

Radioactive Me Teacher Cheat Notes:

- **This activity is not intended for evaluation** (although it could be included among the evidence in a learning portfolio for close readings of texts). **This activity provides essential practice for close reading of an informational text, asking relevant questions and participating in discussion with others to boost students' understanding of the text.**
- Respect every reader may notice different features of the text.
- The goal is for students to find information to generate relevant questions (thick questions - inferential, evaluative or person/critical/evaluative)

Directions:

1. [1-2 minutes] Read to students:
You will have 1 minute to skim the text. Then rate your understanding of the text on a scale from 1 (understood nothing) to 10 (understood everything)? Rate your understanding in box #1 by writing a number from 1 – 10. THEN STOP.
2. [1-2 minutes] Read to students:
Let's try a second reading of the text. You have an additional minute to read the text. Then rate your understanding in box #2 with a score out of 10. THEN STOP.
3. [5-6 minutes] Read to students:
A quickwrite is practice getting ideas down on the page. It's not about perfection, grammar or spelling, just getting thoughts down on the page. Our rules are: write the entire time; follow an idea wherever it leads; silence the idea critic in your head; this does not count/it's practice; have fun!

You will have 3-4 minutes to quickwrite! Feel free to use any or all of the questions on the sheet to jump-start your writing: What does the text say? What doesn't it say? What's worth talking about? When our time ends, rate your understanding of the text in box #3.
4. [5-10 minutes] Read to students:
Take turns sharing your ideas with a partner or a small group. Write down any thoughts or questions that surface during the discussion. At the end of your discussion, rate your understanding of the text in box #4. THEN STOP.
5. [1-2 minutes] Read to students:
Let's try a third reading of the text. You have an additional minute to read the text. Then rate your understanding of the text in box #5. THEN STOP.
6. [15 minutes] Whole-class Discussion Prompts:
 - a. Ask students to share key takeaways from their readings and discussion of the text.
 - b. How do the title and or text features support your reading of the text?
 - c. What questions are you left with? Or what would you like to know more about?
 - d. Did your understanding of the text improve? If so, at what point or how? If not, what would have helped?
 - e. What types of jobs might we establish a connection to the information in this text?
 - f. Summarize this article in 10 words.