| **Close Reading: Lesson design** | |
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| Step 1 | Choose the right text [[1]](#footnote-0) (add in E-course: inclusion/author))  Selected text?  Source?  Age?  What kind of text is it?   | O Fiction | O Prescriptive  O informative  O persuasive  O narrative  O opinionated  O other: | | --- | --- | | O Non Fiction |   Does the text match the level of your students?  Does the text match the students' world of experience and interests? |
| Step 2 | Goal [[2]](#footnote-1)  **What are the learning outcomes you aim to achieve with this reading lesson?**  What end-terms do you want to cover during the lesson? |
| Step 3 | Pre-reading [[3]](#footnote-2)  Get your students excited about the text. Do this through discussion, brainstorming, pictures, videos, etc.  Which didactical method do you use to arouse your students' interest?  O interview  O theorem game  O image  O video clip  O references  O other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How do you tackle this? |
| Step 4 | First Reading [[4]](#footnote-3)  General Questions for Students' First Impressions of the Text:  1. What is the text about?  2. What do you think is the theme of the text?  3. What do you believe is the main idea conveyed by the text?  4. How did the text make you feel?  5. What aspects of the text stood out to you the most?  Method:  I would use a combination of oral review and written responses to gather students' first impressions of the text. Initially, I might facilitate a class discussion where students can share their thoughts and reactions orally. Then, I would provide opportunities for students to reflect on and articulate their responses in writing, allowing them to delve deeper into their initial impressions.  Reading Strategies Covered:  - Making inferences: Students will draw conclusions about the meaning and themes of the text based on their initial impressions.  - Activating prior knowledge: Students will connect their own experiences and emotions to their understanding of the text.  - Monitoring comprehension: Students will reflect on their own reactions to the text and consider how it aligns with their expectations and understanding.  - Identifying main ideas and themes: Students will analyze the text to determine its central themes and messages. |
| Step 5 | Second reading [[5]](#footnote-4)  How does the text say it? [[6]](#footnote-5)  Dig deeper into the text. What do you want to focus on? Choose at least one of the following suggestions: *language and style, sentence structure, literal and figurative language, imagery, patterns, others*…  Use the space below to describe your focus and how you will handle this. |
| Step 6 | Third reading [[7]](#footnote-6)  Find the deeper meaning of the text. Focus on one of the following suggestions:  *Theme, characters, symbolism, language and style, emotive value of words, structure, context, author's purpose, unanswered questions, critical view, ....*  On which segments above do you focus?  How will you discuss the above? (guided discussion, group activity, creative assignment, written questions, comparative analysis, comparing literary sources ...) [[8]](#footnote-7)  Use the space below to make up questions. |
| Step 7 | Post reading [[9]](#footnote-8)  Come up with a playful assignment that has a clear link to the text (write a letter, find a song, write a poem, re-enact a scene ...)  Which assignment will you choose and how will you tackle it? [[10]](#footnote-9) |
| Step 8 | Evaluation  do?  what?  how (/ examples) |

Extra:

1. Chapter 4.1 [↑](#footnote-ref-0)
2. Chapter 4.2 [↑](#footnote-ref-1)
3. Chapter 6 [↑](#footnote-ref-2)
4. Chapter 7 [↑](#footnote-ref-3)
5. Chapter 8 [↑](#footnote-ref-4)
6. Chapter 8.1 [↑](#footnote-ref-5)
7. Chapter 9 [↑](#footnote-ref-6)
8. Chapter 9.1 [↑](#footnote-ref-7)
9. Chapter 10 [↑](#footnote-ref-8)
10. Chapter 10.1 [↑](#footnote-ref-9)