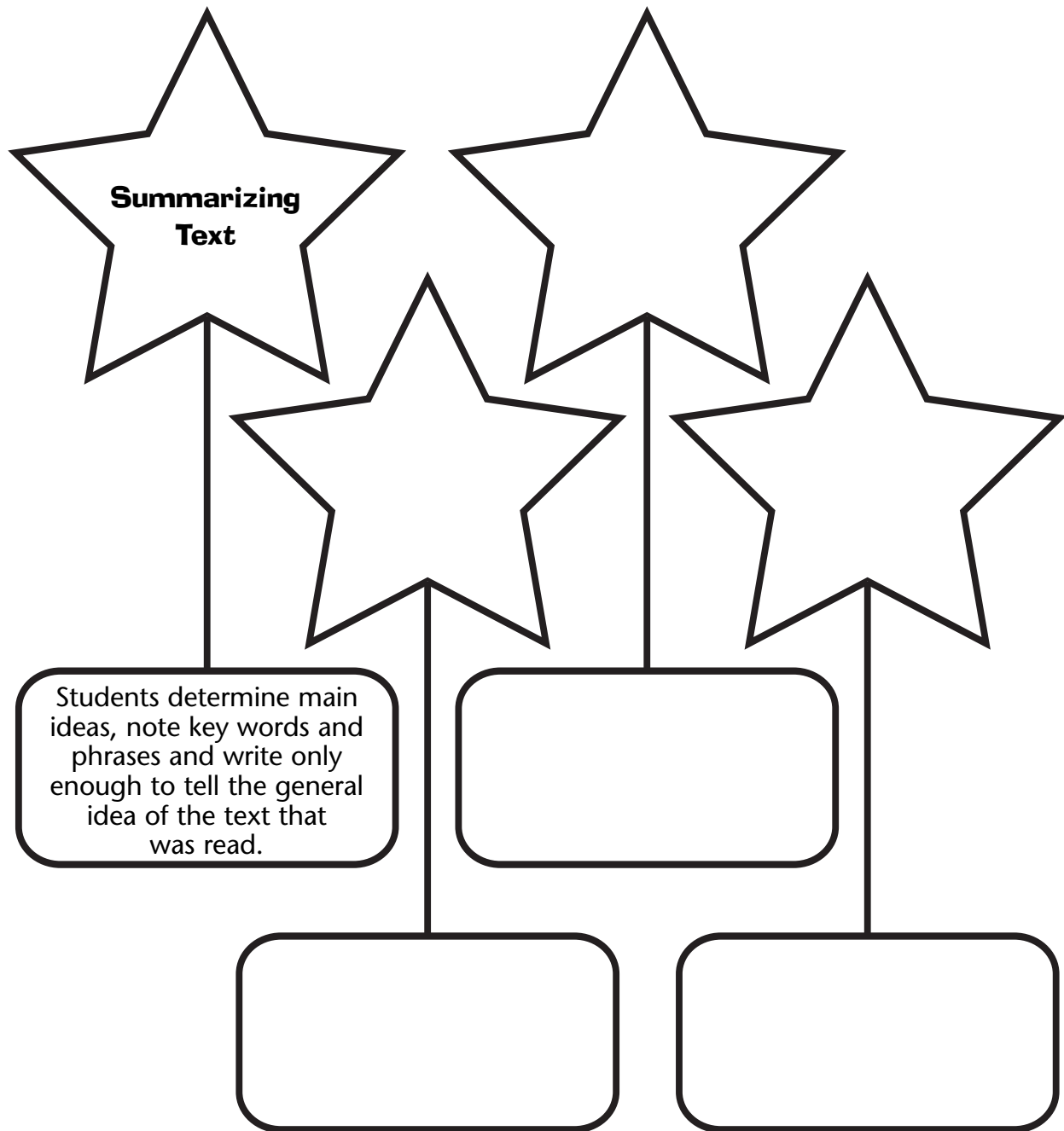


Understanding Science Texts

Directions: In Maria Grant’s classroom, you saw an example of a think-aloud activity. In the spaces below, suggest some additional strategies that a science teacher can use with students to help ensure that every student in the class will have an opportunity to comprehend the text that they read.



Think and Discuss: Discuss the reading strategy of modeling metacognitive thinking. How can modeling what a good reader “thinks about” when they are reading help a reader who is struggling to understand the text?

Facilitator Directions

Understanding Science Texts

- Have participants view the “Strategy Analysis” video segment.
- Direct participants to locate their Video Guide activity page entitled “Understanding the Text.”
- Have participants locate the star with the label “Summarizing the Text” above it.
- Direct participants’ attention to the box under the star that briefly describes “Summarizing the Text.”
- Tell participants that as they saw in the video, having students summarize the text is one way a teacher can help students of varying literacy levels better understand the text they read.
- Divide participants into groups of three or four.
- Ask each group to discuss and record on their activity page three additional literacy-reading strategies that promote student understanding of the text (e.g., KWL Charts, Reciprocal Teaching, Double Entry Journals, Think-Pair-Share).
- Bring the groups back together.
- Ask volunteers from each group to share one of their literacy reading strategies.
- Ask any if any participant group has additional strategies not previously mentioned.

Think and Discuss

- Discuss the reading strategy of modeling metacognitive thinking. How can modeling what a good reader “thinks about” when they are reading help a reader who is struggling to understand the text?

Alternate Discussion Topic

- Discuss the development of a “visual literacy” (the study of visual modes of communication such as photography, film, television, graphic art, and the World Wide Web) for students in the content area classroom.