

## **READING WITH PEN IN HAND**

### **Reading/Writing Activities**

#### **1. QUESTIONS**

Read the story or article silently. When you've finished reading, write some questions you have about what you've read. You can ask questions of the narrator if it's a story or of the author or questions you'd like someone to explain.

Give your questions to another person. Write possible answers to someone else's questions.

Share your questions and answers with one another.

#### **2. DOUBLE ENTRY NOTEBOOK**

Before you start reading, draw two lines down your paper, dividing it into three sections. As you read the story or the text, on the left-hand side of the paper write down one or two ideas, expressions, sentences that strike you. In the middle of the paper write your responses and reactions (thoughts, feelings, associations, questions, confusions, connections...) to what you put on the left side.

Exchange papers with another person. On the right side of your partner's paper, write responses and reactions to what your partner wrote.

Share what you wrote with one another.

#### **3. TEXT ANNOTATION**

As you're reading, annotate the story. That is, underline significant or striking sentences, write responses or questions in the margins — mark up the pages in any way you wish.

When you've finished reading and marking the text, pull your notes together by writing a short summary of your responses.

Share what you wrote with your partner.

#### 4. FOCUSED FREEWRITE

Pick a line in the text that stands out for you. What about this interested you? How does it relate to you? Freewrite a response to the line you picked (5-10 mins.).

When you've finished, exchange your freewrite with (or read it aloud to) your partner. Discuss with your partner and make a note of what you learned about the reading from the discussion and your partner's writing.

Reread the text.

\*From Peter Elbow's book *Writing without Teachers* 2<sup>nd</sup> edition. New York: OUP. 1998

#### 5. VARIATION on TRIPLE ENTRY

Read the text. In the space below, write down the author's central idea.

<b>Author's Central Idea</b>
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Pick two quotes that express or support the central ideas of the text.

Quotes	Response: Thoughts? Questions? Connections? Reactions?	What is the function of this passage in the text?

Show your entries to a partner and discuss similarities and differences in how you read the text.

Triple entry notebook is mentioned by Anne Berthoff in "Speculative Instruments: Language in the Core Curriculum" from her book *The Making of Meaning* (Upper Montclair, NJ: Boynton Cook, 1981)