Skim, Scan, Run!
An Active Approach to Developing Reading Macroskills

On your marks ... get set ... read!

In this webinar, we will:

• share information about *English Teaching Forum*'s 60th anniversary celebration
• consider two essential reading macroskills, skimming and scanning
• examine a dynamic way to get students out of their seats as they collaborate and communicate during a reading race that involves a variety of texts
• explore adaptation ideas for various contexts
Kevin McCaughey & Heather Benucci

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Skim, Scan, Run!
An Active Approach to Developing Reading Macroskills
Our path!
Our path!
What are macroskills in relation to reading?
Our path!

Skimming & scanning
Our path!

Skim, scan, run! activity
F2F and online

Finish!
Our path!

Catch our breath...
... review and reflect!
Fast action break!

S–t–r–e–t–c–h!
On your marks, get set, GO!
English Teaching Forum

A journal for and by ELT educators

1. First published in __________
2. Read in more than ___ countries
3. Authors are _____________________
4. Cost to readers = _____________
English Teaching Forum
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1. First published in **1962 as a newsletter**

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2. Read in more than 120 countries
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1. First published in **1962** as a newsletter

2. Read in more than **120** countries

3. Authors are **teachers**

4. Cost to readers = **FREE!**
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We want YOU in English Teaching Forum
Navigating a *Forum* issue

Articles

Teaching Techniques
Try This

My Classroom

The Lighter Side
The Movable Class: How to Class-Manage for More Active and Healthful Lessons

Furniture—namely, desks and chairs—defines our classroom spaces and often the way we teach. Some teachers are fortunate: their classrooms have hybrid desk-chairs that can be picked up and moved. But even these are often arranged in rows, and they stay that way. Throughout much of the world, classroom desks are heavy, sometimes bolted to the floor, sometimes with benches attached, and shared by three or four students. At universities, lecturers face auditoriums with tiered rows of connected, immovable seats.

Traditional classroom design offers a clear message: “Students should sit still and listen.” But today’s research tells a different story. The Centers for Disease Control and Prevention (2010, 6) “found positive associations between classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement.”

Teachers of young learners have long known that if you want kids involved in your learning scheme, you had better reward them with action. Teachers of older students, at grammar schools and high schools—certainly at universities—have slowly been to take up the idea, associating movement with play, a lack of seriousness, and loss of discipline.

My purpose in writing this article is to persuade teachers of English at all levels to allow for more student movement, even if just a little. I call this approach to a dynamic classroom space a Movable Class. To begin, let’s compare the principle differences between a Movable Class and a traditional class (see Figure 1).

Maybe your class is fine the way it is. Why go to the effort to add more movement?

Here’s why. By adopting Movable Class methods, by eventually thinking movable, you will use more group work and do so more effectively; you will design more student-centered activities; you will become a more confident classroom manager and vastly increase the range of your teacher’s tool kit; and I think you will have more fun. I know students will.

But the single most convincing reason to give the Movable Class a try is that getting students out of their desks is good for their health.

In the first part of this article, we will see how lack of movement, especially prolonged sitting, has serious health consequences. In the second part, we will examine how teachers can break that sitting cycle by...
Navigating a *Forum* issue

Articles
Reader’s Guide

**TEACHING TECHNIQUES**

**TRY THIS**

My Classroom

The Lighter Side
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The Lighter Side
Sarina Monh, a lecturer at the prestigious Royal University of Phnom Penh’s (RUPP) Institute of Foreign Languages (IFL), comes from a family of teachers. Her father’s family taught Khmer literature and mathematics, while her mother’s family members were doctors, nurses, and midwives who trained and mentored others. Still, she said, “I didn’t expect to become a teacher. I accidentally liked the English language.”
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Moving Around

Many expressions in English include the word move—for example, move in, make the first move, move mountains. Each of the boxes below contains letters spelling an expression or sentence with the word move. Your job is to find the answers in each puzzle by connecting the letters to form an expression or sentence that uses all the letters provided. You can connect the letters by moving up, down, across, or diagonally, but you can move only one space at a time. For example, the letters in Box A can be connected to spell move ahead, as shown in Box B, beginning in the lower right-hand corner:

Box A  
E    A    H  
V    O    E  
D    A    M

Box B  
E    A    H  
V    O    E  
D    A    M

Read each of the clues below and find the answer in the box below the clue. Then write the answer in the spaces provided. Remember, you can move only one box (in any direction) to get to the next letter—and the word move is in every answer!

1. A prepositional phrase meaning "active"  
   E    T    H  
   V    N    E  
   O    M    O

2. A command telling someone to be active  
   N    D    M    O  
   A    P    T    V  
   G    E    U    E

3. A command telling someone to stay still  
   M    U    S    C    L  
   A    V    M    N    E  
   E    O    T    O    D

4. An expression meaning "go this way ... then that way ... "  
   D    F    H    T  
   N    A    O    R  
   C    K    E    O  
   A    B    V    M

Test your skills after the webinar!  
This puzzle is on the OPEN Webinar Resource Center:  
https://openenglishcommunity.org/page/series-13
Keeping up with *Forum* 60th Anniversary events

Follow American English for Educators on Facebook

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Our path!

Why active learning?
Why active learning?
1. Classroom movement has multiple benefits:

- Improves student concentration and ability to stay on task
- Reduces disruptive behavior
- Improves motivation and engagement
- Improves academic performance
- Increases students’ amount of daily physical activity

(CDC, 2018; pp. 11, 14-21, 23-29)

free, downloadable PDF - link on Resources slide
2. Active learning tasks break the cycle of prolonged sitting.
3. During the last two years we’ve done lots of screen learning. Sitting.

Let’s challenge ourselves to support more active engagement in class and online!
Tell us in the chat ...

In a face-to-face class, how often do you have students get out of their seats?
Now, think ...

In your online classes, how often do your students get out of their seats? Is there a difference? Why?
Tell us in the chat ...

What are some of the obstacles you might face in making lessons active in your physical classroom?
Tell us in the chat ...

What are some of the obstacles you might face in making lessons active in your physical classroom?

Find ideas for overcoming these obstacles in “The Moveable Class”
Fast action break!

Action Answers
Yes

Sort of

Not sure

No
Question 1

Do you like raw garlic?

Yes  Not sure  Sort of  No
Question 2

Have you ever been scared by a monkey?

Yes
Not sure
Sort of
No
Question 3

Can you name one reading macroskill or microskill?

Yes

Not sure

Sort of

No
What are macroskills in relation to reading?
Reading: Processing & Skills

Microskills
How parts make a whole
Language knowledge

Bottom-up processing

... Phrases
Words + parts of speech
Affixes (re-, -itis)
Syllables
Morphemes (-s, -ed)
Letters + spelling patterns

(Brown, 2007)
Reading: Processing & Skills

Applying a mix of reading strategies
Identifying a text’s function
Deciding what information is important
Seeing relationships
Making inferences
Summarizing

Macroskills
Looking at the whole:
What does the text signify?
Life, language, and cultural knowledge

Scanning
Skimming
Guessing meaning from context
Applying cultural knowledge

(Brown, 2007)
Tell us in the chat ...

Which are more important to readers, macroskills or microskills?

Why?

**Macroskills**
Looking at the whole:
What does the text signify?
Life, language, and cultural knowledge

**Microskills**
How parts make a whole
Language knowledge
Reading: Processing & Skills

**Bottom-up processing - Microskills**

- ...  
- Phrases  
- Words + parts of speech  
- Affixes (*re-, -itis*)  
- Syllables  
- Morphemes (*-s, -ed*)  
- Letters + spelling patterns

**Top-down processing - Macroskills**

- Applying a mix of reading strategies *  
- Identifying a text’s function  
- Deciding what information is important  
- Seeing relationships  
- Making inferences  
- Summarizing  
- ...

**Background knowledge and experiences (schema)**

(Brown, 2007)
Fast action break!

Dance party!

Ozomatli – “Can’t Stop”
Our path!

Skimming & scanning
Doctor Skim

*Skim* for preliminary info
Doctor Skim’s Tips

Skim for preliminary info

- Title and subtitles
- First and last paragraph
- Topic sentences
- Pictures, charts, figures
Professor Scan

Scan for answers
Scan for answers

- Use finger or a tool to focus
- Review surrounding text for relevance
- Use what you know: organization patterns, symbols, positional information
- Don’t forget: labels, charts, figures
Let’s do it!

1. Grab a pencil or pen + paper.
2. Skim and scan to find the answers in the text on the next slide.
3. Write the answers down. *Don’t write answers in the chat, please.*
4. We’ll check the answers as a group.

You’ll have 45 seconds ...
Let’s do it!

1. Why is a warmer climate a threat to polar bears?

2. How far can a polar bear swim without resting?
Let’s do it!

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1. Why is a warmer climate a threat to polar bears?

2. How far can a polar bear swim without resting?
Our path!

Skim, scan, run! activity
F2F and online

Finish!
Skim, scan, run!

**Level**: intermediate - advanced

**Time required**: 20 - 40 minutes

**Goals:**
- Practice skimming and scanning strategies
- Talk to teammates to strategize and to confirm answers
- MOVE!
Preparation

Materials:

• 5 short texts
• Tape or pins
• Board + chalk or pens
• Paper + pencils or pens
• Clock or timer
A note on text selection

The texts can...

• connect to the curriculum or student interests
• relate to a theme or be about different topics
• be at the same or vary in difficulty level
• represent different genres
Rhinos mind their own business. They love to roll in the mud, too. Mud keeps them cool and clean.

I’ve sat in my car and watched rhinos roll in the mud for 20 minutes.

“Rock-licker,” I called him.

Then he rubbed his chin on the rock. A big, white hair.

“Rock-rubber,” I called him.

Rhinos have marvelous ears. Have you ever seen a curled leaf, or flower petals, or a grade schooler’s ear?

Rhinos seem mythical or magical to some. Some think they have horns. Actually, they have two horns, but no one behind the idea of the unicorn. When people ask what they want that thing. In the case of rhinos, they want to cut off their horns, even though the horns are useful for your hair or fingernails. But people who don’t seem to care that there are only 2,500 rhinos left in the world. I wish they would mind their own business.

Rhinos mind their own business. They don’t try to sell you anything or ask for help.

Take time to get to know rhinos on World Rhino Day, September 22.

Oceans provide a home to amazing creatures and coral. Oceans are a renewable source. Ocean plankton generate most of the planet’s oxygen by photosynthesis. Oceans also help to regulate global climate.

Unfortunately, although humans receive many benefits from the ocean, like fresh water and food, we are also damaging the ocean. We are like our enemy, as consumers of energy and as polluters. Our activities affect the health of our oceans. I hope we can have a positive impact. Here are a few tips.

• Dispose of trash properly. Don’t litter.
• Recycle or reuse materials. Plastic items are harmful to oceans and to sea creatures. Make reusable shopping bags.
• Reduce your “carbon footprint” (the amount of waste from nonrenewable sources). Bike, walk, carpool, and school. Use energy-efficient lights and one is using them.
• Participate in a beach, river, or lake clean-up. These areas when you visit them.

Polar bears live in Arctic coastal areas and on sea ice.

Polar bears do spend time in the water and on land, but they hunt for food, rest, and raise their cubs on the sea ice.

Aa

Scientific Name
Ursus maritimus; “sea bear”

Weight
800 - 1,500 pounds (360 - 590 kg)

Height
6 - 10 feet (1.8 - 3 m)

Population
22,000 - 31,000

In 2008, these marine mammals were listed as a threatened species under the U.S. Endangered Species Act because their habitat is being lost due to climate change.

Polar bears can swim more than 60 miles (100 km) without rest to find food.
Tell us in the chat ...

What other types of texts (genres) might you use to practice skimming and scanning?
Preparation

• Post texts around the room
• Create 10 skimming and scanning questions
  • Number the questions
  • Write on board, project, or make handouts

Example questions:
1. How many rhinos are left in the world?
2. Which article focuses on how to solve an environmental challenge?
10 questions on board
1. Groups + paper at Homebase
2. Explain task
3. Share time limit
4. *Allow planning time*

Total time: 7 minutes
10 questions on board
Total time: 7 minutes
1. How many rhinos are left in the world?
1. How many rhinos are left in the world?
10 questions on board

Total time: 7 minutes
5. Time’s up!
6. Check answers
7. Address tricky items
8. Celebrate winner if desired
Tell us in the chat …

How might you vary or adapt this activity?
What could you change?
Variations

• Adjust the difficulty level
• Manage large classes by posting two (or more) sets of texts
• Vary skill focus with audio or video texts

Find more variation details in the “Skim, Scan, and Run” article
Listening variation with word slips
Skim, Scan, Run - Online

Materials:
• A short digital text
• Paper + pencils or pens
• Clock or timer

Preparation:
• Create skimming and scanning questions
• Create scavenger hunt list based on the skim/scan answers
Taking Care of Our Oceans

Oceans provide a home to amazing creatures like fish, marine mammals, sea reptiles, and coral. Oceans are a renewable source of food and power for humans, and they generate most of the planet’s oxygen by supporting sea plants like kelp, algae, and plankton. Oceans also help to regulate global temperatures. Unfortunately, although humans receive many benefits from oceans, we are their biggest enemy, as consumers of energy and as polluters. Have you thought about how your daily activities affect the health of our oceans? Making simple changes in your routines can have a positive impact. Here are a few things you can do:

• Dispose of trash properly. Don’t litter on land or in water!
• Recycle or reuse materials. Plastic items, including bottles, can be particularly harmful to oceans and to sea creatures. Use reusable food or drink containers. Buy or make reusable shopping bags.
• Reduce your “carbon footprint” (the amount of energy that you use from nonrenewable sources). Bike, walk, carpool, or take public transportation to work and school. Use energy-efficient lights and appliances, and turn them off when no one is using them.
• Participate in a beach, river, or lake cleanup project. Or just pick up trash you see in these areas when you visit them.

1. What are two ways to reduce the amount of plastic waste that pollutes oceans?
2. What is the author’s purpose for writing the text?
3. What are two kinds of sea plants that produce oxygen in the air we breathe?

Skimming & scanning questions

- Digitally share text and questions.
- Ask students to individually record answers in a set amount of time.
- Check answers as a group.
1. Find something plastic that you can recycle.
2. Find something that makes you think of the ocean and why it is special.
3. Find a plant that is producing oxygen in your space (a picture is fine, too!)

Skim & scan answers

1. What are two ways to reduce the amount of plastic waste that pollutes oceans?
   - recycle and reuse
2. What is the author’s purpose for writing the text?
   - Share benefits of & threats to oceans, ask people to help
3. What are two kinds of sea plants that produce oxygen in the air we breathe?
   - algae, kelp

Scavenger hunt list

1. Find something plastic that you can recycle.
2. Find something that makes you think of the ocean and why it is special.
3. Find a plant that is producing oxygen in your space (a picture is fine, too!)
1. Find something plastic that you can recycle.

2. Find something that makes you think of the ocean and why it is special.

3. Find a plant that is producing oxygen in your space (a picture is fine, too!)
Our path!

Finish!

Catch our breath ...
... review and reflect!
As we cool down, remember:

• Keep moving ... it is good for our bodies and brains!

• Developing macroskills (and microskills) can help students become more fluent, confident readers.

• Reading instruction should be fun ... because reading is AWESOME!
References


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Reflection Questions

1. We learned about the benefits of active engagement today. How might you encourage active engagement in your classroom?

2. Discuss how you plan to have students practice skimming and scanning in your classroom. Which texts do you plan to use?

3. How might your adapt the activities shared during today’s session to fit your classroom context?