

# Student Handout: Unit 1 Lesson 3



## Look at Me: Skimming and Scanning for Success

Suggested time: 1 Hour

### What's important in this lesson:

- Learning about and practicing a reading strategy – “Skim, Scan And Predict”
- Applying the reading strategy to a text of your choice
- Beginning the Personal Word Wall to track new words that you are learning as you read

### Complete these steps:

1. Fill out the quickie quiz on smoking facts. Your teacher will check your answers to see what you know about smoking - or have you check them using the answer key.
2. Read the description of the reading strategy “Skim, Scan And Predict”.
3. Practice the strategy on the text “Cigarettes: An Insider’s Glimpse”.
4. Review the practice exercise with your teacher to make sure you understand the strategy.
5. Choose a text of interest to you for the assignment. See your handout for instructions.
6. Complete the “Skimming And Scanning For Success” assignment.
7. Complete the Personal Word Wall assignment.

### Hand-in the following to your teacher:

1. Quickie Quiz
2. “Practice Assignment: Cigarettes – An Insider’s Glimpse”
3. “Skimming And Scanning For Success” assignment
4. Personal Word Wall

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Questions for the teacher:

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## Quickie Quiz: Smoking Facts

### Instructions:

Complete the following quiz to test your knowledge of smoking facts about Canadian teens and cigarette use.

Check off the True or False box to record your answer.

Question:	True	False
1. Right now, more 15 – 19 years old females smoke than males.		
2. A “beginning smoker” is someone who has smoked fewer than 100 cigarettes in their lifetime, but has smoked at least one in the last 30 days.		
3. Most teen smokers say the biggest reason why they chose smoke was that they grew up in a home with a parent or parents who smoked.		
4. You are more likely to become a smoker as a teen if your friends are smokers, too.		
5. Ninety percent of 15 – 19 year old teen smokers believe smoking is addicting, and dangerous to their health.		
6. Only 30 percent of teens report that they have tried to quit smoking at least once in their lifetime, but have not been successful in stopping.		
7. Since the 1980s, the number of teens who smoke has dropped by nearly 40 percent.		
8. Daily smokers who are between the ages of 15 – 19 smoke, on average, a total of 22 cigarettes a day.		
9. The majority of teen smokers find it hard to purchase cigarettes in a store.		
10. Female teen smokers smoke more cigarettes each day than male teens. As they become adults, they consume many more cigarettes daily than do male adult smokers.		

Check your answers with the Answer Key provided for your teacher.

Write a brief response to each question below, using complete sentences:

1. What fact surprised you most? Why?

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2. Do these facts “jive” with your own personal experience? Why or why not?


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Adapted from “1994 Youth Smoking Survey” <http://www.hc-sc.gc.ca/hecs-esc/tobacco/research/archive/index.html#youth>





**Reading Strategy:  
Skim, Scan And Predict**

<b>Skimming</b>	
<b>Description</b>	Skimming means reading quickly to find the BIG IDEAS.
<b>Purpose</b>	Skimming lets you: <ul style="list-style-type: none"><li>• Read quickly to get an overall sense of the main ideas in the text</li><li>• Decide before you read for detail if you can use the text for your purposes</li><li>• Decide if you should read it more carefully for more details</li></ul>
<b>Process</b>	First: <ul style="list-style-type: none"><li>• Read the first few paragraphs, a few paragraphs in the middle, and the final paragraph of the text</li></ul> OR <ul style="list-style-type: none"><li>• Read the <b>first and last</b> sentence of each paragraph (topic sentence/concluding sentence)</li></ul> Second: <ul style="list-style-type: none"><li>• Glance through any graphics and their captions (text around the graphic to explain it)</li></ul>
<b>Here's how you already do this:</b>	For example, when you use a phone book yellow pages, you: <ul style="list-style-type: none"><li>• "take in" the entire page</li></ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"><li>• Don't read every word when you skim!</li><li>• Read quickly and horizontally </li></ul>



**Reading Strategy:  
Skim, Scan And Predict (continued)**

<b>Scanning</b>	
<b>Description</b>	Scanning means moving your eyes quickly down the page, to find one specific detail.
<b>Purpose</b>	Scanning lets you: <ul style="list-style-type: none"><li>• Find a single fact, date, name or word in a text</li><li>• Find information that you may need</li></ul>
<b>Process</b>	First: <ul style="list-style-type: none"><li>• Think where in your text you might find the information you need.</li></ul> Second: <ul style="list-style-type: none"><li>• Check how the information is placed on the page. Look for headings, diagrams, or boxed/highlighted items that might help you find the information.</li></ul>
<b>Here's how you already do this:</b>	For example, when looking for a phone number you: <ul style="list-style-type: none"><li>• “zero in” on the last names</li><li>• Go down the page, seeking out the correct first name</li></ul>
<b>Helpful Hints</b>	<ul style="list-style-type: none"><li>• Don't read every word when you scan! move down quickly  or diagonally </li></ul>

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## Reading Strategy: Skim, Scan And Predict (continued)

<b>Predicting</b>	
<b>Description</b>	After skimming or scanning a text, make a few guesses about it: <ul style="list-style-type: none"><li>• What is this text about?</li><li>• What clues suggest the topic?</li><li>• What likely happens in this text?</li></ul>
<b>Purpose</b>	Predicting lets you: <ul style="list-style-type: none"><li>• Think about a topic before reading in greater detail.</li><li>• Identify what you already know about a topic</li><li>• Keeps your mind focused as you read</li></ul>
<b>Process</b>	<ol style="list-style-type: none"><li>1. Skim the text, and note any headings; graphics; bolded text, etc.</li><li>2. Stop. Write a few guesses. You may use a few prompts to get you started:  “I think this text is about...” “Something that likely happens in this text is...”</li><li>3. Begin the text.<ul style="list-style-type: none"><li>• Check at your guesses. Are they correct?</li><li>• Change your predictions as you read.</li></ul></li></ol>
<b>Here’s how you already do this:</b>	When you are watching a mystery on TV, you: <ul style="list-style-type: none"><li>• Watch the first few minutes and say “I’ll bet this guy (or gal) did it!”</li><li>• You continue to watch, and gather more clues</li><li>• Maybe you change your mind &amp; yell out “No – wait – I think it’s (so and so)!”</li></ul> <p><i>Reading text is no different – make a prediction; read a bit; go back &amp; change your prediction; read a bit more...</i></p>
<b>Helpful Hints</b>	<ul style="list-style-type: none"><li>• Read the text 1 section at a time.</li><li>• Check your predictions: are they right?</li><li>• Change your predictions.</li></ul>

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## Practice Assignment: Skimming And Scanning

Instructions:

- Prepare to read the page “Cigarettes: An Insider’s Glimpse” by filling out the chart below.
- After you have filled out the chart, read the page slowly and carefully.
- Be sure to adjust your predictions as you read.

<b>Skimming: What do you Notice about this text?</b>		<b>Predictions: What is this text about? What happens?</b>
<b>Text Features:</b>  List any headings, subheadings, bolded words or graphics you notice as you skim		
<b>Scanning: Unfamiliar Words</b>		<b>Predictions: What do you think these words might mean?</b>
List any unfamiliar words you spot on the page.		

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## Practice Assignment: Skimming And Scanning (continued)

### 1. Begin carefully reading “Cigarettes: An Insider’s Glimpse”

- Read a section.
- Stop.
- Record one of your original predictions.
- Make adjustments in the “changed Prediction” space.

Original Prediction	Changed Prediction

### 2. Continue reading another section of the page:

- Read a section.
- Stop.
- Record one of your original predictions for this section.
- Make adjustments in the “Changed Prediction” space.

Original Prediction	Changed Prediction

### 3. Continue reading

- Read a section at a time.
- Stop.
- Change one of your original predictions.
- Read until you have read the entire page.





## CIGARETTES: AN INSIDER'S GLIMPSE



When you smoke, you are saying yes to:

- Tar
- Nicotine
- Cyanide
- .....and several other **KNOWN POISONS!**



**TAR:** Cigarettes have Tar in them. Tar makes you ugly:

- it stains your teeth, your fingers AND your lungs.
- It makes your breath stink, and your hair gets dull.
- It gives you wrinkles by making your blood vessels under your skin shrink

**NICOTINE:** It's the magic part in cigarettes that is **ADDICTIVE:**

- it keeps you coming back, wanting more
- it keeps putting **YOUR MONEY** in the pockets of the cigarette companies.



**BENZYNE:** A poisonous material that was used in paint remover

- it causes cancer
- why would anyone want to put this into their bodies by smoking it???



**FORMALDEHYDE:**

- It is used to keep dead bodies fresh for a bit.
- It is also causes cancer.



**HYDROGEN CYANIDE:**

Yup – cyanide.

- A poison.
- It ruins your lungs.
- It kills.

Adapted from "Cigarettes Inside Out" web page (<http://www.hc-sc.gc.ca/hecs-sesc/tobacco/youth/scoopin.html>)

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## Real Assignment: Skimming And Scanning For Success

Instructions:

**Step One:** Find a piece of writing -1 page in length (8 1/2 x11) or about 200 words long - on a subject of interest to you. *Make sure you can get a copy of that text to hand in to your teacher.*

- It must be a “hybrid text”: a page that has both text and graphics (pictures/photos/charts/diagrams with captions)
- Suggestions: If you can access the internet, you might visit the following websites:

**Rolling Stone magazine online:**

<http://www.rollingstone.com/home?pageid=rs.News&pageregion=nav>

**Musician News ezine:**

[www.allmusiciannews.com](http://www.allmusiciannews.com)

**BBC Teen ezine:**

[www.bbc.co.uk/teens](http://www.bbc.co.uk/teens)

- *Choose a page and then print out a copy for use in this assignment.*

NOTE: According to the Terms of Use, each web site listed above allows an individual user to print a page for personal use.
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**Step Two:** Complete the “Skim, Scan And Predict” chart

**Step Three:** Complete the Personal Word Wall assignment

**Step Four:** Hand in the text you have chosen, the “Skim, Scan And Predict” chart, and the Personal Word Wall assignment to your teacher.

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## Real Assignment: Skimming And Scanning For Success (continued)

Name: \_\_\_\_\_

Title of the page I am using for this assignment: \_\_\_\_\_

Instructions: Prepare to read the page of text you have chosen by filling out the chart below.

<b>Skimming: What do you Notice about this text?</b>		<b>Predictions: what is this text about? What happens?</b>
<b>Text Features:</b>  List any headings, subheadings, bolded words or graphics you notice as you skim		
<b>Scanning: Unfamiliar Words</b>		<b>Predictions: what do you think these words might mean?</b>
List any unfamiliar words you spot on the page.		

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## 1. Begin carefully reading the page you selected.

- Read a section.
- Stop.
- Record one of your original predictions.
- Make adjustments in the “changed Prediction” space.

Original Prediction	Changed Prediction

## 2. Continue reading another section of the page:

- Read a section.
- Stop.
- Record one of your original predictions for this section.
- Make adjustments in the “Changed Prediction” space.

Original Prediction	Changed Prediction

## 4. Continue reading

- Read a section at a time.
- Stop.
- Change one of your original predictions.
- Read until you have read the entire page.
- List the main ideas in this text in the space below. USE YOUR OWN WORDS!

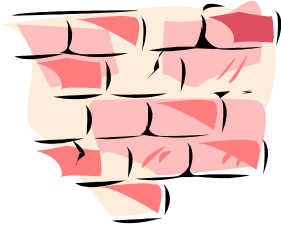
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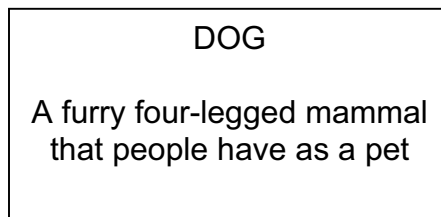
## Assignment: Personal Word Wall



A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. These words are printed in large font so that they are easily visible from all students' seating areas. Word walls help students to improve their vocabulary, improve their spelling, and gain a better understanding of their subjects.

This is how to create one item for a word wall: On card stock, print the word you wish to define. Under the word, print the definition. You should work with **both** a personal definition, and a formal dictionary definition.

*Example:*



1. Choose three words from this lesson that are new to you.
2. Write down each word, your definition and its dictionary definition, on a piece of card stock
3. After discussing with your teacher where you can post your words, put them up!



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## Real Assignment: Skimming and Scanning for Success Assessment

- Have you correctly identified key features of the text in the skimming process?
- Have you listed 3 new words you don't know?
- Have you made at least 2 predictions about the text?
- Do your predictions "make sense" – are they related to the topic and ideas in the text?
- Have you checked and changed your predictions?
- Do you identify the "big ideas" in the text?

Approaching Success	Level One	Level Two	Level Three	Level Four
<p>You have attempted to use the reading strategy, but need to work on it more because:</p> <p>* You skipped some parts, or * Your predictions aren't really connected to the subject of the text, or * It's not clear if you really understand the meaning of what you have read</p>	<p><b>Weak:</b></p> <p>You have done the bare minimum in using this strategy – skipped a step, or made only 1 prediction, or did not change your prediction...</p> <p>But you have followed the process from beginning to end</p>	<p><b>Fair:</b></p> <p>You have done every step of the strategy, but your predictions are not really on topic with the text</p> <p>From the main ideas you identified, it seems you understand part of what you read, but not all of it.</p>	<p><b>Good:</b></p> <p>You have completed every step, made some good predictions and changed them along the way.</p> <p>From the main ideas you identified, it seems you understand most of what you read.</p>	<p><b>Super:</b></p> <p>You have used the strategy very well. Your predictions show real insight into the topic.</p> <p>It is clear you have a good understanding of the entire text.</p>

**Achievement Level:** \_\_\_\_\_