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Lifelong Learning Section



Teaching/Learning Cycle: Banning Smoking in Public Places (title/Shared Priority)

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Adult Learning Center: Poteau Learning Center

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Class Type (*✓ all that apply*):

- ABE/GED
- ESL
- Work-Based
- Family Literacy
- TANF

Focus Standard: Read With Understanding

Focus Level(s): 3

Estimated Time: 10-12 hours (My class meets four afternoons a week for three hours each day. This cycle took us about 2 weeks, though some students finished their projects later.)

I. Class Goal (Real-Life Application):

Students will read with understanding newspaper, magazine, and Internet articles and other material in order to identify the pros and cons for banning smoking in public places. Students will show their learning by presenting their position in a project and backing up that position with at least two facts from the readings.

Project options:

A: In groups the students will produce posters depicting their view on the government smoking ban.

B: As individual class members, they will write letters to local leaders, senators, or congressmen stating their views on the smoking ban issue.

II. Related EFF Role(s):

- Worker
- Parent/Family Member
- Citizen/Community Member

III. Teaching/ Learning Objectives Targeted for Instruction (from the Curriculum Framework):

Comprehension Strategies

- 3A3 Monitor and enhance comprehension by drawing from a store of strategies and combining 2 or 3:
 - b. Use simple text markings (e.g., highlighting, underlining, personal reactions, questions)
 - d. Answer questions posed by self or others
- 3A5 Analyze and interpret meanings in simple informational and literary texts:
 - a. Distinguish between fact and opinion
 - d. Identify prior knowledge or experience that affects own interpretation
- 3A6 Extend, revise, and/or re-organize prior knowledge to address reading purpose:
 - d. Articulate (orally or in writing) the impact of a text on own views, ideas, and/or decisions

Alphabetics

3B2 Recognize common syllable patterns and patterns that indicate a word is derived from another (e.g., inform-information).

- a. Recognize common prefixes and suffixes. (review)

Vocabulary:

3C1 Understand meanings of words/phrases commonly found in simple everyday texts and recognize simple relationships between words.

- a. Know common meanings of words found across everyday texts
- c. Know meanings of terms related to specific topics of personal interest

3C2 Draw from a store of strategies to discern the meanings of unfamiliar words found in simple texts.

- b. Apply knowledge of the meanings of simple roots and affixes.

IV. Components of the Standard

Component of the standard	How students use this component of the standard to achieve the Class Goal
Determine the reading purpose.	<p>Using a KWRL chart, students brainstormed what they already knew and what they wanted to know about the smoking bans in other places and in their own area.</p> <p>Students discussed their purpose(s) for reading each day during pre-reading discussions (e.g., to answer their questions and form their own opinion about the legality or need for ban; to find additional information).</p>
Select reading strategies appropriate to the purpose.	<p>Students made decisions during a class discussion around a variety of prompts: Will they read slowly or quickly? Will they read straight through or will they use headings as clues to choices of what to read? Will they scan for key words (which key words)?</p> <p>Students were taught how to highlight, underline, or use post-it notes to mark information that related to the posed questions. They used this strategy with articles of their choice.</p>
Monitor comprehension and adjust reading strategies.	<p>Textmarking helped students think about whether different statements related to their questions</p> <p>At the end of each day, students discussed as a class what they have discovered and compared findings and developing views.</p> <p>Students underlined or noted new vocabulary and used personal dictionaries, dictionaries, or other people to determine meanings.</p> <p>Students brainstormed what to do if they couldn't answer some of their questions (e.g., re-read, discuss, find other sources).</p>
Analyze the information and reflect on its underlying meaning.	<p>Students compared sources and discussed which seemed legitimate and which just represented someone's views. We talked about how they recognized facts vs. opinions. As the project went on, we discussed where students might they find appropriate sources and which sources may not be appropriate for justification of their viewpoint on the topic.</p> <p>Following explicit instruction, students identified 2 statements of fact and 2 statements of opinion in each article they chose to read.</p> <p>Students made a T-chart of all pros and cons identified in their articles and discussed implications.</p> <p>In class and small group discussions, students made connections to their prior knowledge about the topic using the KWRL chart. They discussed how what they had read related to what they already knew, what was different, and why.</p>
Integrate it with prior knowledge to address reading purpose.	<p>Final project (poster presentations/letters) required students to say why they made the decision they did about whether or not smoking should be banned in public places. They used the questions they posed originally and information from the articles to address their decision.</p>

V. Overview of Lessons

1. Materials:

- News for You [\(GET ARTICLE INFO\)](#)

NOTE: It was difficult to find material that was readily accessible for my high- Level 3 learners/low Level 4 learners. Here are a few sources, but some of these were a little difficult.

- Do Smoking Bans Really Get Smokers to Quit?
<http://abcnews.go.com/WNT/QuitToLive/story?id=1292456>
- The Case Against Smoking Bans <http://www.nycclash.com/CaseAgainstBans/Introduction.html>
- Report: Ban smoking in public places: Surgeon general says 126 million nonsmokers exposed to tobacco hazard <http://www.msnbc.msn.com/id/13569976/>
- Smoke Free USA <http://www.smokefreeworld.com/usa.shtml>
- Do people have the constitutional right to smoke cigarettes?
<http://www.netalive.org/topics/20101>

2. Sequence of Instruction (add and subtract rows as necessary):

<p>Session 1: (time: 1.25 hrs.)</p>	<p>I presented the Class Goal to students, and they agreed it captured what we had talked about during the last class session. Students brainstormed what kinds of projects they could use to show their learning and chose posters or letters.</p> <p>We used the KWRL process to help students determine specific questions to guide their reading. We worked together to group like questions into major categories.</p> <p><u>Word Study</u> Students completed the Vocabulary Self-Assessment (attached) of vocabulary words (attached). I reviewed these and identified words for which they needed more intense work.</p>
<p>Session 2: (time: 1.25 hrs.)</p>	<p>I provided explicit, scaffolded instruction on how to highlight, textmark, or use post-it notes on relevant information. I modeled with part of an article and had small groups finish the article and report back. We then discussed when and why to use the different textmarking strategies. Using the same article, I then showed students how to enter information onto a pros and cons T-chart.</p> <p><u>Word Study</u> We discussed the vocabulary words, and students added the words and their definitions to their personal dictionaries. We began a new word wall. I ask students for terms they have heard related to smoking bans that aren't yet on the list/wall and encourage them to keep a look out for more words.</p>
<p>Session 3: (time: 2 hrs.)</p>	<p>We briefly reviewed ways to self-select text (Five Finger method, attending to helpful text features, etc.). I had copied some articles, but some students wanted to do their own Internet searches. They used the computers in the room while the other students chose their first article.</p>

	<p>Students used textmarking with an article of their choice and entered new information onto the T-chart. When most of the students were finished, I led a large group discussion on how the process was working.</p> <p>I presented a lesson on distinguishing between fact and opinion. I used a section from a reading workbook and then modeled how to identify statements in the article from Session 2. Students found 2 facts and 2 opinions from the article they read and discussed/checked it with a partner. I invited some students to share with the class an example of a fact and an opinion.</p> <p><u>Word Study</u> Students used the word wall and their personal dictionaries to review the pronunciation and meanings for the new vocabulary. I encouraged students to use the new words during the class discussions.</p>
<p>Session 4: (time: 1.5 hrs.)</p>	<p>Students continued to work with other articles, textmarking, and completing the T-chart with each.</p> <p>I was able to complete an RWU Listening-In-Assessment with two students.</p> <p><u>Word Study</u> Students identified the base word for <i>proposal</i>, <i>pollution</i>, <i>exposure</i>, <i>promote</i>, and <i>hazard</i>. As a class we put the base word in the middle of a bubble map and added prefixes and suffixes to make as many words as we could for each. We discussed the meanings of each new word.</p>
<p>Session 5: (time: 1 hr.)</p>	<p>Students continued to work with other articles, textmarking, and completing the T-chart with each. They completed a self-assessment on highlighting (attached) with one article.</p> <p>I conducted two more RWU Listening-In Assessments.</p>
<p>Session 6: (time: 2 hrs.)</p>	<p>We discussed how to analyze the information they had on their T-charts, and I presented a think-aloud for my own T-chart. Students spent some time working in pairs to analyze each other's T-chart and compare information. Then they worked on their own to decide what they wanted to present to the class as their reasoning for their decision about the smoking ban. They worked on final projects, incorporating at least 5 vocabulary words.</p> <p><u>Word Study</u> Students completed the Vocabulary Self-Assessment as a post-test.</p>
<p>Session 7: (time: 1.5 hrs.)</p>	<p>Students presented their posters or read their letters. Then we discussed their views on the presentations and the over-all experience with the Class Goal.</p> <p>Students completed the Class Goal Reflection.</p>

3. *Assessment (includes both student and teacher assessments):*

- a. Of all the components of the standard:
RWU Listening-In Assessments of 4 students

b. Of the targeted Teaching & Learning Objective(s):

Textmarking: Students completed the Textmarking Self-Assessment (attached) and stapled it to a highlighted article. I discussed these briefly with each student as they turned them in.

Fact & Opinion: Students submitted one article and attached a list of 2 facts and 2 opinions.

Vocabulary: Pre- and Post-Self-Assessment

c. (Optional): Of performance on the Class Goal, if different from a:

Students presented their position on the topic. The class looked for at least two facts that supported the position and at least 5 vocabulary words during each presentation.

VI. When/How Students Reflect on Their Learning

Students reflected on their learning in several ways:

- 1) Class discussion were held each day to discuss what students were finding and the process they were using.
- 2) Students reflected on their reading processes during the Listening-In Assessment and the Textmarking Self-Assessment.
- 3) Each student completed a Class Goal Reflection to reflect on how what s/he had learned about reading and the smoking ban related to their lives and goals.

VII. (Optional) Adaptations for a Higher or Lower Level

1. Different Teaching & Learning Objectives (from the Curriculum Framework):

4A3 Monitor and enhance comprehension by drawing from among a store of strategies, integrating several at a time.

b. Write summaries

4A5 Analyze and interpret meanings in common informational and literary texts

a. Draw conclusions about the author's viewpoint and underlying bias(es)

b. Determine the effectiveness of the author's use of language (e.g., word choice, phraseology, figurative language) to achieve the author's purpose.

2. How they are integrated:

I provided explicit, scaffolded instruction in how to write a summary, using a bubble map and organizational cues in headings/subheadings. Students worked in small groups to write a summary of another article. Students then individually wrote a summary of one of their articles.

Students worked in groups to review websites related to the smoking ban, looking for how the language and choice of facts suggested bias.

3. Other adaptations:

a. I provided longer articles with more sophisticated formats and vocabulary for Level 4 readers.

VIII. Teacher-Created Handouts and/or Student Work Examples (attach)

- Textmarking Self-Assessment
- Class Goal Reflection Sheet

IX. Teacher Reflection (see attached)

TEACHER REFLECTION

Directions: Please respond thoughtfully to these questions AFTER you have completed the Teaching/Learning Cycle with students. (Type in your responses on the template that you receive electronically.)

1. How were students involved in determining the topic and/or writing the Class Goal? How do you know whether or not this was a meaningful set of activities for them?

The students selected this topic from several topics they determined. They had read a News for You article earlier and decided to explore this particular topic in more depth. The discussion was enthusiastic, enlightened, and sometimes heated by their views and opposing views on the topic. By the end of the lesson some of the students had changed their opinion about the smoking ban in public places based on their thoughtful review of information found in their readings and the discussion which ensued in class.

2. What other choices did students have (e.g., in people they worked with, in materials they read, in end products, in strategies they used, etc.)?

The students chose all of the materials other than the News for You article which we had read in class (this is what sparked their idea for the shared priority). They determined most of the vocabulary words to study and the end-product process.

3. What effect did thinking about the components of the standard have on your planning?

Thinking about the components makes you try to carefully consider and integrate all of the elements and strategies necessary for the students understanding and learning – not just about the topic but about how to read in other situations. You are aware of the many components necessary for effective instruction and learning. (That doesn't mean I think I have it all right yet, but I am working on it.)

4. What effect did using the Teaching & Learning Objectives (TLO's) from the Curriculum Framework have on your planning?

It makes you more considerate of the different levels of readers which you have and about teaching the students how to accomplish monitoring and assessment without someone else's presence or assistance. It gave focus and organization to the various aspects, levels, and opportunities in the teaching and learning process.

5. What did your students learn from participating in the cycle? How do you know what they learned? (Refer to specific conclusions you gleaned from your assessments and Class Goal Reflections).

The students learned that there are many strategies available to them when attempting to read for information and understanding. They learned to assess the sources which they read. They also learned to assess themselves, within their reading, for clarification and in their end-product for usefulness of the information. It gave my students pride in their abilities to find, read, and make use of information for their lives. They were excited about their decisions relating to the smoking ban. They were enthusiastic about their study on the topic and about sharing their findings with each other. As we moved from that shared priority to other readings in other settings, they would use their highlighters much more than before. They helped each other with vocabulary, reminded each other to determine definitions for unfamiliar terms, and they questioned the validity of sources of information. They chose to stop and ask themselves questions as they read and to analyze how information really related to them.

6. **What would you do differently next time, either in planning for/implementing another TLC or using this same topic again? What do you want to make sure you continue to do as you develop Teaching/Learning Cycles?**

I would watch the time I allotted for each lesson more closely. Sometimes the time was too short and sometimes a bit long.

Next time, I would try to direct all the students toward choosing an end-product that allowed them to share their insights, views, and beliefs through a letter to the elected officials relevant to the issue.

In continuing to develop Teaching/Learning Cycles, I want to continue to search out other strategies, assessments, and opportunities for students to use information learned in other situations. I want them to take as much as possible away from each activity (not just factual information about the lesson, but information about how to learn -- after all, that is what this is all about -- their ability to learn and direct themselves in that learning when we are not there)

7. **What standards (other than the focus standard) were or could have been addressed?**

Convey Ideas in Writing – I could focus on the components of the standard when students write their letters or prepare their posters

Vocabulary (hotlinked from p. 4)

The General Words and Words Related to Shared Priority were words I chose after looking through some of the websites related to smoking bans. After the first day of reading their own articles, students proposed additional words they had found in their reading. Students voted and selected four words for them all to study in some depth, and these are the ones listed in the Student-Choice Words column. Students continued to identify unknown words and add them and their definitions to their personal dictionaries as they wanted.

General Words

Ban
Public
Proposal
Policies
Implement
Pollution
Exposure
Prohibit

Words Related to Shared Priority

Public health
Civil liberties
Surgeon General
Nicotine
Toxin
Environmental Protection Agency

Student-Choice Words

Promote
Hazard
Conclude
Secondhand smoke

Textmarking Self-Assessment

Reader's Name: _____

Assessor's Name: _____

Directions: For these assessments, you will need 1) an article highlighted by the reader to achieve the Class Goal and 2) the reader's note-taking form. Circle the numbers in each rubric which best describe the reader's work. Staple the article and the note-taking form behind this sheet.

TEXTMARKING

Kind of information	2 Always relates to the questions or to other relevant information	1 Mostly relates to the questions or to other relevant information	0 Doesn't relate to the questions or seem relevant
Amount of information	2 Seems to be about the right amount	1 Marks too much; can't tell what's important	0 Marks too little; important information isn't highlighted

Vocabulary Self-Assessment

WORD/TERM	MEANING OF WORD/TERM		
	No Clue	I think it has something to do with...	I can use this word in a sentence. (use back, if necessary)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Class Goal Reflection

1. What did you learn about smoking bans in public places that you want to be sure to remember?
2. What new reading strategies did you learn? How did they work for you?
3. How might you use these reading strategies in material you might read in other parts of your life (Work? Family? Community? College?)
4. Look at the long and short-term goals you set for this session. What did you learn in this unit that will help you achieve your goals?