

Project Work: A Reading Guide

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1. Introduction

You are now taking a required English 3 course (วิชาบังคับ). In this course, you are required to read (กำหนดให้อ่าน) a number of topics such as *Information Technology*, *Water Planet*, *On the Road*, etc. in your textbook, *Steps to Academic Reading*. Some of you are worried for not being able to read the English texts. And many of you are worried about reading the unseen texts (เรื่องที่ไม่เคยอ่านมาก่อน) in the final exam papers.

What can you do? You cannot give up. Because if you do, you cannot continue to English 4. And if you cannot complete all 5 English courses, you cannot graduate. In fact, If you do this project, you will be able to read English texts comfortably. And, you also apply the knowledge you learn from doing this project in other English courses. (นักศึกษาสามารถนำความรู้ที่ได้จากการทำโครงการนี้ไปใช้ในรายวิชาภาษาอังกฤษอื่น ๆ ได้อีก)

We need to help everyone to pass the course by creating the Reading Guide to read these English texts.

2. Task



***How can we read an English text and understand it?
How can we teach someone to read an English text?***

Your team (of three) will choose one of the topics from your textbook and develop its reading guide that contains effective reading strategies (กลวิธีต่าง ๆ ในการอ่านอย่างมีประสิทธิภาพ)

All of your reading guides combined, then, will become the class reading guides for at least 4 themes (Chapters) of your textbook.

After having the reading guide, you create a PowerPoint presentation. You use it to explain how to use your reading guide to your friends so that they can be ready to take the final exam. In other words, each group will act (แสดงเป็น) as the teachers teaching the class how to use the reading guide of your topic.

You should be able to achieve these goals of creating the reading guide by following the process shown on page 5, the framework on page 8 and the example on pages 11-14 of your unit.

You can use a rubric to see how your work might be evaluated.

3. Objectives of the unit

At the end of the unit, you will be able to

- ❖ create (สร้าง) a product of the project based on the provided format, a Reading Guide (คู่มือการอ่าน) for your chosen topic,
- ❖ write the PowerPoint presentation slides of your Reading Guide,
- ❖ (group presentation) show your friends how to use your Reading Guide to prepare for the final exam,
- ❖ work cooperatively as a team and become more responsible for your work (ทำงานร่วมกันกับผู้อื่นและรับผิดชอบ),
- ❖ develop an awareness of your own thinking (คิดอยู่เสมอว่าเราคิดอะไรและคิดอย่างไร ทำไมจึงคิดอย่างนั้น),
- ❖ realize more about your own English language capacity (ทำความเข้าใจในความสามารถด้านภาษาอังกฤษของเราเอง),
- ❖ feel more confident in using integrated language skills-listening, speaking, reading and writing (สร้างความมั่นใจในการใช้ภาษาอังกฤษ).

Language skills you will practice

While doing tasks/activities of the Reading Guide project, you will have opportunities to practice these four language skills: listening, reading, speaking and writing, actually in the integrated manner.



<i>Tasks/Activities</i>	<i>Listening</i>	<i>Reading</i>	<i>Speaking</i>	<i>Writing</i>
Scanning the textbook for the interesting themes		❖		❖
Discussing and voting for the themes and choosing a topic			❖	❖
Developing and action plan for the project	❖	❖	❖	❖
Dividing up the work	❖	❖	❖	❖
Writing questions to guide you search		❖		❖
Searching for information		❖		❖
Reading for the main ideas		❖		❖
Collecting information/ Analyzing	❖	❖	❖	❖
Answering questions	❖	❖	❖	❖
Drawing pictures, maps, diagrams, and charts		❖		❖
Arranging texts and visuals	❖	❖	❖	❖
Writing your reading guide, the product of your project		❖		❖
Preparing Power Point presentation slides		❖		❖
Rehearsing for the presentation		❖	❖	
Giving presentations.	❖		❖	
Being the audience of the presentation	❖	❖	❖	❖
Evaluating the process and product + reflecting on them	❖	❖	❖	❖
Doing the mini-lessons (which are done repeatedly during the process)	❖	❖	❖	❖

4. Procedures for doing the Project

To do the project work in English, you need to start with a topic that you are interested in and then create a product related to the topic. In this class, we have to use the text book, you then should go through your text and choose one topic from it. (เลือกหัวข้อเรื่องสำหรับทำโครงการจากตำราเรียน)

Here are the procedures for doing the project work in English (ลำดับขั้นตอนการทำ):



Phase One: Planning for the project –The outcome will be the action plan.

(สิ่งที่ได้ในขั้นนี้ คือ แผนการทำโครงการ)

1. **Form groups of 3**
2. **Choose a topic of interest.** Each group chooses a topic from your textbook. (เลือกหัวข้อเรื่อง 1 หัวข้อจากตำราเรียน).
3. **Design the product of your project.** Each group will create a reading guide of your chosen topic. (See the sample on page 10)
4. **Create the action plan.** How many tasks you have to do? Who will do what, and when? (Use the worksheet on page 38)

Phase Two: Doing the tasks/activities—The outcome will be the product, the Reading Guide. (สิ่งที่ได้ในขั้นนี้ คือ ผลผลิตของโครงการ คือ the Reading Guide ตามหัวข้อของเรา)

5. **Research your topic.** Think of big questions about your topic and plan to search for the answer. (See the sample on page 10)
6. **Collect information** Look first in your topic, and then from other three more English sources, at least.
7. **Create your reading guide, the product.** For this project, you are going to create a Reading Guide for your topic. (ผลิตผลงาน—สร้างคู่มือการอ่านหัวข้อเรื่องที่เรานำเสนอ) (See the sample of the Reading Guide on pages 10-13)

Phase three: Showing your Reading Guide. (สิ่งที่ได้ในขั้นนี้ คือ การนำเสนอผลงานของเราต่อเพื่อน ๆ)

8. **Produce the presentation of the project.** You will use PowerPoint presentation to show your friend of how to use your Reading Guide.
9. **Write the script for the PowerPoint presentation.** To prepare for your talk. (See the mini-lesson on page 31)
10. **Show** your friends how to use your Reading Guide to prepare for the final exam.
11. **Evaluate the process and the product** of yours and your friends' project work. (Use the forms starting from page 47)

5. The Reading Guide Format

English 3 Reading Guide Date	First and last name Reading Guide for (Name of the unit), (Name of topic)
1. Key words in Categories.	<i>List the key words here and put them into categories. Go through individual paragraph and find their related keywords. Notice that the number of categories can be changed according to individual topics.</i>
2. Read to Learn Question(s):	1) In the topic section of each unit in your textbook, there will be a question. <i>Write out the question and then search to answer it.</i> 2) in “Anticipation”, there are also some anticipation questions. <i>Answer them.</i>
3. Vocabulary in Contexts :	<i>Write down the Vocabulary words and their meanings.</i> Strategies: 1) identify the word type, 2) look for a form of verb to be, 3) look for clause markers, 4) look for appositives, 5) look for punctuation, 6) use your knowledge to guess.
4. Main ideas:	In each paragraph, there should be one main idea and its supporting details. Find the introduction at the top of the text and conclusion at the bottom. In the middle-the body, count the number of paragraphs and find the main ideas. <i>List the main ideas.</i>
5. Text Structure	How the information in the text is organized. <i>How is the information in <u>your</u> text organized? See more in the mini-lesson on page 18.</i>
6. Summary	<i>Create a mind-map.</i>
7. Synthesis-- Detail Questions:	True or False-- <i>Make up ten statements and then answer them.</i>
8. Checking for Understanding .:	All reading skills can be practiced here--- <i>Make up ten questions and then answer them.</i>
9. Text and You	How does the text relate to your experience? You can describe your impressions, your own opinion. You can say whether the text was interesting, informative, contained new information. You can raise questions to be answered, etc. <i>Think , write and ask questions</i>
.10. Locating and list sources of information:	<i>List sources from other books, journal, internet, etc including your textbook.</i>

The Reading Text

Direction: You include the text of your topic with your Reading Guide

THE READING TEXT: **The Skills of Reading**

(Zukowski/Faust et. al, 2002) -Page 16

The Skills of Reading

1. Let's think about reading. What is reading to you? How do you read? Well, we know that there are words on a page. We also know that we use printed words to understand ideas.

And yet, there is more to reading than words on a page.

2. Reading is process, a sequence of related actions. The first thing we do as readers is anticipate what will be in reading. We predict what it will be about from the clues. The main clues are the titles, the pictures, and the first few sentences. How do you choose a book or an article or a topic? If you need information about the fishing industry, which of these library books do you think will be useful? Which ones will you get from the library? Which one is probably the best?

An Ocean Traveler
How to Become a Weekend Fisherman
Fish of the World
The Geography of the World
The Blue Planet
Harvesting the Fish of the Oceans
Big Boats and Small Nets

3. Will any of these books be helpful? Which ones might have information about the fishing industry? Which ones are surely not helpful? You can tell from the titles of the books, can't you? You use your own experience to choose the best books. Reading is the same because your experience helps you become a better reader.

4. Reading is like having a conversation with a book. You interact with the text. You read a little, and you compare your ideas to what is in the book. You check your ideas with those in the book. All the testing, checking, and comparing happen very fast. It happens too fast for us to think about. If the ideas that are in the text are ideas that we expect, then everything is fine. We don't stop. However, if the ideas are not what we expect, then we stop. We pause. We think. We might change our ideas. We might read something over again. The reading process is a repetition of these steps.

5. Anticipating is just one skill. There are others that are also very important. Reading

fast, of rapid reading, is one such skill. Can you read a paragraph quickly and get the information out of it? Skimming and scanning are rapid reading skills. You skim over the surface to understand the general idea of an article. You scan to look for specific information. Surveying, which is reading to understand the length and the structure, is also a kind of fast reading. Many readers survey everything they read. It helps them to know the sequence of the parts, to understand how the reading is “built.” Good readers use surveying as part of anticipating.

6. Choosing the right speed is an important part of rapid reading. Perhaps you will read a newspaper fast, but some other reading tasks need more attention. Poems and reading assignments need slower reading. The introduction to a textbook must be read slowly and carefully. That’s why it is important to know how, and when, to change the speed of your reading.

7. Other reading skills are related to understanding. One of these skills is understanding the main idea of a part of a reading or the whole thing. Most paragraphs have a main idea. Unfortunately, not all of them do. All the other ideas in a paragraph should be part of the main idea. Good students are able to pull out (extract) the most important ideas from a reading. They also remember them.

8. Another important reading skill is about vocabulary. A reader who can take the meaning from a context has an important reading skill. If you can get the meaning from the clues in the context, then you do not need a dictionary.

9. Understanding sequences, or the order of events, is an important reading skill. Sometimes you need to know what happened first, What happened second, what happened next, and what happened last. There are often clues to help you determine the sequence. Words such as *first*, *next*, then, and *finally* are such clues.

10. The last of the reading skills is using the information to make other statements about the topic. We call this skill either making inferences or drawing conclusions. The difference between them is time. We draw conclusions *after* we finish a reading. We make inference *while* we read. For example, if a story tells us that a person needs an umbrella, we can infer that it is raining. If a story tells us that the cows are going to the barn, we can infer that the story takes place on a farm. If the story tells us that a person is wearing a warm coat because of the snow, we know that the weather is cold. Another inference is that it is winter.

11. Many people read a lot, but they do not think about the skills of reading. They simply read. If you know what the skills are, you can develop those skills. That helps you, as a new reader of a language, to think about how you read. Learning and practicing reading skills can make you a better student.

6. Sample Reading Guide

English 3 Reading Guide Date	The names of your group members																					
<h3 style="margin: 0;">Reading Guide</h3> <p style="margin: 0;">for Preliminary Unit,</p> <h2 style="margin: 0; background-color: yellow; display: inline-block; padding: 2px 10px;">“The Skills of Reading”</h2>																						
<p>1. Asking Essential Question(s): The skills of reading. <i>What are skills of reading? What reading skills do good readers have (possess)? How can I become a good reader? What reading skills are helpful? Which are not?</i> Reading is a process. <i>What is the process of reading?</i> Reading fast or rapid reading. <i>How do we do to read fast?</i> <i>If I use these reading strategies, would my reading skills in English <u>improve</u>?</i></p>																						
<p>2. Related keywords in a text. Here are the lists of key words (=important facts or ideas from each paragraph). They are related. They can be put into 3 categories.—3 concepts. Each group gives you a big concept.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center; border: 1px solid black; background-color: yellow; padding: 5px; margin-bottom: 10px;">What are the skills of reading?</p> <ul style="list-style-type: none"> • skimming • scanning • surveying • choosing the right speed </div> <div style="width: 45%;"> <ul style="list-style-type: none"> • anticipating • rapid reading • understanding the main idea • taking the meaning from a context • understanding sequences of events • making inferences </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p style="text-align: center; border: 1px solid black; background-color: yellow; padding: 5px; margin-bottom: 10px;">How do we do to read fast?</p> <ul style="list-style-type: none"> • anticipate • predict • compare ideas • check ideas • pause • think </div> <div style="width: 45%;"> <p style="text-align: center; border: 1px solid black; background-color: yellow; padding: 5px; margin-bottom: 10px;">What is the process of reading?</p> </div> </div>																						
<p>3. Vocabulary in Contexts (small situations): <i>Write down the Vocabulary words and definition(s). Strategies: 1) identify the word type, 2) look for a form of verb to be, 3) look for clause markers, 4) look for appositives, 5) look for punctuation, 6) use your knowledge to guess.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="padding: 5px;">Unknown words</th> <th style="padding: 5px;">The meanings</th> <th style="padding: 5px;">Strategy(ies) used</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">A process</td> <td style="padding: 5px;">, a sequence of related action, การกระทำที่เกิดขึ้นต่อเนื่องกัน</td> <td style="padding: 5px;">punctuation</td> </tr> <tr> <td style="padding: 5px;">anticipate</td> <td style="padding: 5px;">Predict ทำนาย</td> <td style="padding: 5px;">word type</td> </tr> <tr> <td style="padding: 5px;">interact</td> <td style="padding: 5px;">having a conversation</td> <td style="padding: 5px;">guess</td> </tr> <tr> <td style="padding: 5px;">pause</td> <td style="padding: 5px;">stop</td> <td style="padding: 5px;">word type</td> </tr> <tr> <td style="padding: 5px;">pull out</td> <td style="padding: 5px;">extract</td> <td style="padding: 5px;">punctuation</td> </tr> <tr> <td style="padding: 5px;">making inferences</td> <td style="padding: 5px;">drawing conclusions</td> <td style="padding: 5px;">connector <u>or</u></td> </tr> </tbody> </table>		Unknown words	The meanings	Strategy(ies) used	A process	, a sequence of related action, การกระทำที่เกิดขึ้นต่อเนื่องกัน	punctuation	anticipate	Predict ทำนาย	word type	interact	having a conversation	guess	pause	stop	word type	pull out	extract	punctuation	making inferences	drawing conclusions	connector <u>or</u>
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4. Summary: Creating a semantic word map of the text:

The semantic word map of “the Skills of Reading”



5. Text structure—how the information in the text is organized.

Based on the above mindmap, the information of this text is organized using **listing**.

The main signal showing the text structure is the use of paragraphing. Almost all of the paragraphs talk about one reading skills, except Paragraph 2 and 3 that discuss one reading skill and paragraph 5 talks about three related reading skills. From Paragraph 6 to 10, the authors list five other important reading skills

6. Finding the Main ideas: List the main ideas of each paragraph.

Para. 1	Introduction: How do you read?
Para. 2	Reading is a process. You first anticipate what is in a text.
Para. 3	You use your experience when you read
Para. 4	You interact with the text when you read.
Para. 5	Skimming and scanning are two speed reading skills.
Para. 6	When you do speed reading, you have to choose the right speed.
Para. 7	Reading skill for comprehension is reading for the main idea.
Para. 8	Another reading comprehension skill is getting the meaning from context clues.
Para. 9	Another reading comprehension skill is understanding the sequences of events.
Para. 10	The last reading comprehension skill is making inferences.
Para. 11	You will become a good reader if you use these reading skills

7. Checking for Understanding: True or False.

1.	Reading is to see words on a page.	T / F
2.	Reading is a sequence of related actions.	T / F
3.	Good readers predict what the text is about before they read.	T / F
4.	You can tell the content of the book from its title.	T / F
5.	Anticipating is a reading skill.	T / F
6.	When you read you should read slowly to get all the information.	T / F
7.	Every good paragraph has a main idea.	T / F
8.	Getting the meanings from contexts is a kind of reading skill.	T / F
9.	There is an organizing pattern of its content of a good text.	T / F
10.	Making inference and drawing conclusion are the same thing.	T / F

8. Synthesizing Information: Answer the following questions.

- What are two types of rapid reading?

- What is another word for "rapid"?

- Why do good readers read newspapers fast and textbooks slowly?

- How do good readers read the first few sentences of a paragraph first?

- What words would help a reader understand a sequence?

- If you are a good reader in Thai, would you be a good reader in English?

- If you were asked to survey a unit, would you do it?

9. The Text and You: I think I am a skilled reader because I use all of the reading strategies when I read. I think that the main purpose of this text is to teach you how to read. (*What does the text remind you of? What do you know about the topic? Does this text remind you of another text?*)

10. Locating and list sources of information:

Zukoski/Faust, J. , Johnston, S., Templin, E. (2002). **Steps to Academic Reading 4.** Canada, Heinle.

Citation Management. (n.d.). APA Citation Style. Cornell University. Retrieved from <http://www.library.cornell.edu/resrch/citmanage/apa>

Project-based collaborative learning with networked computers: Teachers' Guide. (May 31st, 2001). Canada's Schoolnet. Retrieved from <http://www.tact.fse.ulaval.ca/ang/html/projectg.html>



7. Mini-Lessons



Mini-lesson 1: Reading Words

How do you read many syllable words?

A syllable = VC—in, an , CVC—box, dog, CVCC(C)—dish, match

If you cannot read, you cannot remember. If you cannot remember, you cannot know any words. The effect is that you will know very few words.- very limited vocabulary.

Identify and break parts of a word. For example,

<i>Word</i>		<i>How to read</i>
related	=	re-lat-ed
Locate	=	lo-cate
Important	=	im-por-tant
Anticipate	=	an-ti-ci-pate
Experience	=	ex-pe-rience

Mini-lesson 2: Reading in Chunk

Why do you have to parse a sentence and read it in chunk?

When you read, you should **not read word-by-word**. Instead, you read by **phrases** or groups of words or thought units in order to get the sense of meaning.

Please read this sentence: The man with the red hat is hot.

To chunk it, you read: *The man* with the red hat *is hot*.

OR *The man* with the red hat *is hot*.

How do you parse a sentence?

Here are the steps.

1. First, look for the verb.
2. Then, locate the subject and the object or/and complement of the sentence.
3. Then, group them into thought units- subject + modifier, verb and object, or verb +complement

You may choose a paragraph from your own text and divide up the sentences first, then read them out loud to your group members.

<i>Subject + adj. phrase or clause</i>	<i>verb</i>	<i>Object/complement</i>
Skimming and scanning	are	rapid reading skills
You	skim	over the surface to understand the general idea of an article.
You	scan to look for	specific information

Mini-lesson 3: Writing Essential Questions

What is an essential question? How can we write one(s)?

What is the most important concept of this topic, “The Skills of Reading”?

When you hear or read the title, “the Skills of reading”, what comes to your mind?

- *What are the reading skills?*
- *Do good readers have the reading skills? What about the poor readers? ผู้อ่านที่ดี(มีประสิทธิภาพในการอ่าน) มีลักษณะนิสัยในการอ่านอย่างไร*
- *How can you acquire the skills of reading to become the good readers? ทำอย่างไรจึงจะมีทักษะการอ่านอย่างนั้นบ้าง*

These are the essential questions because they ask about the most important concept of the topic. In other words, **Essential questions are concept in the form of questions** (greenville.k12.sc.us).

Examples of essential questions from “the Skills of Reading”

Wh-word	Helping verb	subject	Main verb	Object/complement
What			are	the reading skills?
	Do	good readers	have	The reading skills?
	Do	poor readers	have	the reading skills?
<i>How</i>	<i>can</i>	<i>you</i>	<i>acquire</i>	<i>the skills of reading to become the good readers?</i>

Mini-lesson 4: Related Keywords in a Reading Text

What is a keyword? --It is an important fact or concept in a paragraph.

How to find key words in a paragraph: Read each paragraph carefully and note what ideas, terms, or phrases are most important. Highlight only these important ideas.

For example,

The last of the reading skills is using the information to make other statements about the topic. We call this skill either **making inferences** or **drawing conclusions**. The difference between them is time. We draw conclusions *after* we finish a reading. We make inference *while* we read. For example, if a story tells us that a person needs an umbrella, we can infer that it is raining. If a story tells us that the cows are going to the barn, we can infer that the story takes place on a farm. If the story tells us that a person is wearing a warm coat because of the snow, we know that the weather is cold. Another inference is that it is winter.

The keywords in the above paragraph: **making inferences** or **drawing conclusions**

Here are the key words **in the whole text** of “the Skills of Reading”.

They occur in groups.

DO YOU KNOW THE ANSWERS TO THESE 3 QUESTIONS?

“**Reading is a process**” ---Stated in Paragraph 2 of the text.

What is the process of reading?

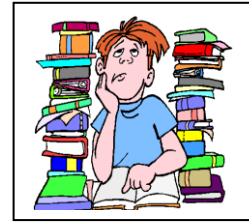
“**Skills of reading**”—It is the title.

What are the skills of reading?

“**Reading fast or rapid reading**”—Stated in Paragraph 5.

How do we do to read fast?

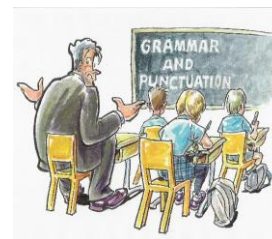
Think!! How you can get the answer correctly.



Which answer (below) belongs to which question (above)?

- anticipating
 - rapid reading
 - understanding the main idea
 - taking the meaning from a context
 - understanding sequences of events
 - making inferences
- skimming
 - scanning
 - surveying
 - choosing the right speed
- anticipate
 - predict
 - compare ideas
 - check ideas
 - pause
 - think

Mini-lesson 5 : Analyzing the Text Structure



What is a text structure?

Text structure refers to the organization of a text. In an expository, there are different common patterns of text structure, for example, a cause and then its effects, a problem and its solution, a comparison of two groups, etc.

What would be the benefits of recognizing the text structure?

Recognizing common text structures found in expository texts can help readers monitor their comprehension.

How do we analyze the text structure?

Text structures can often be identified by certain signal words.

Here are some signal words used in specific text structures.

Signal Words for Expository Text Structures

Pattern of Text Structure	Signal Words/connectors
Description	is called can be defined as refers to something that
Enumeration	some examples are there are several for instance for example
Sequence or procedure	First second next finally
Compare/contrast	Different same alike compared to
Cause and effect	so that thus since so because of and in order to
Problem/solution	depends on influences is a function of
Argumentation/persuasion	So because

(Source: Culatta Horn & Merritt 1998; Westby 1994).

See also <http://www.somers.k12.ny.us/intranet/skills/thinkmaps.html>)

Mini-lesson 6 : Finding the Main Idea

What is a MAIN IDEA? The main idea is the point that the writer makes
 How can you find the main idea in a paragraph?

Sources: www.authorstream.com/Presentation/ttravis-58115-Main-Idea-Education-ppt-powerpoint/ And
www.authorstream.com/presentation/MichaelDyer-133036-main-idea-educatin-ppt-powerpoint/

What is not a main idea? We call, “the details”. The details are the sentences that explain the main idea

Study the paragraph: The Life Cycle of a Frog.

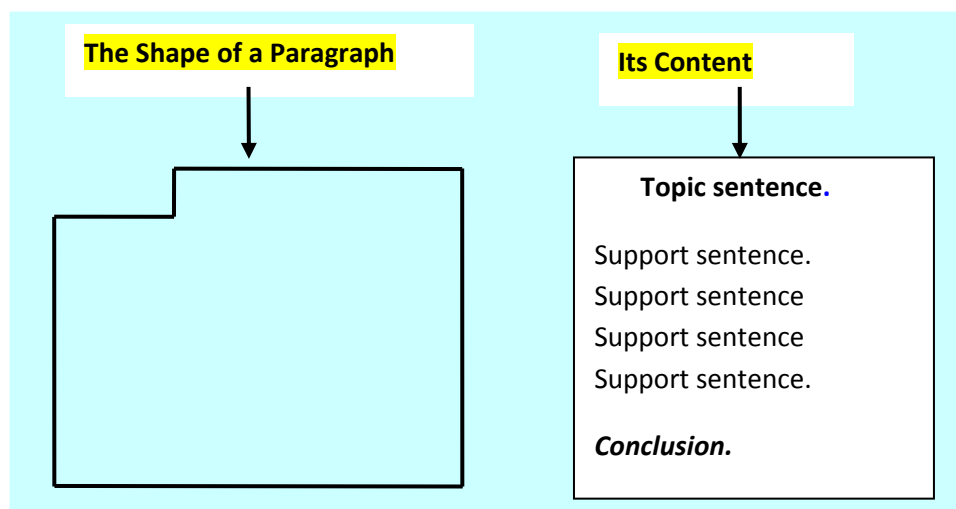
The Life Cycle of a Frog

Almost all frogs experience three stages in their life cycles. The life cycle begins when a female frog lays eggs. Tadpoles swim out of the eggs in the second stage of life. Most tadpoles change into adult frog within a few months. The process of changing from an egg to tadpole to an adult frog is also known as a metamorphosis.

Labels in diagram:
 - Main Idea: Almost all frogs experience three stages in their life cycles.
 - 1st Supporting Detail: The life cycle begins when a female frog lays eggs.
 - 2nd Supporting Detail: Tadpoles swim out of the eggs in the second stage of life.
 - 3rd Supporting Detail: Most tadpoles change into adult frog within a few months.
 - Wrap-up: The process of changing from an egg to tadpole to an adult frog is also known as a metamorphosis.

How the information in a text or a paragraph is organized.

(การเรียงลำดับข้อความในย่อหน้า)



Mini-lesson 7: How to Outline the Content of a text

When you want to summarize the whole text, you can outline it.

Here is how you can do it.

1. Skim the whole text.
2. Count the number of paragraphs.
3. Separate the introduction, the body, and the conclusion of the text.
4. Scan the introductory paragraph(s) and find the key idea(s).
5. In its individual body paragraphs, find the main idea or the topic sentence. (What is the main idea? What is the topic sentence? And how to find one.)
6. List all the main ideas-You will then get the outline of the content.

Study the example in the sample Reading Guide.

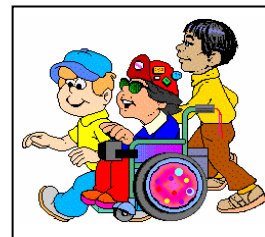
Mini-lesson 8: How to Write an Answer to a Question

There is a certain format of writing an answer to a question. Here is how to do it.

The 1st question is “yes-no question”. When you answer it, you need to say either “yes” or “no” first. See the example. The 2nd sentence is a wh-question type 1.

Wh-word	helping verb	subject	verb	Object/complement
	1. Do	you	read	every text at the same speed?
No, I don't				
The 2 nd sentence is a wh-question type 1.				
2. What	is	another word for “rapid”?		
		It (Another word for “rapid”	is	“fast”.
The 3 rd sentence is a wh-question type 2.				
3. Why	do	good readers	read	newspapers fast and textbooks slowly?
		They	have	different objectives in reading.

Mini-lesson 9 :How to Interact With a Text



You interact by keep asking questions while you are reading.

This is how you can do.

- ❖ First, read the sentence and its related sentences (thought unit).
- ❖ If you do not know the meaning of some words, try to guess the meaning.
- ❖ Then, ask a question about the key word of that sentence. Actually its key word is either the subject or the object/complement.
- ❖ After that, look for the answer(s) to the question.

Here is the example from “the Skills of Reading”

Thought unit	Question(s) and Answer
Reading is a sequence of related actions.	<i>What are these actions?</i> What does the word, “sequence” mean?
The first thing we do as readers is anticipate what will be in reading We predict what it will be about from the clues.	<i>What is the first action?</i> Anticipating what will be in reading. <i>What is “anticipate”?</i> To predict. <i>How can you anticipate?</i> By using the title, pictures and the first few sentences.
The main clues are the titles, the pictures, and the first few sentences. (For example) How do you choose a book or an article or a topic? If you need information about the fishing industry, which of these library books do you think will be useful? Which ones will you get from the library? Which one is probably the best? <i>An Ocean Traveler</i> <i>How to Become a Weekend</i>	<i>Do we use these main clues?</i> The titles, pictures, first few sentences Here is an example of how to choose a book by looking at the title.

Mini-lesson 10 : Locating and Writing Sources of Information/ References



Sources of Information for Your Topic

What other sources of information do you need for your topic?

The main source of information about your topic is definitely your chosen topic from your textbook. Please read about it carefully to make sure that you understand it very well.

However, there might be some more information that you still need from outside sources. It is recommended that you get at least **3** more English sources to supplement your text.

<p>Search Engines</p>	<div data-bbox="603 974 826 1055" data-label="Image"> </div> <p data-bbox="587 1037 1370 1108">This is an adult search engine. To find a picture, click on images. http://www.google.com</p> <div data-bbox="422 1193 943 1305" data-label="Image"> </div> <p data-bbox="440 1339 850 1400">General search site for kids. http://www.yahooligan.com</p> <div data-bbox="1129 1187 1358 1321" data-label="Image"> </div> <p data-bbox="1082 1339 1374 1435">Search by asking a question. http://www.ajkids.com</p> <div data-bbox="472 1440 778 1480" data-label="Section-Header"> <h4>How Stuff Works</h4> </div> <div data-bbox="826 1424 992 1570" data-label="Image"> </div> <p data-bbox="435 1518 815 1547">Good for science & technology topics.</p> <p data-bbox="499 1585 914 1619">http://www.howstuffworks.com</p> <p data-bbox="422 1659 967 1693">http://sunsite.berkeley.edu/KidsClick!/</p> <div data-bbox="493 1718 903 1899" data-label="Image"> </div> <div data-bbox="1038 1704 1425 1906" data-label="Image"> </div>
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<p>http://infomine.ucr.edu/</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div>	<p>http://kids.aol.com/homework-help</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>AOL for kids</p>  </div>
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Mini-lesson 11: **Reviewing Questions in English.**

How many kinds of common questions are there in English? What are their forms?

1. Yes/No Questions *Type 1*

<i>Helping Verb</i>	<i>subject</i>	<i>Main verb</i>	<i>object</i>	<i>complement</i>
Is	he	taking	the quiz?	
Can	he	take	a quiz?	
Does	he	give*	quizzes	on Friday?
Did	they	listen to	the teacher' s announcement?	

Yes/No Questions *Type 2*

Helping Verb	Subject	Appositive/complement
Are	they	English teachers?
Is	the secretary	here?
Is	this book	interesting?

2. Wh-Question *Type 1* (why, how, who, what, where, when,)

Wh- word	Helping Verb	subject	Main verb	Object/complement
Why	cannot	children	read?	
How	can	we	read	fast?
When	did	the teacher	give	<i>the students</i> a quiz?
How long	have	the Patersons	live	in Korat?
Why	does	the guard	come to work	Late?

Wh-Question Type 2 (Who, what, where)

Subject	Main verb	Object/ complement
Who	gave	the quizzes last Friday?
Where	is	Mary now?
What	is	in this big box?

Mini-lesson 12: Reviewing Parts of Speech

What are parts of speech?



Parts of Speech		
Noun	<p>A noun is a word that names a person, place, or thing</p> <p>A singular noun = one person, place, or thing.</p> <p>A plural noun = more than one person, place, or thing</p>	<p>Person- astronaut</p> <p>Place- store</p> <p>Thing-ball</p> <p>Singular Person-astronaut</p> <p>Singular Place-store</p> <p>Singular Thing-ball</p> <p>Plural Person- astronauts</p> <p>Plural Place- stores</p> <p>Plural Thing- balls</p>
Adjective	<p>An adjective describes a noun. It can tell how many, and it can tell what kind.</p>	<p><u>What Kind</u></p> <p>We have a very tall boy in our class.</p> <p>My dog has small black eyes.</p> <p><u>How Many</u></p> <p>There are twenty-four boys in our class.</p> <p>Six people joined my club.</p>
Verbs	<p>A verb shows action . An action verb is a verb that tell what people or things do.</p>	<p>Verbs: run, play, sing, laugh, cry.</p>

	When a verb shows action that is happening now= a present tense verb .	Present tense verbs: run, play, sing, laugh, cry.
	When a verb shows action that has already happened, = a past tense verb .	Past tense verbs: ran, played, sang, laughed, cried.
Adverbs	A word that described a verb is called an adverb. An adverb can tell how or when something is done.	HOW My sister runs fast . I quickly ran home. WHEN I came home at midday .
Conjunctions	Conjunctions are words that connect sentences, clauses, phrases, or words.	Conjunctions- and, but, or, however, nevertheless <ul style="list-style-type: none"> • Do you want lettuce or green beans with your dinner tonight? • I liked the movie; however, it was too long. • I would rather go to the party, but I have to do homework. • I wish I could go to the party and the game.
Pronouns	A pronoun is used instead of a noun.	Pronouns- he, she, us, they, I, you, it, we <ul style="list-style-type: none"> • Jack missed school yesterday because he was sick. • Sarah liked ballet a lot so she takes it again. • All of us can go to the park tomorrow. • Why do they always get to do things that I don't get to do? • I wish I lived really near Disney World! • Aren't you going to play with your

		friends? <ul style="list-style-type: none"> • Isn't it too hot to go outside? • We are going to Tom's house for dinner.
Prepositions	Prepositions are words that combine with a noun or pronoun to form a phrase.	Prepositions- at, by, in, to, from Nancy comes from India. We worked on our project at home. " By Thursday you should have your work finished," the teacher said to the class. In the box I found a wonderful book for myself.
Interjections	Interjections are exclamations.	Interjections- wow, ugh, well, hey " Wow! " Jimmy exclaimed. " Hey! Stop insulting my friend." he said.

Adapted from: <http://library.thinkquest.org/J0111282/vocabulary.htm>

Mini-lesson 13 : Reviewing Verb Forms

How many kinds of verbs are there in English? Which verbs are twins?

What are the tenses in English? What do the tenses mean?

Verb Chart

Helping Verbs				Main Verbs				
V to do	Modals	V to have	V to be	Base	Present simple ***	Past simple ***	Present participle	Past participle
do does	will would shall should may might can could must ought to used to need	have had has	is was am were are	to sing to work to blow to bring to build to be to do to have	sing(s) work(s) blow(s) bring(s) build(s) is, am, are does, do have, has	sang worked blew brought built was, were did had	singing working blowing bringing building being doing having	sung worked blown brought built been done had

This is how you can make use of this chart.

There are two sets of verbs: the helping verbs and the main verbs.

- The two columns of main verbs that do not need the helping verbs in affirmative sentences are **present simple and past simple**. These two columns are marked with * (asterisk)
- If you want to use **continuous tenses**, you have to combine verbs to be with present participle verbs. If you need present continuous tenses to show the activities that is going on at the present time, you use **is, am, and are** and **present participle verbs**. If you want to express what you were doing then you have to use **was / were** and **present participle verbs**.
- If you want to use **perfect tenses** to express what you have done, you have to use **have and has** and **past participle verbs**. But if you want to express what you had done, then you have to use **had** and **part participle verbs**.
- If you want to talk about something in the **future or ability or obligation**,

etc. You have to use modals and the verbs in the base form without “to”.

- **Verb to do** is presented here to show two things: to show that there are altogether 4 sets of helping verbs, and to indicate that in any sentence with no helping verbs (present simple verbs, or past simple verbs), you need to use verb to do to make questions or negations.

Mini-lesson 13 : Reviewing Sentences

How many common types of sentences are there in English?

How do you write sentences correctly?

Direction: Which is a sentence? Use this mark next to the picture.



Running from the house.



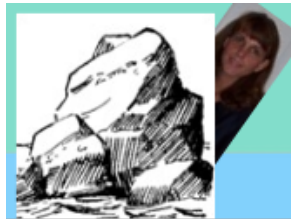
Everyone finished dinner.



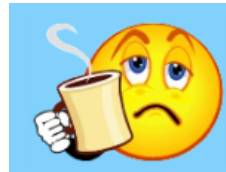
Broccoli is my favorite vegetable.



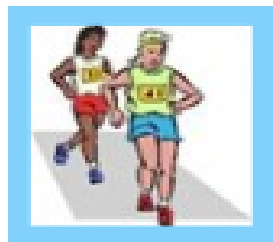
He walks the dog every morning.



Behind the rock.



Stay up all night.



To run a mile.



He has been sleeping until noon.

Forms of simple sentences

Subject (n/pron.)	Verb	Object/complement (adj./adv.)
Reading	is	process, a sequence of related actions.
The main clues	are	the titles, the pictures, and the first few sentences.
You	interact with	the text.
You	scan to look for	specific information.

Forms of embedded sentences: noun clause, adjective clause, adverb clause

Noun clause

Subject (n/pron.)	verb	Object/Noun clause
We	know	<u>that</u> there are words on a page.
we	also know	<u>that</u> we use printed words to understand ideas.
We	predict	<u>what</u> it will be about from the clues.

Forms of embedded sentences: adjective clause, noun clause, adverb clause

Adjective clause

Subject (n/pron.)	verb	Object/complement (adj.)
There	are	others <u>that</u> are also very important.
Surveying, <u>which</u> is reading to understand the length and the structure,	is	also a kind of fast reading.
Many readers	survey	everything(<u>that</u>) they read.
A reader <u>who</u> can take the meaning from a context	has	an important reading skill.

Forms of embedded sentences: adjective clause, noun clause, adverb clause

Adverb clause

Subject (n/pron.)	verb	Object/	complement (adv.)
then you	do not need	a dictionary.	<u>If</u> you can get the meaning from the clues in the context,
We	draw	conclusions	<u>after</u> we finish a reading.
We	make	inference	<u>while</u> we read
you	can develop	those skills.	<u>If</u> you know what the skills are,

Mini-lesson 15: Creating the PowerPoint Presentation Slides

Show the students “Giving the Oral Presentation.ppt”.

Mini-lesson 16: Preparing for the PowerPoint Presentation

The guideline for writing the slides and the script of your PowerPoint presentation

Objectives of your talk on your topic:

As you know, you are going to teach the class about your topic by using the PowerPoint presentation.

What does the class need to learn from your topic?

1. The content-what it is all about your topic---the relationship between ideas such as main ideas and specific details, cause-effect, listing, etc.
2. The key vocabularies and how to say them correctly.
3. Some important grammar points that would help them understand the text.

So, keep these points in mind and design your presentation accordingly.

Besides, since you act as if you are the teacher, how can you make sure that the class understands what you say?. How do you know that the class are following you and think along with you?

If you use your essential questions as the guide for your talk, make sure the class understands the questions and they get the answers correctly.

The content of the presentation

What would be the common content of the presentation?

The presentation usually consists of three parts: the introduction, the body and the conclusion.

❖ The introduction:

Introduce yourself to your audience.

Introduce them your topic. How are you going to do that?--- asking your essential questions to arouse interest? Or showing them related pictures or showing them the mind map so that they can get the whole picture of your talk before getting into details.

Give them the agenda- the main points of your talk.

❖ The body:

Present them the main points point by point until you finish.

Please keep in mind that while you are doing that, some audience might be bored or fall asleep. Think of how to get them alert.

❖ The conclusion:

Conclude what you have talked.

Give the audience the opportunity to ask you some questions.

End your presentation politely by saying thank you for paying attention to your talk.

Frame of Your Presentation Script

<p>Good afternoon, Dr. Puangpen and everyone,</p> <p>To day, we would like to talk about so that you will learn why, where, what, and how Also, we will talk about how</p>	Greeting
<p>First, I would like to introduce our team members: The first person is The next one is And me,</p>	Introduce the team members
<p>Three main points that we are going to talk to day are:,, and</p>	Introducing the main points.
<p>The first point I'm talking about is</p>	Your first point
<p>The next point of our talk is.....</p>	The second point:...

The third point and the last one is	The third point
To conclude our presentation, we have showed that I hope we have given you some useful information about..... If you need further information, please let us know.	Conclusion
-Is there any question?	Question and answer session
-Thank you for your attention.	The end

Mini-lesson 17 How to Write References

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