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College Preparation

Lesson Plan for REA0017: Reading 2

Note: This three-day lesson was designed for the March 2017 Global Sustainability and Earth Literacy Studies Symposium at MDC's Wolfson Campus (specifically, the session entitled "The Environment, The Economy, and You: A Love Triangle" presented by Professor Ben Augustyn). However, it can certainly be modified to fit other GSELS presentations.

Instructional Objectives:

When listening to an hour-long lecture/talk, the students will be able to identify the presenter's **main idea, supporting details, and organizational patterns**. Students will also be able to identify and define unfamiliar **vocabulary** used in context.

The student will also be able to define and provide examples of the following terms (with 100% accuracy):

Overconsumption Sustainability

REA0017 Competencies addressed:

RDECU1 Main Idea	Identify the topic and stated/implied main idea in a multi paragraph selection in print and online.
RDECU3 Supporting Details	Distinguish between major and minor details in a multi-paragraph selection.
RDECU7 Organizational patterns	Determine the primary and secondary patterns of organization for a paragraph and multi-paragraph selection.
RDECU9 Relationships	Identify relationships between and/or within sentences.
RDECU11 Vocabulary in Context	Use contextual clues and structural analysis to clarify meanings and broaden academic vocabulary

MDC Learning Outcomes addressed:

LO#1—Communicate effectively using listening, speaking, reading, and writing skills.

LO#10—Describe how natural systems function and recognize the **impact of humans** on the environment.

Materials: GSELS Symposium Presentation/Lecture (class will attend as a group)
LMS (Blackboard Learn)
Whiteboard and Dry Erase markers (black, blue, and green)
Overhead projector
Quiz (class set or project on screen)

Pre-requisites: Ability to distinguish general ideas from specific ideas; ability to identify main ideas (stated and implied) and distinguish major and minor details; ability to use context clues to help define unfamiliar vocabulary (these skills covered in prior class sessions)

Procedure:

Day One

► **Motivation:**

- show the first two-three minutes of the video “The Story of Stuff”
- optional: use anticipation guide to assess students’ knowledge of topic and get them thinking about the issues on a personal level
- optional: use K-W-L strategy to activate schema

Build Prior Knowledge: Vocabulary

- Using a **Graphic Organizer** drawn on whiteboard, build students’ prior knowledge by exposing them to critical vocabulary:

consumerism
zero waste

planned obsolescence
perceived obsolescence

consumption
sustainability

- You may display images related to each word on the overhead projector or simply discuss examples (and non-examples), synonyms, and antonyms. Students can create graphic organizers and develop a concept/word map for each word.

Teach Reading/Listening Skills: Note-taking, Outlining, Summarizing, Organizational Patterns

- After modeling note-taking and outlining, recite mini-lectures so that students can practice (mini-lectures can be short, 150- to 200-word passages on various topics). Have students listen carefully for the main idea and major details and write them down in the format of an outline.
- Have students identify **transition words/phrases** and highlight the **relationships between ideas** indicated by each
- Introduce students to the following common **patterns of organization**:
 - Listing/enumeration
 - Time order
 - Illustration/Definition-and-Example
 - Comparison and/or Contrast
 - Cause-Effect
 - Problem-Solution

HOMEWORK

- ▶ Lesson on **Summarizing Exposition** (In Blackboard)
- ▶ **Discussion Board Assignment:** To prepare for GSELS lecture, students will read pre-reading materials on consumerism and watch the rest of the video and then respond on the Discussion Board in Blackboard:

For this assignment, you will read the articles at the links provided below:

[Overconsumption Is Costing Us the Earth](#)
[As Consumerism Spreads, Earth Suffers](#)

Also, finish watching the [video](#) "The Story of Stuff" that we began in class.

Then respond to the readings and video on consumerism and sustainability. Your post should be structured as follows:

- Respond to the following questions:
 - How possible is a focus on sustainability in today's world in which people are becoming richer and consuming more of the Earth's natural resources? Explain.
 - How are our everyday choices affecting the planet?
 - What do *you* think? Consider Cole's use of the term "overconsumption." After reading her article and watching Leonard's "The Story of Stuff," would you describe yourself as an over-consumer?

After everyone has posted, please respond meaningfully to **at least two people**--it can be someone with whom you either agree or disagree or anyone you simply find interesting! Make sure to write developed paragraphs, and proofread for **grammar**, **spelling**, and **capitalization** before submitting.

Day Two

- ▶ **Quiz:** Main Ideas, Supporting Details, Patterns of Organization (10 minutes)—*time permitting*
- ▶ **Practice:** Note-taking (10 minutes)—*time permitting*
 - (If there is no time at the beginning of class for the above brief activities, have students meet at Symposium.)
- ▶ **Attend GSELS Symposium**

Direct students to do the following:

- Take notes
- Listen for the presenter's central thought and main points
- Listen for use of transition words/phrases
- Listen for new vocabulary

HOMEWORK

- ▶ **Reading:** from textbook, students will read article—"The Effects of the Automobile" and respond to skills-based comprehension questions in Blackboard
- ▶ **Discussion Board Assignment:** Students will write a one-paragraph summary of the presentation and a one-paragraph reflection. They will also respond meaningfully to a classmate's posting.

Use the discussion forum to summarize and reflect on your experience at the GSELS Symposium:

- **First paragraph**--Write a one-paragraph **summary** of the presentation the class attended on Thursday, March 23. Using **specific details** (facts, reasons, statistics, vocabulary, etc.) from the lecture, discuss the presenter's **main points**. Remember to include the proper **opening sentence**--title, author (in this case the presenter's name), and main idea.
- **Second paragraph**--Write a **reaction** to the presentation. In your paragraph, consider the following:
 - What have you learned that will leave a lasting impact on you?
 - What actions do you plan to take (or have you taken) as a result of what you have learned?
What pieces of information did you find most shocking?
 - What information did you already know? And how has a fresh look at that information changed your understanding of it?

After everyone has posted, respond meaningfully to **at least one of your classmates' postings**. Make sure to write well-developed paragraphs, and proofread for **grammar, spelling, and capitalization** before submitting.

Day Three

► **Testing/Assessment/Evaluation:**

- **Summary** written on Discussion Board for homework
- **Quiz:** At the beginning of class, distribute quiz and allow ten minutes to complete. Have students exchange papers and review answers to all items.
 1. List at least two actions individuals can take to make a difference.
 2. Professor Augustyn presented his lecture using a mixture of organizational patterns. Name one and explain your choice.
 3. According to Professor Augustyn, since the 1980's, what has been the guiding economic principle in the United States? Explain.
 4. The presenter divided his talk into three main sections. What were they?
 - a. Consumerism, Military Spending, Jobs
 - b. Investing, Divesting, Entrepreneurship
 - c. Taxes, Climate Change, Sea-level Rise
 - d. Reasons, Consequences, Resistance