

**Topic:** reading for a purpose

### **Overview**

Why is it important to establish a purpose for reading? The answer to this question will become clear to students through this lesson. Students will be given different secret purposes for reading the same selection and highlighting pertinent information. Using the document camera (ELMO) and highlighted clues, students will determine the various purposes for reading, understand that different information is important relative to their purpose, and practice applying this reading strategy.

Note: this lesson has a section that is textbook-specific to Scott Foresman Social Studies: Virginia but can be adapted to other material.

**Grades** 4-5

### **Time Allotment**

One 45-minute period

### **Learning Objectives**

On completion of this lesson students will be able to:

- Delineate information in a reading selection that supports their purpose for reading.
- State that the purpose for reading influences the information they select as important.
- Explain the importance of establishing a purpose for reading as an everyday strategy for reading.
- Learn how to define the purpose for reading textbook material through preview strategies.

This lesson addresses Va. English SOLs 5.6.



### **Media Components**

- Document camera (ELMO)
- LCD projector
- Computer with Internet access and TV presentation hook-up
- Website: <http://www.brainpop.com/english/seeall/> - video clip: "Reading Skills"  
This clip is 2 minutes and 15 seconds in length.

Note: this clip is part of a subscription-only service. If you are not a current subscriber, you can subscribe free for 30 days in order to use this video clip.

### **Materials and Student Handouts**

- "What's Your Purpose?" Pre-reading Strategies handout-1 per student (attached)
- "The House," from I Read It, but I Don't Get It, ChrisTovani, Stenhouse Publishers, Portland, ME, 2000, p. 25. handout-1 per student
- Purpose for reading slips-1 per pair of students (attached)
- Highlighter-1 per student
- Reflection handout-1 per student (attached)

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- Scott Foresman Social Studies: Virginia textbooks, pages 132-136

## Teacher Preparations

- BrainPOP is a subscription-use website with a 30-day free trial period, so you must go online and arrange this ahead of time. After you log onto BrainPOP, select Language Arts, then Reading Skills. At the designated time in the lesson, you will select “View the movie” (choose the full screen view on the left). Have this computer connected to a TV (or LCD projector) for presentation.
- Connect the LCD projector and ELMO, so they are ready for presentation.
- Write on chalkboard, “Why do you read? What is your purpose for reading?”
- Duplicate student handouts.
- Cut apart the *Purpose for Reading* slips to be ready to give to each pair of students during the Learning Activity section of the lesson.
- Obtain a copy of “The House” and duplicate.

## Introductory Activities

1. **Focus:** Look at the 2 questions I have written on the board. “Why do you read? What is your purpose for reading?”

**Activity:** Have students brainstorm responses (Do a Think/Pair/Share activity. Give students a minute to think about the question, and then discuss their ideas with the person beside them. After a minute, have volunteers share their ideas with the whole class).

**Follow-up:** Add their ideas under the questions, then emphasize three main reasons: To learn (gain information), to be entertained, and to improve reading skills.

2. **Focus:** Do you think *why* you are reading something really matters?

**Activity:** Have students share their ideas.

**Follow-up:** Students should give specific examples, such as reading textbooks for information, chapter books for entertainment, reading texts to improve skills.

3. **Focus:** I’m going to give you a worksheet titled “*What’s Your Purpose?*” *Pre-reading Strategies.*” Read over it before we watch a video clip. The two characters in the video are Tim and Moby (a robot who communicates using beeps). They will show you some ways to define your purpose for reading a book, article or textbook chapter. This is important so that you understand what you’re reading, and you can pick out what information is important.”

**Start:** the video by selecting “View the Movie”.

**Pause:** the video after you hear Tim say, “...there is no point in reading if you’re not taking in what you read.”



**Follow-up:** Do you agree?” Take student responses.

4. **Focus:** Listen to what Tim says that will help you with your reading.

**Resume:** from where you paused.

**Pause:** after you hear Tim say, “Before you even sit down to read...there is some prep work you can do to improve your reading and comprehension.”

**Follow-up:** Look at your worksheet and tell me the words to fill in the first 2 blanks.

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(Before and comprehension)

**5. Focus:** Listen to see what Tim's next pre-reading strategy is.

**Resume:** from where you paused.

**Pause:** after you hear Tim say "Preview the text so you know what you're reading."

**Follow-up:** What is the strategy? (Preview the text). Fill in this word on your worksheet.

**6. Focus:** How might you preview a chapter? (Take student ideas.) Watch Tim's ideas for previewing text.

**Resume:** from where you paused.

**Pause:** after you hear Tim say, "You can skim what you're reading to get an overall impression."

**Follow-up:** What word will fill in our next blank? (skim) What does Tim mean by "get an overall impression?" (what is the chapter or book mainly about).

**7. Focus:** Listen for two more of Tim's pre-reading strategies."

**Resume:** from where you paused.

**Pause:** after Tim says, "Pay attention to section headings and words in bold."

**Follow-up:** What do you need to pay attention to? (section headings and words in bold print). Why? (section headings indicate the important parts of the reading, and bold print shows important vocabulary/people/places/ideas.) Fill those words in the last 2 blanks. (headings and bold print)

**8. Focus:** The rest of this short video has ideas for what you can do during reading to help you understand.

**Resume:** from where you paused.

**Stop:** at the end of the video.



**Follow-up:** Have students share any strategies they learned about what to do during reading and the answers on their activity sheet answers.

## Learning Activities

**1. Focus:** You have just seen some pre-reading strategies from the video. Today you are going to do an activity to prove that having a purpose for reading *does* matter, and that doing those pre-reading strategies can make a difference!" (Divide students into pairs. Give each pair a *Purpose for Reading slip*. Tell them it is secret and they should not show it to anyone because pairs have been assigned different purposes for reading. Also, while working they should whisper so that no one hears them discussing their work. Then distribute a copy of *The House* to each student.) You will silently read through *The House*. Then, keeping your purpose for reading in mind, you and your partner will help each other look for information in the story that is important. Highlight that important information on your story sheets."

**Activity:** While students are reading silently, hand out highlighters. When student pairs are finished highlighting, have them go back to seats or gather around the media screen.

**Follow-up:** Ask students to relate whether having a purpose for reading made this assignment easy or hard to do. Allow student responses but make sure no specific

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information is revealed.

**2. Focus:** I am going to put one group's highlighted story sheet up for you to look at. Read the highlighted information carefully and see if you can tell what this group's purpose was.

**Activity:** Without telling students the purpose for reading, use one student's "Buying this House" highlighted story sheet on the ELMO. Tell students that you are going to show them the highlighted sheet and that they should direct their attention to the highlighted information. Have them take turns reading some of the info. Then ask students to raise their hands if they have an idea about this group's purpose for reading (call on students who had a *different* purpose slip).

**Follow-up:** Ask them why they came to their conclusion. Repeat this exercise, using the "Robbing this House" purpose for reading.

### **Culminating Activities**

**1. Focus:** Why do you think we did this activity? What did you learn? (Take student responses.) Can you prove to me that your purpose for reading really matters?

**Activity:** (Have students come up and use the highlighted sheets on the ELMO to prove it.) How can what you learned today help you? Think about the BrainPOP video.

**Follow-up:** Take student answers. They should be able to tell you that reading with a purpose influences how you read.

**2. Focus:** Now we're going to apply what we've just learned to Social Studies. note: If you do not have the Scott Foresman text, this activity can be adapted to the text you do have or a Science text.

**Activity:** (Using their Social Studies textbooks, have them turn to page 132 and point out the title, *The Colony Gains a Foothold*, and also the *Preview* section which includes *Focus on the Main Idea*. Have a volunteer read this and emphasize that often textbooks contain a focus for reading at the beginning of a chapter. Next, have students look at the picture of the tobacco plant at the bottom of the page.) Why do you think this picture is included? (Because tobacco must be important to the colony. When reading this chapter, we will need to look for this information.) Finally, have students read through the questions at the end of the chapter under *Lesson 2 Review* on page 136.

**Follow-up:** Look back at the pre-reading strategies worksheet. These can help you set your purpose for reading a textbook assignment. It can help you know what important information to look for as you read.

Teacher note: If you make copies of the textbook pages, students can highlight section headings, chapter titles, chapter focus or objectives, and end of chapter questions. They can also circle pictures and underline bold print. This gives students actual practice interacting with the text prior to reading.

### **Assessment**

- Explain that you want to know what *they* thought about the lesson, so you are giving them an opportunity to write about their learning. Distribute the Reflection sheets and give students about 10 minutes to respond in writing. Then ask for one or two volunteers to read their Reflection piece. Ask if anyone else had similar questions or confusions. Use this time to clarify any questions. Collect Reflection sheets and use to determine students' understanding and evaluation of the activity.

### **Community Connections**

- Have students look at the classified ads in a newspaper. Divide the class into groups and give them specific items to find. (a new car, a used car, a job, an apartment, a pet, a refrigerator, etc.) Have them report on their results.

### **Cross-Curricular Extensions**

#### **Writing**

- Make the connection between Purpose for Reading and Purpose for Writing. Give groups of students a "secret" purpose for writing, have them write, and have the other students decide what the purpose was.
- Use a Unitedstreaming or BRAINPOP video clip of advertising to look at persuasive writing and how to determine who is writing and what is really important.

#### **Science**

- Do the same type of lesson (looking at headings, pictures, etc.) with a section of the Science textbook.

### **About the Author**

Terry Levinson is a fifth grade teacher at Broadus Woods Elementary School in Albemarle County.

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Name:  
Date:

## **“What’s Your Purpose?”**

### **Pre-reading Strategies**

Read over the following sentences before the BrainPOP video is presented.

Then, as you watch the video, look and listen for the answers to fill in the blanks.

\_\_\_\_\_ you read, there is some prep work you can do to improve your reading and \_\_\_\_\_.

\_\_\_\_\_ the text so you know what you’re reading.

You can \_\_\_\_\_ what you’re reading to get an overall impression.

Pay attention to section \_\_\_\_\_ and words in \_\_\_\_\_.

*Purpose for reading slips (one per pair of students)*

You want to buy this house.

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You want to buy this house.

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You want to rob this house.

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You want to rob this house.

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You want to rob this house.

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