“HOW DO I GET STUDENTS TO COME TO CLASS PREPARED? TEACHING CRITICAL READING”

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QUICK ACTIVITY

• You’ll have a minute to think the answer to this question:

  “How would you describe your reading process?”

• Now, talk to another participant and explain to him/her how you approach a reading.

Let’s hear from a couple of you.
WHAT WE LEARNED FROM ACTIVITY

• Just from this exercise, we have learned:
  ➢ How we approach reading varies
  ➢ Each one of us have developed (or not) reading strategies

• Implication for the classroom:
  ➢ Students in our classes will value reading differently
  ➢ Students in our classes might lack an understanding of how they read
What reading sometimes feels like ...
And sometimes this too ...
BUT READING IS NOT One-directional
STRATEGIES

What's the purpose of the reading?

How do you plan to use the assigned reading in your lesson?

Who are your students? What support do they need?

What hook will you use to stimulate their interest in the next reading?

What will you ask students to do with the reading?
A THOUGHT TO KEEP IN MIND

“Learning results from what the student does and things and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.”

-Hebert A. Simon, Carnegie Mellon University Professor