

Lesson Plan for a Social Studies Class

Directed Reading-Thinking Activity

(DR-TA)

(Note: See *Literacy and Learning, The Directed Reading-Thinking Activity* video lesson for an illustration of this lesson in action.)

Topic: New England colonies

Objectives: The student will... *(to be completed by the classroom teacher)*

Set Induction: The teacher previews a selection from the textbook by asking the students to read the title and tell what they predict they will be learning about that day.

Activities

1. Record predictions made from the lesson title on the board/overhead or have the students record them in their notebooks. (You may want to ask the students to just remember their predictions for a review later.)
2. Conduct a preview of the chapter (or section) by having students look briefly at sub-headings, pictures, maps, and bold or highlighted words.
3. Encourage questions/predictions that will be answered while reading. (The teacher should model the questioning/predicting if this is new to the students.) Have the students record the questions in their notebooks. (Note: Some of the questions may not be answered in the reading! This is a great opportunity for further research.)
4. Read a section that develops the concepts discovered in the questioning/predicting activity.
5. Discuss the questions/predictions while interpreting the information. New concepts and ideas are to be connected to those learned in previous lessons. (Make sure students understand the vocabulary found in the reading.)
6. Continue the questioning/predicting with selected passages. Have students record answers as the discussion progresses.
7. As maps, illustrations, graphs, etc., are encountered in the text, make sure students understand how to interpret the information.



Lesson Plan: DR-TA

Closure:

Review the predictions made at the beginning of the lesson and important information and vocabulary so that each student will have an accurate explanation of the information covered.

Lesson Extension:

Other activities such as labeling a map, writing a speech, researching a topic, or holding small discussion groups may be integrated throughout the lesson.

Evaluation Suggestions:

group work; participation; writing assignment; formal test on information

Resources and Materials:

textbook selections, notebooks

Other Applications

A variety of activities can be incorporated into a DR-TA lesson. For example, maps are often found in social studies textbooks, and students can be directed to use the maps to enhance learning and map interpretation skills. Illustrations, paintings, drawings, etc., can also be discussed within the context of the lesson.

Writing activities fit well into the DR-TA lesson. The strategy can be modified in many ways to meet the learning needs of students. For example, students can formulate predictions individually or in small groups. They can develop questions based on their predictions and record them. Answers can be recorded and checked for accuracy and become a study guide for assessment of the learning.

Technology can enhance the questioning-predicting format of the DR-TA. The flexibility of the strategy offers opportunities for students to participate in word processing activities, conduct Internet searches, and utilize software applications that generate graphs, maps, and illustrations.



Reaction Guide

Reaction Guide		
	Agree	Disagree
1. Students do best when given a chapter of text to read silently for a discussion to be held later.		
2. Teachers can help students learn how to make predictions about what they will read.		
3. Most teachers incorporate directed reading activities in content lessons.		