

## UNIT A: LESSON 7

### LEARNING TARGETS

#### INSTRUCTIONS FOR TEACHERS:

- ◀ Refer students to the standards and objectives.
- ◀ Review the standards and objectives with students one at a time.
- ◀ At the end of the lesson, ask students what they did in class to meet the standards.

#### INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. Your teacher will call on an individual or pair to explain what they mean.

#### Learning Target:

I can determine the main ideas and supporting details in the article "The Digital Revolution and Adolescent Brain Evolution."

#### Learning Target:

I can analyze the basic structure of a complex sentence.

*determine* – decide  
*main* – central or most important  
*supporting details* – helping ideas  
*article* – a short text in a newspaper or magazine  
*analyze* – study something and explain it  
*structure* – the way parts of something are joined together  
*complex* – something that has many different parts

## ACQUIRING AND USING VOCABULARY

### INSTRUCTIONS FOR TEACHERS:

- ◁ Review student instructions.
- ◁ Familiarize students with their glossary. It is located in Appendix A (Glossary; labeled "Appendix: Glossary" in the student version). Tell students to use the glossary throughout the lesson.
- ◁ Pre-teach the vocabulary selected for 00126129 reW\* nBT/TT0 1 Tf0 Tc 0 Tw 0 Ts

## THINKING LOG

### INSTRUCTIONS FOR TEACHERS:

- ◁ Read the guiding question and text aloud to students, modeling appropriate pace and intonation.
- ◁ During the read-aloud, define words and phrases in context that students are unlikely to know, drawing definitions from the glossary when you can. Translations, examples, gestures, and visuals also help.
- ◁ Ask students to read the text on their own and work with a partner to answer supplementary questions.
- ◁ Ask students to use their glossary to help them with word meanings.
- ◁ Call on pairs to answer the supplementary questions.
- ◁ Discuss the guiding question(s) as a group and then have students write the answer in their student chart.

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, work with a partner to reread the text and answer the supplementary questions. Use your glossary to help you. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s).

### GUIDING QUESTION:

### THE DIGITAL REVOLUTION AND ADOLESCENT BRAIN EVOLUTION

*DIGITAL*



Social skills rely on detection of, or noticing, nonverbal cues, or signals.

Examples of nonverbal cues include:

- A. slight changes in eye gaze (position of eyes)
- B. small differences in speech timing
- C. how people react to shared environmental stimuli
- D. how people breathe

---

---

---

---

---

---

---

---

---

---

---

# NEUROLOGIST NOTEBOOK

## INSTRUCTIONS FOR TEACHERS:

<



to discern friend from foe	to tell _____
and to form alliances	and to _____
is	is
among its most complex and important tasks	the brain's _____
Write the sentence in your own words and then explain it to your partner.	
_____	
to	
_____	
to	
_____	
to	
_____	
and to	
_____	
is _____	
_____	
_____	



EXIT TICKET

**INSTRUCTIONS FOR TEACHERS:**  
< Review student instructions with the whole class.

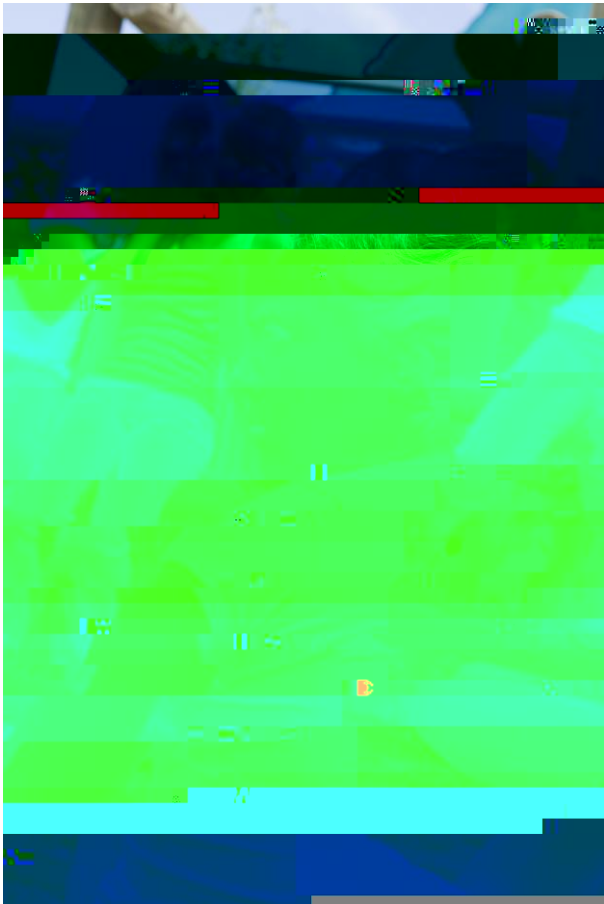
**INSTRUCTIONS FOR STUDENTS:**  
This graphic organizer will help you keep track of information about the brain for all of the readings. Each day you will write down new information from each reading. Today we will write about social cognition skills.  
<






Word	Definition	Example
subtle	not obvious; difficult to see or notice	Much of the discernment relies on exquisitely subtle

## Appendix B: Teacher Resources

social cognition	
	<ul style="list-style-type: none"><li>&lt; Look at the picture. Turn to a partner and say what you think is happening in the picture.</li><li>&lt; We are able to determine, or tell, what is happening with other people because of <u>social cognition</u>.</li><li>&lt; <u>Social cognition</u> is how the brain processes, or understands, information about other people and social situations, or situations where people are with each other.</li><li>&lt; Partner talk: Think about an interaction, or dealing with another person today. What happened and how did you use <u>social cognition</u>?</li></ul>