Discussion Question: Should the Fourth of July be celebrated?</p> <p>Douglass, Frederick. "What to the Slave Is the Fourth of July?: An Address Delivered in Rochester, New York, on 5 July 1852." <i>The Oxford Frederick Douglass Reader</i>. Oxford: Oxford University Press, 1996. (1852)</p>

	<p>*: <i>This is important because it's in the title</i></p> <p>Douglass, Frederick. "What to the Slave Is the Fourth of July?: An Address Delivered in Rochester, New York, on 5 July 1852." <i>The Oxford Frederick Douglass Reader</i>. Oxford: Oxford University Press, 1996. (1852)</p> <p>Fellow Citizens, I am not wanting in respect for the fathers of this republic. The signers of the Declaration of Independence were brave men. They were great men, too great enough to give frame to a great age. It does not often happen to a nation to raise, at one time, such a number of truly great men. <i>The point from which I am compelled to view them is not, certainly, the most favorable;</i> and yet I cannot contemplate their great deeds with less than admiration. They were statesmen, patriots and heroes, and for the good they did, and the principles they contended for, I will unite with you to honor their memory.... <i>P: FD respects the founding fathers but he's going to criticize their decisions... maybe about slavery?</i></p> <p>...Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I</p>
Guided Practice	<p>Students continue reading on the speech as a whole group sentence by sentence. After each sentence, teacher redirects them back to the discussion question.</p> <p>As students contribute, ask:</p> <ol style="list-style-type: none"> 1) Why can over underlining be harmful? (Consider showing non-examples) 2) Which types of reading strategies are we under using? Over using? 3) How can annotating a text help you in a class discussion?
Independent Work	<p>Students continue reading and annotating shared reading in preparation for class discussion on the same question.</p>
Share	<p>Students trade annotations, grading each other according to the criteria for success.</p>