**The SAMPLE LESSON is explained in purple lettering and smaller font. The black print is what shows in the regular lesson plan.** The letter after the page number refers to the position on the page where the information you need is found: a = first quarter, b = second quarter, c = third quarter, and d = fina1 quarter of the page. The purple words have been inserted into the lesson plan and are directly from the [“Checklist: The Self-Instructional Steps for Learning Each Strategy.”](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Self-Instruction-CHECKLIST-Essential-Strategies.docx) You will use it with each lesson you do. The page numbers listed are those pages from the handbook. But for this sample lesson, we supply the pages digitally for you to use. [CLICK here](https://www.isaksonliteracy.com/wp-content/uploads/2022/12/Handbook-pages-for-Sample-Lesson-Skeleton.pdf) for the text pages from *Learn More & Read Faster,* 4th edition.

**Lesson 2 Preview for Structure: *Skeleton*** Estimated Learning Time: <40 min.

*Skeleton* is presented first so you can experience a useful and important strategy immediately and so you can see how learning a strategy from the handbook works in this program.

|  |  |
| --- | --- |
| **Follow the Checklist**, for the Essential Strategies | Information Needed to Do the Checklist for This Specific Principle and *Strategy* |
| 1 Chapter Intro | 1. Read the short introduction at the beginning of the chapter (usually < 30 sec.)

p. 25a (the first 6 lines at the top) and page listed therein: p. 342, then 51 |
| 2 Preview | 1. Quickly preview all the pages specified for the lesson. Mainly look at the headings, first line after each, and last sentence of each section.

pp. 25-30 |
| 3 Principle | 1. Read the Principle at the top of the page, speculate its meaning, and learn from these: (usually <7 min.)
	1. QUESTIONS (top of left-hand column) to guide and evaluate your learning of the principle and strategy. Can you answer some now using your pre-existing knowledge?
	2. KEY CONCEPTS (listed in box at the top of the right-hand column).
	3. EXPLANATIONS of *What, Why,* and *How.* Be able to tell what the principle is, why it’s important, and how to use it generally as your read.

pp. 25-26  |
| 4 *Strategy* | \_\_\_ 4. Read how to do the specific *Strategy* that embodies the principle: (usually <16 min.)* 1. The shaded box with strategy’s name centered in large, bolded letters.
	2. “When and Under What Conditions” to use the strategy.
	3. “Tips” to enhance the use of the strategy. Students have found these helpful.
	4. “E-Text Adaptations” to use the strategy with digital texts. (Appendix C offers more.)
	5. “Handle the Vocabulary Load” to use the strategy to learn important vocabulary for your classes. (Appendix B gives additional guidance.)
	6. “Push through to More Scholarly Thinking” to think more deeply about what you read.
	7. “What Readers Say” about their experiences using the strategy.
	8. Any figures, tables, and other materials to increase understanding of the strategy.

pp. 27-28 |
| 5 Demonstration | 1. Watch a student demonstrate the strategy—either on a YouTube video or a PPT. URLs are provided.

Watch the video: Skeleton:<https://www.youtube.com/watch?v=SI_Gd2mZtaE&t=7s> (7:19) |
| 6 ThinkSheet | 1. Make a hard copy of the ThinkSheet from handbook or from the link provided to the website. Study it and any examples carefully. Fill in the top line for the academic text you will read: a chapter, a journal article, etc.

pp. 29-30 [*Skeleton* ThinkSheet](https://www.isaksonliteracy.com/wp-content/uploads/2022/07/29-Skeleton.pdf). |
| 7 Practice | 1. Practice the strategy with your chosen text. Follow the steps in the shaded box and those on the ThinkSheet. Be metacognitively aware about what you are doing and why. Complete the ThinkSheet. (The Estimated Learning Time refers to the time it usually takes to learn the strategy—Steps 1-6, 8. It does not include the practice time because that varies widely depending on your text and purpose—Steps 7, 9)

Shaded box, p. 27 Instructions on ThinkSheet, p. 29Using the blank ThinkSheet, do a *Skeleton* of your own text. |
| 8 Review | Return to the questions at the beginning of the Principle. Answer them. Look up the terms in the key concepts box if you haven’t already or have forgotten them—see *Glossary of Key Concepts* (pp. 333-344). These definitions will enhance your understanding. p. 25b (the list of questions), Answer 1,2 and 5 |
| 9 More Practice\* | Later, use the strategy on other texts. Refer to the ThinkSheet as needed and always use *metacognitive awareness* to adapt the strategy to fit the demands of each text situation. In the next few days, practice *Skeleton* on other texts (best of all, do a *Skeleton* soon for every text you are to read this semester!). |