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Upper Elementary Section Four

READING COMPREHENSION

(*This is designed to be presented at the same time as the Note-Taking section).

1. T.H.I.E.V.E.S (20 mins)

- a. **Teach** the T.H.I.E.V.E.S method using the **Handout “T.H.I.E.V.E.S Pre-Reading Technique.”** Then, have students use this method with a relevant textbook (teacher’s choice) and discuss how they used it.
- b. Use a rapid fire discussion whereby each student stands and says what each of the letters are for to help with remembering. Ex. ask the class, *“What does the letter “T” in T.H.I.E.V.E.S stand for? What does the letter “H” stand for? What does the letter “I” mean?”* etc.

2. READY, SET... FLASHCARDS! (10 mins)

(Concurrent with Reading Comprehension Section)**

Instruct class to take notes as each student is presenting on the T.H.I.E.V.E.S Pre-Reading Technique and other methods they’ve studied in the handout. Then, have students turn their notes into flashcards.

***Note:** Make sure to help students summarize findings so they start layering and synthesizing the information.

3. THOMAS EDISON PART 1 (40 mins)

Use the **Handout “History of Thomas Edison.”** Break students into pairs and assign a section for each to read and highlight information.

- a. Have students present their section to the class.
- b. Have each pair make flashcards for their section.
- c. When time is up, put materials away - this activity will continue the following day.

4. THOMAS EDISON PART 2 (20 mins)

- a. Continue working on the **Handout “History of Thomas Edison”** from the previous day.
- b. Have each pair pick up where they left off, then quiz the class with flashcards (put away the story for this part).

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NOTE-TAKING SKILLS

5. NOTE-TAKING (15 mins)

- a. Use the **“How to Take Good Notes” Worksheet** and talk through how and why we take notes.
- b. Start teaching how to make flashcards: one or two words on the front and no more than a sentence on the back.