**Engaging Students in Critical Reading Skills in Science: Zika Lesson Plan**

**Objectives**

Teachers will consider how they can leverage high-interest science news stories to increase student motivation to engage in rigorous science learning. They will critique a lesson plan and consider how they might use what they have learned in their instructional practice.

**Guiding Questions**

How might science news stories capture students’ natural interests to engage them in learning science content, concepts and practices?

**Facilitator’s Notes**

Providing copies of the science article used in the lesson plan from the NEWSELA site will facilitate this session. The article can be downloaded with a free account. You may also want to read a related New York Times article about this issue that is probably at too high a level for many high school classrooms:

<https://www.nytimes.com/2016/01/31/business/new-weapon-to-fight-zika-the-mosquito.html>

Teachers may not be accustomed to critiquing lessons plans during professional development and may need some encouragement throughout the process.

**At a Glance**

Introduction

Small Group Discussion of Prior Use of Science Articles

Small Group Discussion of Lesson Plan

Large Group Debrief

Teacher Reflection Time

**Materials/Procedure**

Teachers will need access to the following NEWSELA article (can be accessed with a free account and downloaded):

<https://newsela.com/read/zika-mosquitoes/id/14847/>

Each teacher also needs a copy of the following handouts:

* Zika Lesson Plan
* Protocol for Discussing/Critiquing Zika Lesson Plan
* Teacher Reflection Questions

Teachers should be organized in groups of 3-4.

**Introduction (5 minutes)**

Facilitator introduces guiding question and previews agenda (Slides 2-3).

**Small Group Discussion (5-10 minutes)**

Teachers discuss questions on Slide 4 about if and/or how they use science articles in their classes.

**Small Group Critique of Lesson Plan (25-30 minutes)**

Teachers will each read the article on which the lesson plan is based and read over the lesson plan silently. Then the group will discuss the lesson plan, using the protocol provided.

**Large Group Debrief (10 minutes)**

Teachers discuss questions on Slide 7 about how they might apply this approach of using science articles in their own classrooms.

**Teacher Reflection (5 minutes)**

Teachers have time to reflect using questions on Slide 9 and handout.