

Fall 2014

Fall 2014

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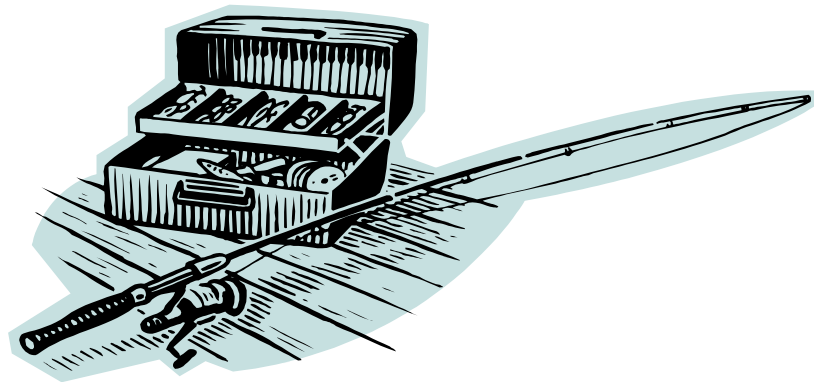
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EDUC-411/412 TACKLE BOX



FALL 2014

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Preface

In EDUC411/412 this term, we have studied theory and best practices related to literacy in the content areas. You learned how to design effective instruction strategies to address specific student literacy needs and enhance student reading comprehension. You offered presentations on specific literacy strategies for making reading purposeful and meaningful to all students. Now that the term is done, I hope you feel confident that you have myriad strategies, handouts, and resources to use when you have your own classroom of reading challenges. I hope you are convinced that you know how to TEACH literacy skills in your content area in ways that are:

Transparent

Explicit

Authentic

Connected to prior knowledge and skill, and address

How people read effectively.

This Tackle Box strategy book was researched and written by you and your classmates. Like a tackle box, it is full of lures, hooks and bait to help you reel in your students, as they work with any text in your classroom. There are many strategies because different schools of fish require different lures or bait. Some days you will need to recast your line multiple times or move your boat closer to the **riverbank** to fish in different water. I hope you will find this tackle box of strategies useful gear for your teaching adventure.

Katie Hanson

EDUC412-01, EDUC412-02, EDUC411-01, EDUC411-02

Fall 2014

3-2-1

Amanda Monaco

Wormeli 39-40

<http://www.readingquest.org/strat/321.html>

<http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html>

What is this strategy?

This is a quick strategy where students write a short response to three prompts. It allows students to summarize information they have learned and process their thinking through writing. This strategy is effective because it is short and students do a lot of thinking and response through writing with this short strategy. The questions can be changed to be specific to the text and can engage different levels of blooms taxonomy in the same strategy.

How does it work?

Students are asked to respond to three prompts. The first question will require students to produce 3 main points, the second asks students to write two responses, and the third requires that the students have one response. The questions can be simple or complex and specific depending on the teacher's goal. 3, 2, 1 is easily adapted to different questions. This strategy is typically handed out in a graphic organizer form which would allow the students to organize their responses easily and see what each question and number is asking them to do. If resources are limited it would be effective to have students write their Responses on regular notebook paper. You would need to provide the questions written on the board.

Why use this strategy?

This strategy should be used because students are not stressed by the small amount of writing that this strategy requires.

The strategy uses higher order of thinking and allows students to solidify ideas, activate prior knowledge, comprehension, questioning and many other qualities of good readers.

By organizing their thoughts in writing they will be able to use the 3, 2, 1 strategy to build onto more challenging tasks or literacy strategies. Students could use ideas they came up with to write an essay or plot a Venn diagram.

It teaches students another literacy strategy to use when reading difficult texts.

When to use this strategy:

Before: It can activate prior knowledge and get students thinking about what they already know about a subject or what they are curious to find out. Engaging students leads to learning and helps them.

During: 3, 2, 1 could be used to monitor student understanding and allow them to practice writing about the material they are learning. If they know what information they need to find in order to answer the questions then they will be able to find the main points as they read.

After: Can allow students to summarize their learning in a meaningful way which would help them remember the content. It also allows the teacher to see if there are any errors or gaps in student learning.

This strategy could be used Before During, and After or you could use this strategy and have students complete number 3 Before, number 2 during, and number 1 after. This would allow the literacy strategy to become an essential part of a lesson and allow students to activate each level of thinking throughout the lesson. It would also allow you to assess what specific struggles or successes students are having.

Name:

Date:

Period:

3

Things we discovered

•
•
•

2

Interesting things

•
•

1

Question you still have

•

Name:

Date:

Period:

3

Things we discovered

•
•
•

2

Interesting things

•
•

1

Question you still have

•

Academic Journals and Learning Logs

Kyle Cluver

Vacca—Pages 290-291,299

What

Learning Logs are an ongoing log that students keep of themselves and the learning that they have gone through. The logs are intended to record the learning that student has had over time. Learning Logs are most effective when implemented on a regular basis, that is every-day for a period of time. The teacher can then read these journals to assess what the student knows or does not know about the lesson that has been taught.

How

Students keep a journal or notebook in which they respond to certain questions at the end of the class given by the teacher. The students write in their own language in order to capture and record the learning that they have done. The students should write as if they themselves would read this later on, almost in the sense of a diary entry. The questions that could be asked by the teacher to record this learning can include things such as, “What did I understand about the lesson/class today?” “What was I confused about during the lesson today?” “What did I not understand about the lesson today?” “What are some things that you liked or disliked about the lesson today?” These final questions address what can be adjusted in future lessons.

Why

These logs are intended to keep a running record and capture the learning that a student has gone through. Students are able to write out what they have learned or document what they are confused on. Teachers can read these logs in order to assess if a student has understood their lesson, or if the teacher needs to adjust the lesson for the next day to ensure all students understand the material. Teachers must reveal and promote a trusting relationship with the class in order for the students to feel comfortable in sharing their true thoughts. If this does not happen, the value of the Learning Logs is lost. When the students feel comfortable, they will share all of their true feelings and not just what you, as the teacher, want to hear that they have “learned.” The students are also able to connect previous knowledge of the subject with new knowledge they have recently learned. The students are able to solidify the knowledge that they have gained in the lesson or express a misunderstanding/confusion of the content.

When

The teacher should assign about five to ten minutes at the end of class regularly for students to respond in their learning logs. These logs are meant to be after the learning and readings has taken place so that teachers can assess what the student has learned or were confused about during the lesson.

Variations

This strategy is very easy to use and implement in any classroom. These can be thought of as a dairy in a sense that students document all of their learning or confusion on the content they have been presented with. These can be used in any classroom at any time. The only key factor is using them regularly to build up that trusting relationship with the students. For music class, after reading about a piece or composer for the first time, ask the students to write in their Learning Log about their understanding or confusion of the composer/ piece. In a Science class, after reading a pre-lab/lab write-up that was over a couple days or so, ask them to document what they have taken away from the lab or any parts they were confused about. In a History or English class, after reading an article or book, have the students document what they learned from the article or any parts they were confused about. When students make the Logs personal, the more formative they can be to the teacher.

Content Area Reading, Vacca—Pages 290-291,299

Learning Logs About Lines of symmetry of different shapes

[illegible]

Academic Journals & Learning Logs

Taylor McGinnis

Vacca, 293-306

Summary: Academic Journals can and have been kept by students and teachers of all content areas. These journals allow student to create ideas, respond to some type of academic content, and even plan for what they will be doing in future classes. Having students create academic journals can help engage students in the content being covered because they are actively responding to information in writing. One type of academic journal is a learning log. Learning logs keep students actively engaged because they require students to write down what they are learning as they go through a text. Learning logs must be used regularly in order to be effective.

What:

- Way to keep track of information.
- Writing down important information.
- Not used as an assessment, but as a useful tool for students.

How:

- Teachers need to introduce and clarify what the academic journal is for.
- Students record thoughts freely without fear of judgment.
- Teachers can view journals to help understand where students are when learning a specific concept or content area.

Why:

- Academic journals and learning logs will allow students to write down information that they believe is important.
- Thee journals will help students recall content that is important to the class.
- This strategy also allows students to express themselves without receiving any judgment from teachers or other students.
- Using academic journals and learning logs will increase the students' active engagement during a class session.
- Students can differentiate themselves from others by creating individual responses.

When:

- Before – Students can predict what a reading or video will be about before actually engaging in it.
- During – Very useful for learning logs, students can record what they are learning as they engage in a reading or video covering content.
- After – Students can record their thoughts and opinions on the content they had just been engaged in.

Variations:

- History – Students can watch a video and record their thoughts and opinions on what was presented.
- Spanish – While reading an excerpt, students can record phrases that they do not understand so they can be reviewed at a later time. They can also write paragraphs in Spanish to practice the language.
- Music – After listening to a piece, record what you thought the piece was about.
- Math – While completing a complex problem, record the steps that you took in order to complete the problem
- English – While reading a story, record plot points, main characters, etc, in order to be able to recall important information from the text.

Annotating Text

Richie Benson

Vacca 331, Burke 213-215

What: Annotating text is a form of note taking while reading a text. This can be either mental or marginal note taking. Examples of mental annotation are the thoughts in our head when reading a passage or using Post-its to write down our thoughts. Research shows that students will be able to better comprehend text if students are capable of connecting to the reading and writing down their thoughts. The other form of annotation is marginal which is when students write in the actual text. Annotating is not just underlining words that are unfamiliar. Students should express how they feel, whether that feeling is confusion, agreement or disagreement with the text, or something they found interesting and want to remember.

How: There are many different ways to annotate text which is the great thing about it! Each annotation will be personal to the student who is reading. Teachers can give students a key of symbols to use or give specific types of notes to take such as a thesis note, critical note, summary note, or question note. Teachers want their students to mark up the text as much as possible. Annotating can be done individually or as a group, which allows students to comment on their classmate's own annotations. Most teachers want their students to be able to annotate without being told. Giving students practice in class with a variety of examples should give them the tools they need.

Why: This strategy keeps students focused on the reading and maintains a dialogue between our thoughts and the text. Annotating allows students to write down their immediate thoughts, which are useful to refer back to after you have completed a reading. Students will be able to note what they already knew and what they found difficult to understand. Students will be able to make meaning by making annotations. Teachers may have students share their annotations with peers, which could lead to one student explaining a complicated part of the reading to another and vice versa. Having all a student's thoughts and ideas next to the text they read will help to continue the conversation about that text whether it be reviewing and studying, or asking your teacher a question about the subject matter.

When: Annotating text should happen during a reading. The point of annotating is for students to jot down their initial reaction and thoughts to what they are reading. This strategy is great for students to stay actively engaged in the text.

Variations: Every classroom can annotate text, even music. Students who are sight-reading may want to make certain dynamics that they need to remember or rhythms they need to practice. There are many variations to the type of annotations you can make. Some teachers may want to students to pay certain attention to unfamiliar parts of the reading. Some teachers may want students to work on their summarization techniques and have them summarize every paragraph. A fun variation that would require a bulk of time is having students annotate their peers' annotations. A piece of text would be passed around a group allowing each student to annotate. The student can annotate the text, or the annotations of their group members. It would be an excellent way to see different viewpoints.

Extra sources:

<http://rwc.hunter.cuny.edu/reading-writing/on-line/annotating-a-text.pdf>

http://www.readwritethink.org/files/resources/lesson_images/lesson1132/EJ0964Have.pdf

Name _____ Date _____ Period _____

Annotating Text

Directions: Read through the article. As you read you can underline phrases of information you already know and circle phrases/words that are new and unfamiliar to you. I suggest putting an asterisk at the end of a sentence that may require further information or something you find confusing. As you read write down your first reactions and thoughts in lined margins provided for you. After you are done reading assign one person to create a summary note, a thesis note, and a question note.

Medically referred to as syndactyly (a name that also refers to webbed fingers), webbed toes are described as two or more toes fused together. While it is normal for animals such as ducks and frogs to have webbed toes, it is not as common among humans. During early fetal development, all our toes and fingers are webbed together. At six to eight weeks, however, apoptosis takes place and an enzyme dissolves the tissue between the digits, causing the webbing to disappear.

Webbed toes are said to occur in approximately one out of every 2,000 live births. The toes most commonly webbed together are the second and third. There are six types of webbed digits: simple, complex, complete, incomplete, fenestrated, and polysyndactyly. Here is a breakdown of each:

- Simple: adjacent fingers or toes are joined by soft tissue and skin only
- Complex: the bones of adjacent fingers or toes are fused together (this is extremely rare)
- Complete: the skin is joined the entire length of the digits
- Incomplete: the skin is joined partially up the digit, usually to the first joint
- Fenestrated: the skin is joined for most of the digit, but there is a gap in the middle of the joined skin
- Polysyndactyly: there is an extra digit webbed to an adjacent digit.

Webbed toes may also be called duck toes, twin toes, or tiger toes. Although this condition does not impair one's ability to walk, run, jump, or swim, there are some disadvantages. Persons with webbed toes may experience embarrassment or low self-esteem. No studies have been conducted to determine statistically whether males or females are more susceptible to webbed toes, but studies show the male-to-female ratio is 2:1 for webbed fingers.

Summary note (summarizes the text) _____

New Vocabulary (what are 2-3 vocab words we should investigate?) _____

Question note (what question do you still have?) _____

Annotating the Text

Vacca pg. 334 and Burke pg. 213

Jordan Johnson

What

Annotating the text is the process of marking up a selection of text to highlight or summarize key things about the text, difficult things about it, and things that the reader might find confusing or important. It can be done using symbols that the reader comes up with themselves, or symbols that the teacher assigns to mean different things in relation to the text.

How

- Create a key of symbols that students can use when marking up the text
- Make sure you model using these symbols whenever possible when looking at a text
- Have students read a chunk of text alone or in a group and have them write in the book with pencil, using the symbols you have provided for them to identify:
 - Difficult or confusing words
 - Key vocabulary
 - Main ideas and supporting points
 - Evidence
 - Transition words or phrases
 - Confusing information

Why

Annotating the text pushes students to become engaged with the material they are reading by requiring them to read more actively. It encourages students to pay attention to very specific things about the text such as its structure when they have to look for main points and supporting evidence. Marking up the text improves student's reading skills overall because it will give them a strategy to help them deal with more complex texts. It is also important to emphasize the fact that annotating the text is meant to enhance students learning by helping them to read more actively, it is not meant to be busywork.

When

The strategy of annotating by itself works best while students are reading. It can be used by the students individually, in pairs, small groups, or as a whole class. However, if the strategy is used in conjunction with other note taking strategies such as Cornell notes or T-notes, it can also function as an after reading strategy. This works from after students read because the note taking strategies allow for students to organize the information from the text in a visual graphic organizer.

- **Math:** Have students look at a wordy walk through of how to do a certain type of problem, or a longer story problem to identify the important information so they will have a structure to solve the problem.
- **Foreign Language:** Have students identify important vocabulary in a cultural story or a story written in the foreign language, or have them mark the places that they are confused.
- **History:** Underline important historical figures and what they accomplished, or make note of the different sides of an argument.
- **Music:** When sight reading a new piece, let students go through and mark the rhythms they might be confused about and identify important changes in dynamics or key.
- **English:** When assigning a reading, have students go through it and mark the main events in the chapter and the supporting evidence, as well as places that they might be confused.

Directions: Read the paragraph below in your table groups. As you read, look for the main idea of the text and put a “*” by it. If you come across any confusing sentences or words, put a “?” by it. Finally, look for evidence that supports the main idea of the text and underline it. You may work together as a table to complete this and we will discuss it as a class when each group has read through the passage.

Annotation Markings Key	
*	Main idea of the text
?	This sentence or word confuses me
<u>underline</u>	Evidence that supports the main idea

Passage from Of Mice and Men by John Steinbeck (Page 18)

In a moment Lennie came crashing back through the brush. He carried one small willow stick in his hand. George sat up. “Awright,” he said brusquely. “Gi’me that mouse!”

But Lennie made an elaborate pantomime of innocence. “What mouse, George? I ain’t got no mouse.”

George held out his hand. “Come on. Give it to me. You ain’t puttin’ nothing over.”

Lennie hesitated, backed away, looked wildly at the brush line as though he contemplated running for his freedom. George said coldly, “You gonna give me that mouse or do I have to sock you?”

“Give you what, George?”

“You know God damn well what. I want that mouse.”

Lennie reluctantly reached into his pocket. His voice broke a little. “I don’t know why I can’t keep it. It ain’t nobody’s mouse. I didn’t steal it. I found it lyin’ right beside the road.”

George’s hand remained outstretched imperiously. Slowly, like a terrier who doesn’t want to bring a ball to its master, Lennie approached, drew back, approached again. George snapped his fingers sharply, and at the sound Lennie laid the mouse in his hand.

“I wasn’t doin’ nothing bad with it, George. Jus’ strokin’ it.”

George stood up and threw the mouse as far as he could into the darkening brush, and then he stepped to the pool and washed his hands. “You crazy fool. Don’t you think I could see your feet was wet where you went acrost the river to get it?” He heard Lennie’s whimpering cry and wheeled about. “Blubberin’ like a baby! Jesus Christ! A big guy like you.” Lennie’s lip quivered and tears started in his eyes. “Aw, Lennie!” George put his hand on Lennie’s shoulder. “I ain’t takin’ it away jus’ for meanness. That mouse ain’t fresh, Lennie; and besides, you’ve broke it pettin’ it. You get another mouse that’s fresh and I’ll let you keep it a little while.”

Chunk-the-Text

Somer Druskowski

What is it?

~ Chunk-the-Text is a literacy strategy in which students break texts into smaller, more manageable pieces. Depending on the type of text, students can chunk the text by paragraph, stanza, scene, line, or sentence segments. Students are encouraged to stop and define key vocabulary, ask questions, and summarize or paraphrase the information after reading each chunk. Once all of the chunks have been analyzed, students synthesize the information from each chunk to produce a coherent understanding of the text as a whole.

Why should students use this strategy?

~Improves student *comprehension* and *interpretation* of texts.
~ Enables students to read with greater independence because they *organize* the text material.
~ Helps students to *identify* key ideas and words, increase their ability to *paraphrase* and *summarize*, *organize* their thinking, and *synthesize* information.

How does this strategy work?

~ Introduce the strategy by explaining when, why, and how to use it effectively.
~ Model the strategy using a text that is similar to texts the students will read.
~ Guide students as they practice the skill with the whole class, small groups, or partners.
~Determine how well students understand how to chunk a text before having them independently apply the strategy to a text.
~Evaluate their skills by assessing how well they paraphrased or summarized the text material.

When should the Chunk-the-Text strategy be used?

~Before: Differentiate texts for ELL students and struggling readers by providing them with copies of texts that have already been chunked into shorter units to make the material seem less daunting.
~During: This strategy is most beneficial if used during reading. Using the strategy while reading requires students to *slow down*, *actively engage* with the text, and *reflect* on the information.
~After: As a class, *reread* and closely *analyze* important passages and sections that confused students while they were reading on their own by chunking the text and discussing the material.

How can this strategy be used in various content areas?

~English: Have students chunk difficult and lengthy poems line by line or stanza by stanza to improve comprehension.
~Math: Have students chunk word problems sentence by sentence to determine what information is and is not needed to successfully answer the question.
~Music: Have students chunk the lyrics of a musical piece to gain a better understanding of the meaning and emotion of each measure or movement.
~History: Have students chunk primary source documents to see ideas more clearly. Burke provides an example of one way to chunk the Gettysburg Address on page 231.
~Spanish: Have students chunk a text written in Spanish and then summarize each chunk in English, in order to check for accurate vocabulary and plot comprehension.

Sources:

~ Burke's *Reading Reminders* pages 230-231
~ <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf>
~ <http://www.cehd.umn.edu/nceo/presentations/nceo-lep-iep-ascdhandoutchunking.pdf>

Name: _____ Date: _____ Period: _____

Chunk-SHAKESPEARE'S-Text

Directions: As you read the passage below, break the text into smaller, more manageable pieces.

1. Draw a box around each chunk of text.
2. Underline key vocabulary and phrases.
3. After reading each chunk...
 - Write one question that comes to mind in the *left* margin.
 - Paraphrase the chunk in your own words in the *right* margin.
4. After you have read the whole passage...
 - Write one question that you still have.
 - Summarize the passage as a whole.

(From Shakespeare's *As You Like It*):

ACT 1, SCENE 1.

ORLANDO: As I remember, Adam, it was upon this fashion bequeathed me by will but poor a thousand crowns, and, as thou sayest, charged my brother, on his blessing, to breed me well: and there begins my sadness. My brother Jaques he keeps at school, and report speaks goldenly of his profit: for my part, he keeps me rustically at home, or, to speak more properly, stays me here at home unkept; for call you that keeping for a gentleman of my birth, that differs not from the stalling of an ox? His horses are bred better; for, besides that they are fair with their feeding, they are taught their manage, and to that end riders dearly hired: but I, his brother, gain nothing under him but growth; for the which his animals on his dunghills are as much bound to him as I. Besides this nothing that he so plentifully gives me, the something that nature gave me his countenance seems to take from me: he lets me feed with his hinds, bars me the place of a brother, and, as much as in him lies, mines my gentility with my education. This is it, Adam, that grieves me; and the spirit of my father, which I think is within me, begins to mutiny against this servitude: I will no longer endure it, though yet I know no wise remedy how to avoid it.

Remaining Question: _____?

Brief Summary: _____

_____.

Teachers Side

Patrick Yasutake

Chunking The Text from the Burke book on page 230-232.

What? <ul style="list-style-type: none">• The breaking down of text into smaller more manageable pieces. Can be done by either the teacher or the students.• Best used on very difficult and long texts.• Is most effective when used with another different strategy. This allows the students to not just chunk the text then read it, but makes them be active during the whole reading.• Great because of the openness of the strategy, it really allows you as the teacher to explore different possibilities, much like RAFT's.	How? <ul style="list-style-type: none">• Break the text up into smaller units• Pages into paragraphs, units, sentences, etc.• Have the students annotate as they read, break into smaller units still.• Can also have students circle unfamiliar words, underline important places, read aloud, read multiple times, etc.• Graphic organizers, RAFT, Cornell notes, Reading Roadmap, etc.• You can also have the students break the text up themselves.• Teach them how to read the text and how to decide where the best place to stop is.
Why? <ul style="list-style-type: none">• Helps the students understand difficult texts.• It allows lots of flexibility in activities because you can incorporate different things to do with it (reading roadmap).• Also allows students greater independence because of the fact that they are able to break the text into smaller and smaller groups.• They learn how to break the text up into smaller, more meaningful units.• Also teaches students how to look at text and teaches them what to look for when breaking text up for themselves.	When? <ul style="list-style-type: none">• Works best as a during strategy.• Can be use, somewhat, as a before or after strategy, depending on the accompanying strategy that you decide to use.• Can work okay by itself as a during strategy, but really works most effectively with another strategy.

Variations: This is a great strategy, and is probably one of the most variable ones. This strategy is so general that you are able to use almost any other strategy along with it. You can use RAFT's, Point-of-View Guides, Anticipation Guides, and a number of other strategies. With this variability, you are able to gear it to either before, during, or after the lesson, because the strategy you pick to accompany can shift that focus. You can use it in history and biology to break up reading assignments into more manageable pieces and provide students with more in-depth questions about the material. For math, you can use it as a way to break down word problems into more manageable chunks, and you can show them how to extract the most important information to solve the problem.

Name:

Date:

Chunking the Text

As you are reading this text, circle words that you are unfamiliar with, underline important places and people, read aloud, or read multiple times. After each of the sections, write down a summary of what the section was about in the table below. Also, write down key words or phrases that appear in the section. Then, paraphrase the section in your own words.

Key words from the Text	Main Idea	Paraphrase using your own words

Chunking the Text Reading

The wine that through the eyes is drunk,
at night the moon pours down in torrents,
until a spring-flood overflows
the silent far horizon.

Desires, shuddering and sweet,
are swimming through the flood
unnumbered_
The wine that through the eyes is drunk,
at night the moon pours down in torrents.

The poet, whom devotion drives,
grows tipsy on the sacred liquor,
to heaven turning his enraptured gaze
and reeling, sucks and slurps up
the wine that through the eyes is drunk.

The moonlight's pallid blossoms,
the white and wondrous roses,
bloom in July's nights-
oh, could I pluck but one_

My heavy load to lighten,
in darkling streams I search for
the moonlight's pallid blossoms,
the white and wondrous roses.

Then stilled were all my yearning,
could I, as in a fable,
so tenderly - but scatter
upon your brown tresses
the moonlight's pallid blossoms_

And with a fantastical light-beam
the moon sheds a light on the crystalline
flask
on the ebony, highly sacred washstand
of the taciturn dandy from Bergamo.

In sonorous, bronzen basin
laughs brightly the fountain's metallical cry.
And with a fantastical light-beam
the moon sheds a light on the crystalline
flask.

Pierrot with waxen complexion
stands musing and thinks: what makeup for
today?
Rejecting the red and the orient green
he bedizens his face in a high noble style
and with a fantastical moonbeam

Directed Reading and Thinking Activity (DRTA)

Michael Dimock

WHAT: DRTA is used so students are able to make predictions on the text before they read it. As students make predictions they are encouraged to explain them using information they already know. These predictions will allow them to apply their prior knowledge to the material. Then as they read the text the teacher will stop students at key conjectures within the text so students can stop and check their predictions. As they do this the student is engaged with the text.

HOW: Step One: The teacher must find a text for the students to read. The text should have things that make it easier for the students to make predictions (i.e. subheadings, pictures, pull-out quotes, etc.). **Step Two:** Have students skim over the text to make predictions. Guide them towards the title, the subheadings, and the pull-out quotes. The students will make predictions about the text and the teacher can encourage the students to dig deeper and explain themselves. Teachers should not discourage any wrong answers, the predictions are meant to be educated guesses to activate their prior knowledge. **Step Three:** Find stopping points in the text for students to stop and to think. The students need to stop and edit or add to their previously made predictions. This way they stay involved with the text. These stopping points should directly relate with the important or key elements within the text. **Step Four:** After they finish reading the text they can make conclusions with evidence from the text and compare to predictions.

WHY: There are many benefits to using DRTA. First off students get to develop their ability of making predictions before reading the text. This skill will help them develop skills in activating their brain before they start reading. As students activate their minds they start to become more involved with the text and can predict what will be important parts of the text. Another benefit, the students start to develop skills of recognizing important material within the text.

WHEN: DRTA is best used throughout the entirety of the text. When using DRTA before reading text the teacher asks the students to make predictions about what the text is saying. So as they read they are more involved with the material that is at hand. This is also very beneficial while reading, because as they read they must take the time to notice the main points and correct the predictions they had at the beginning of the text. This makes it so students develop a deeper understanding of main points and have to continually think about the message of the text. This is great after reading, because students can take the time to reflect on the material and make conclusions using evidence.

APPLICATIONS: This is strategy that is applicable to many different fields of study. For math teachers, they could use this before reading through a section in the text book, so that the students can pick out the key definitions and formulas and see how they must apply them. For science teachers, having students read through a text and try and predict how a process works. For history teachers, have students discover different stereotypes they may have about a time period before they read a text. For music teachers, have students predict the feeling of a song by reading the sheet music before they hear it, so they can develop their ability to read music.

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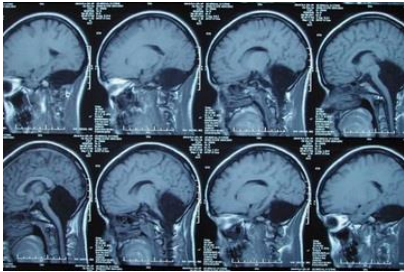
DRTAQ

This is a Directed Reading and Thinking Activity. When you begin you will make predictions about the text and explain in detail these predictions. As you read you will look deeper into your predictions and correct them as needed. Lastly you will make your conclusions and see how the conclusions differ from our predictions. This allows you to see your understanding of the material before and after you interact with the text.

1. **Before you begin reading the text, take a moment to look at the title, skim through the text, and look at the two pictures, make predictions on what the Cerebellum does and why the woman could have lived without it for 24 years (explain you predictions):**

Extraordinary Brain: Woman's Missing Cerebellum Went Unnoticed for 24 Years

Doctors in China were surprised to find that a young woman who had lived a normal life for more than two decades was actually missing an important part of her brain, according to a new report of her case.



The 24-year-old's strange condition was discovered when she went to doctors because of a month long bout of nausea and vomiting. The patient told the doctors she had also experienced dizziness her entire life. She didn't start walking until she was four and had never been able to walk steadily.

2. **What might the Cerebellum do if these are her symptoms? Explain.**

When the doctors scanned the woman's brain, they found she had no cerebellum, a region of the brain thought to be crucial for walking and other movements. Instead, the scans showed a large hole filled with cerebrospinal fluid.

"CT and MRI scans revealed no remnants of any cerebellar tissues, verifying complete absence of the cerebellum," the doctors wrote in the report, published Aug. 22 in the journal *Brain*.

The cerebellum, which means "little brain" in Latin, is responsible for coordination and fine movements, such as the movements of the mouth and tongue needed for producing speech. People with damage to this brain area typically experience debilitating motor difficulties. Yet contrary to the doctors' expectations, the Chinese woman's absence of the cerebellum resulted in only mild to moderate motor problems and slightly slurred pronunciation, according to the researchers. "This surprising phenomenon," demonstrates the plasticity of the brain early in life, they wrote.

3. **What might the phrase "plasticity of the brain" mean, and how does it relate to the woman not having a Cerebellum?**

"It shows that the young brain tends to be much more flexible or adaptable to abnormalities," said Dr. Raj Narayan, chair of neurosurgery at North Shore University Hospital and Long Island Jewish Medical Center in New York, who wasn't involved with the woman's case. "When a person is either born with an abnormality or at a very young age loses a particular part of the brain, the rest of the brain tries to reconnect and to compensate for that loss or absence," Narayan said.

This remarkable ability of the brain is thought to decline with age. "As we get older, the ability of the brain to tolerate damage is much more limited," Narayan said. "So, for example, in a 60-year-old person, if I took the cerebellum out, they would be severely impaired."

This is not the first case of a person found to be missing the cerebellum. In fact, there have been eight other similar cases reported, the researchers said. However, most cases involved infants or children who also showed severe mental impairment, epilepsy and large structural abnormalities in their brains, and most did not survive the condition.

It is possible that more people are affected by this rare condition but they don't get diagnosed or reported, Narayan said. "In the future, it may become more recognized because of brain imaging," he added.



4. **Now that you have read the full text make conclusions, using evidence from the article, on what a Cerebellum's function is and what allows her to live a normal life without her Cerebellum?**

Elements of a Text

Grant Putnam

What are they?

- **Elements of a Text** are the elements that make up a text. These are comprised of components and qualities that are part of every text beyond just the words such as: headings, pictures, captions, chapter titles, chapter order, arrangement, breaks, notes, punctuation, and tone.

How can we use them?

- By having students **take a pre-reading survey**
 - Get hands dirty by physically becoming acquainted with new text.
 - Example: Have student take a readability survey, discussing components such as: usability, appeal, and readability.
- By having students complete a **“Textual Analysis”** exercise
 - Have students select a passage from the text and determine why the text is ordered in that specific way by the author. (brainstorm text purpose)
- By having students use **Graphic Organizers**
 - Have students organize information in terms of beginning, middle, and end (chronological). Organizing a flow chart according to how they would go about resourcing a problem via text.
- By having students **interpret patterns** in a text.
- **A checklist or graphic organizer which:** helps students recognize, analyze, and reflect upon what resources are in a given piece of text, and why those resources are there.
- **Examples** are practically endless: pre-reading surveys, readability checklists, and text headline analyzing.

Why do we use them?

- They help students **familiarize** themselves with a new text and how it works.
- They help students **organize large amounts of content** (divide into subsets, point out parallel themes, find cause and effect relationships...) which leads to comprehension and reflection.
- Association of words and images/charts/general resources help **move new concepts of text usage into long term memory**

When would we use them?

- **Before reading:** during this stage, students will explore the elements of a text before instruction in order to know how to use the text effectively.
- **During reading:** during this stage, students will analyze the text and organize their thoughts concerning structure to enhance comprehension.
- **After reading:** during this stage, students will reflect upon which elements of the text they found helpful in discovering answers to their own questions and why each piece of text was placed where it was.

Variations?

- Socratic seminars can be useful to debate text purpose.
- Various techniques can help students outline, compare, or understand structure and abstract material from any content area.

Sources:

- *Reading Reminders: Tools, Tips, and Techniques* by Jim Burke (see Appendix pg. A-51)
- <http://www.learner.org/jnorth/tm/ReadStrat7.html>

Finding Intersections of Lines

Directions: Since this is our first time grappling with your text in my class, I would like each of you to open your books and analyze pg. 207-208 using the survey below. Please take diligent notes on why you believe that each piece of text is organized in such a fashion.

1) **What was the title of the text heading?**

1a) **Was the title of the heading indicative of what material was about to be covered based upon what we talked about last class?**

2) Please take the time to fill out the graphic organizer below:

How was the information in this text was organized?		
Irrelevant Info: <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> What made something relevant or irrelevant? </div>	Relevant Info: <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>

3) Checklist:

Language: ☐ unclear ☐ somewhat clear ☐ very clear

Why? :

Layout: ☐ not helpful ☐ somewhat helpful ☐ very helpful

Why? :

Visuals: ☐ not helpful ☐ somewhat helpful ☐ very helpful

Why? :

4) What elements of the text do you feel could have been added/subtracted?

How to do Read-Alouds

Eric Josupait

Vacca 368-370, <http://www.learner.org/workshops/tml/workshop7/teaching2.html>
<http://www.reading.org/Libraries/books/bk813-2-oczkus.pdf>

What are read-alouds?

- Read-alouds are something that we are all familiar with and they are exactly like they sound. The teacher is reading aloud to their students.
- Read-alouds are designed to provide the students with important background knowledge so they can understand the assigned readings.
- They are designed to spark student interest in the topic and help extend the content of the text.
- Read-alouds can be books, poetry, and magazine articles among other things and they do not need to be cover to cover.

How to conduct read-alouds and pick an appropriate text.

- The text should be content related and something that engages the students in a topic that they will be learning about that day.
- Read-alouds are more than the teacher reading to the students. The text needs to be one that is interactive and engages students in thinking.
- This text should also promote questions from the students about the text and topic they are engaging in.
- Avoid popcorn reading. The teacher should model excellent reading to the students.

Why do read-alouds?

- Help spur students interest in the topic and content area.
- Increase student vocabulary.
- Read-alouds provide a way for teachers to demonstrate the mental processes used to make sense of what they are reading.
- Read-alouds also allow the teacher to demonstrate how to read with a purpose and a goal in mind. Since read-alouds should be done to promote discussion and encourage questioning, students will understand the importance of identifying key ideas in the passage.
- This strategy also allows teachers to expose students to a variety of different texts.
- This strategy will also help increase test scores.

When should I do a read-aloud?

- Read-alouds are primarily a before reading strategy. Read-alouds help peek students interest in a particular topic that they will be engaging in later in the lesson or unit. Read-alouds can help students start to make connections and begin priming their brain for the upcoming content. These can also be a during strategy because when the students are engaged in a read-aloud they are using strategies to interpret and analyze the text. They can also be after reading strategies because the material for a read-aloud could supplement other text that the students have already read.

Variations:

- English – Find an excerpt about an author or one that provides background on a character.
- History – This could include primary documents about a historic event or person.
- Math – Read about a famous mathematician, proof, or a book describing mathematical thinking.
- Music – Read biographies about famous composers and events that inspired them to write a certain song.
- Spanish – Read about current events in Spanish speaking countries.

Name: _____ Date: _____ Period: _____

Read-Aloud – A Hyperbolic T Party

Directions: Listen to the passage as it is being read. Feel free to follow along and then respond to the question below. This passage will challenge your intuitions, but do your best to respond to the question and feel free to collaborate with your tablemates.

On a closer look however, the creature was not a sheep, rather a hare. “Of course, he must be the March Hare!” However, the similarity to that old tea party ended here. For one thing, she could not see the ends of the table at all. She ventured the question, “I resume this is a tea party, but I cannot see any cups.”

“You do not need any cups,” said Dr. Whatif. “There is some T for everybody who cares to come to this table.”

Indeed, Alice saw now that there was a T at every setting, though the other side of the table got her somewhat worried. At the farther sides the positions of the T ’s looked a little precarious. “They may topple off any minute,” she thought.

She turned to her other neighbor, who seemed to be the host. “Excuse me for asking. Where are the ends of this table?”

“Oh,” answered the creature (“yes, he is definitely the March Hare,” thought Alice). “You have very old fashioned ideas about tables. You can only think of rectangular table tops. Well, here we simply *do not believe in rectangles*. Besides, we are very thrifty here, we do not pay carpenters to finish the ends. We make both ends meet.”

“Nonsense,” said Alice. “How can you make *both* ends meet? Two *straight* lines can only meet in one point!”

“You have the point, young lady,” said the Nonhatter, who really *was* Dr. Whatif, my friend has some hairy ideas! In fact, the ends do not meet at all.”

He joined Alice’s T with the opposite one, using a fine straight thread. “This line is perpendicular to both edges, so they *must* be parallel.”

“Sure,” said Alice, all her Euclidean learning coming to life, “the two lines are parallel, if the transversal forms equal interior angles with the lines.” Whatif nodded. Alice continued, “and if the two lines are parallel, then those alternating angles are equal.”

“Not so fast.”

“You do not mean this.”

The voices came in unison from all around the table. Startled, Alice said, “but I mean what I say,” and to be more convincing she pointed to the line joining the two sides of the table. “If the two edges could meet on the right, then by symmetry they’d meet on the left and you all must agree that two lines cannot meet in two points!”

Question: Based on the passage, how can both ends of a table meet and how can there be a world without rectangles? How would this world be different from the world we live in today?

Read Tests

Alex Meier

Burke 149-50

What: This strategy is about teaching students how to understand the makeup of a test and how they must be read. This involves teaching the students to scan the entire test so they can get an idea of the makeup of the test and how they will prioritize their time. After understanding the makeup of the test, students can work through the test in a way that works best for them, instead of just going through it front to back. Students must be able to read questions thoroughly and look out for negatives in a question that may be trying to trick the student. Students will learn to eliminate answers they know are incorrect and to do the easy questions first, so they can spend the bulk of their time on the ones that will need to be examined closer. Also, this strategy seeks to have students become capable of recognizing key words in a question.

How: This strategy can be carried out by spending a lesson marking up practice tests looking for key words to the questions and traps. You could also give a student a practice test and have them first study the makeup of it. Then you could have them write a few sentences as to how they would prioritize their time on it and in what order they would answer the questions. They could then explain why they chose to attack the test the way they did, which could help them understand what plan of attack will help them to succeed on a real test.

Why: Teaching the students to read the test appropriately will give teachers a more accurate representation of how the students are progressing. A student may be proficient in the material they are being tested on, but the test score may not reflect that. If you can teach the students to prioritize their time, to look out for traps, and to read through all the possible answers before answering, students will produce a score that is an accurate representation of what they know, and not brought down by simple mistakes. Teaching this strategy leads to the students being able to better comprehend what the test is asking of them. In the same way that annotating the text helps students get involved with and make meaning of the text, teaching students how to navigate through a test helps the students to make meaning of the makeup of the test. Teaching the students to underline key words in the questions will help give them a better idea of what is actually being asked of them.

When: This strategy should be used at the very beginning of the school year. This way students will benefit from learning how to effectively read tests the entire year. This strategy could also be taught a day or two in advance of the student's first test of the year. After going into detail on how to read tests appropriately prior to the student's first test, it wouldn't hurt if the students got a short refresher prior to taking their test. Also, a visual aid summarizing how to read tests hanging in the room would be helpful for students to refer to during their test.

Variations: Teaching students to read tests has a lot to do with teaching them to read directions in general. Teaching students to look for the words that indicate what the question is asking of them, can be applied to in class worksheets, homework, and could even be used to on a class syllabus.

Additional Sources:

http://www.glencoe.com/sec/teachingtoday/downloads/pdf/read_the_directionsPDF.pdf

<http://www.americaslibrary.gov/index.html>

How Tests Must Be Read

Directions: In order to become more proficient at reading tests, we will have to practice locating the key words that signal what the question is asking of us. I will have you underline the words that signal what the question is asking of you. Secondly, if we find ourselves in a situation in which the answer is not obvious, we need to practice working backwards. Cross out the answer choices that you feel least confident about in order to maximize your success. Lastly, we will be looking for traps. Circle negatives such as *not* so you are aware of what the question is actually asking.

1. In what way was Martin Luther King Juniors approach to the civil rights movement different than that of Malcom X's? (6pts)
2. What was the immediate cause of the civil rights movement? (6pts)
3. According to the author, Jackie Robinson was a catalyst to the civil rights movement because: (6pts)
4. Place the following events from the civil rights movement in chronological order from first to last: (4pts)
5. Which individual did not contribute to the civil rights movement? (3pts)
 - a. Jackie Robinson
 - b. Rosa Parks
 - c. Jane Adams
 - d. W.E.B. Du Bois
6. During what years did the civil rights movement take place? (3pts)
 - a. 1820-1835
 - b. 1954-1968
 - c. 1960-1972
 - d. 1911-1923
7. It could be said that Martin Luther King was one of the least important advocates for the civil rights movement. (3pts)
 - True
 - False
8. What direction did the civil rights movement take after the assassination of Martin Luther King Junior? (6pts)
9. Which of these individuals became the first African-American Supreme Court Justice? (3pts)
 - a. Barack Obama
 - b. Thurgood Marshall
 - c. Rosa Parks
 - d. Muhammad Ali

Read Tests

Amanda Monaco

Burke 149

What is this strategy?

Students are taught to read different and difficult texts in many content areas. However, teachers do not always teach students how to read a test. The read test strategy acknowledges that a test is a complicated piece of writing that students need to be taught how to read.

The strategy gives students the skills to read a test successfully so students are able to perform well. If students do not know how to read tests and answer questions then test results do not truly show student abilities. This strategy is helpful for both *teacher prepared tests* and *standardized tests*.

How does it work?

The teacher explains the different steps a student can take when reading and taking tests. Students could work individually, in small groups, or as a whole class. It is important to show students how each step works either through demonstration or examples. Demonstrate how to do the strategy through modeling and thinking aloud. Examples could include samples of correct essay answers with connections other questions in the test or highlighting key words and phrases in the essay question that led to that type of thinking.

Why should students use this strategy?

- Students must be able to take tests successfully in order to succeed in school. When students are confused by test text they risk not being able to show what they have learned. The inferences a teacher makes about the student would be incorrect and the student may fail as a result. Knowing this strategy can improve student performance.
- Student scores on standardized tests have a significant impact on the public perception of the effectiveness of teachers and schools. This situation has created a need for students to perform well on tests.
- Reading tests is another type of literacy that students need to be taught. This strategy will give them the ability to read tests and give students the needed confidence to succeed.

When to use this strategy:

Before- Go over a practice test in class with students teaching each step and having students perform the step as you go.

During- Allow students to have a handout with the test taking steps on it, or alternately keep them posted in the classroom.

After- Go over the steps after a test is returned to the students using the completed test as an example. Allowing the students to identify what steps they did well it would encourage them to continue using the strategy in the future. It would also help them recognize what steps they did not use well and show the students how the strategy could help them perform better in the future.

Variations:

Each of the content areas tests students so this strategy would be helpful for students to be exposed to in each content area. The lesson could be modified by changing the examples to those that are relevant to specific content areas giving students the opportunity to learn these skills through repetition and building on prior knowledge.

<http://www.psychologytoday.com/blog/fulfillment-any-age/201110/10-failsafe-test-taking-tips>

<http://www.glencoe.com/sec/teachingtoday/weeklytips.phtml/78>

<http://www.scholastic.com/teachers/collection/standardized-test-preparation>

Strategies for Reading and Taking Tests Successfully

Tests are written differently from the other texts we encounter. It is helpful to learn how to read tests so you have the skills needed to succeed in testing. Keep this handout and refer to it when studying for all of your classes. These steps are helpful for any test you take.

Use this chart to help you practice navigating through a test. Each block has a strategy to help you read tests. In the block is a description of how the strategy will help you and a blank for you to take notes as we discuss the different steps. Write how each step would help you. Writing your own reason will help you recall how it is useful when you look back at this handout.

Skim and Scan	Quickly look through the test and get an idea of the type and difficulty level of the test questions and plan how much time you may need.
Complete the questions you know	This will build confidence and allow you more time to answer the more challenging questions. It will also activate prior knowledge you need for difficult questions. You do not need to answer the questions in order. Answer in a way that makes sense to you.
Read all the possible answers	Do not choose the first good answer. Sometimes you will find a better answer if you keep reading. If you do not read all options you may miss the correct answer.
Eliminate wrong answers	Rule out what options cannot be right if you are having difficulty identifying the right answer.
Paraphrase the question	By rewording the question you are better able to understand what it is asking.
Try to answer before looking at choices	Thinking about the correct answer gets you primed to recognize the correct choice when you see it.
Watch out for traps	Some tests use the word <i>not</i> to try and trip you up; underline or circle those words so you do not overlook them. However do not assume that all tests have trick questions.
Re-Read	Read the question more than once. It can be helpful to underline key words or phrases and can help develop main ideas for essay questions and you will remember what will help.
Stay Confident and Calm	Remain calm and build your confidence by answering the questions you know and not panicking about time or your ability.
Annotate the Test	Annotate the directions on the test. Circle, underline, or star the important parts and mark any questions you skip so you don't forget to go back.

IEPC: Imagine, Elaborate, Predict, and Confirm

Ashley Almquist Teacher Side Vacca 191-193

WHAT is IEPC?

- IEPC is a literary strategy that gets students (and the teacher) imagining possible scenarios, elaborating on those scenarios, predicting what will happen later in the story, and confirming what happens in a story or passage of reading.

WHY would I use IEPC?

- IEPC is strategy that **encourages whole-class participation**. In other words, the teacher is able to facilitate various conversations under each column to get students thinking creatively.
- IEPC is a **visual framework** for students to map their ideas and predictions, and in the final column they are able to change or confirm their ideas. For students that have difficulty creating mental images as they read, IEPC helps them to map out their thoughts.

HOW do you use IEPC?

- IEPC is the act of making a chart in order to map out ideas *before, during, and after* reading. Students can work individually or in small groups, and it may be useful to go through the IEPC chart as a class to collaborate the most creative ideas.
- Students simply make a 4 column chart and label each column I, E, P, C.
- The teacher chooses a text passage or introduction that is appropriate for developing imagery. The passage really only needs to introduce them to the basic setting of the text and a possible conflict that could arise in the plot.
 - **Imagine:** Have students close their eyes to imagine a scene from a book (you could even have them draw or jot down ideas). Inspire them to think of experiences that involve feelings, sights, smells, and even tastes. These thoughts may originate from the title of the text, a picture from the passage, or what is read by the teacher as an introduction. Have students share with a partner or small groups.
 - **Elaborate:** After the students have completed the Imagine column, ask them to think of more details correlated with the scene that they imagined. Ask questions that will prompt their thinking such as: *"What situation might have occurred for you to think that Billy would become friends with Sally?"*
 - **Predict:** Have the students use their imaginations and elaborations to make predictions about the text that they are going to read. Ask questions such as: *"If you thought that Billy wasn't going to befriend Sally, what do you think will happen in the story to prevent that?"*
 - **Confirm:** During and after reading, encourage the students to recall their predictions. Are they able to confirm their predictions? If not, they can modify predictions based on what they've learned while reading. As they read, encourage them to look carefully for passages that would help them to identify which of their predictions were accurate, and which were modified.

WHEN would I use IEPC?

- As you may have noticed, IEPC might not be useful for every passage of reading. IEPC can be reserved for texts or activities that would benefit from a visual enhancer.

But how do I use it in MY classroom?

- **ENGLISH:** Before reading a novel, have your students create an IEPC model to see what they think will happen in *Lord of the Flies* or *Stargirl* based on the cover or a small excerpt of text.
- **HISTORY:** Vacca gives a great example of how to use this technique in a History classroom. Have your students imagine themselves in a historical scene- what would being in the civil war be like? Or escaping from slavery?
- **MATH:** Have your students imagine themselves inside a word problem. If Sally needs to measure the tree, prompt your students about how this might be done, the problems she could run into, etc.
- **MUSIC:** Have your students create an IEPC chart about a chapter they are reading about Russian ballets, or have your ensemble envision a narrative for the piece you are playing/singing.

Name _____ Date _____ Period _____

1812 Overture

Tchaikovsky/arr. Williams

1812 was a bloody year across Europe. French general Napoleon Bonaparte led an invasion of Russia that would be the turning point in his control of the continent. Tchaikovsky aimed to capture the events of the War of 1812 through writing *1812 Overture*. The music tells the story of the many challenges the Russians faced as they tried to keep the French army from capturing Moscow, and of their victory as Napoleon's army retreats in the face of the coming Russian winter.

DIRECTIONS: During this activity, you will Imagine what it would be like to be in the war of 1812, Elaborate on your thoughts, Predict what your scenes will be played out in the music, and Confirm whether your predictions were correct or needed to be modified by listening to the excerpts of the arrangement.

IMAGINE	ELABORATE	PREDICT	CONFIRM

Sources: <http://www.jwpepper.com/1812-Overture/2374668.item#.VBhdES5dXA5>, <http://artsedge.kennedy-center.org/interactives/soundshistoric/1812.html> , https://www.youtube.com/watch?v=Y3_GPXcvYP4

Imagine, Elaborate, Predict, Confirm (IEPC)

Hannah Buto

What is the strategy?

The IEPC strategy organizes students' thoughts and ideas about the imagery of a text. Based on these ideas and prior knowledge, students then predict what they think will happen in the text. Finally, students recall their predictions to confirm or modify the statements based on textual evidence.

How should I execute this strategy?

1. Select a passage of the text that contains content appropriate for developing imagery. This should include a brief synopsis of the story, without giving away important plot details.
2. Students should **Imagine** the imagery of the story. This could include feelings, sights, smells, tastes, and anything they think of.
3. The students should then **Elaborate** on their imagery points. Based on what they read or heard, they should provide additional detail associated with the scene.
4. The students then **Predict** about the text they are going to read based on the imagery and elaborations they described.
5. Students should recall their predictions during and after reading the text to **Confirm** or modify their validity.

Why should I use this strategy with students?

This strategy encourages students to use visual imagery to enhance their comprehension of a text selection. IEPC enhances students' abilities to write descriptively as well as make claims based on textual support and prior knowledge.

When should I use this strategy

Before: IECP allows students to think about the story before they start reading it during the Imagine, Elaborate, and Prediction sections. Students use their prior knowledge and textual evidence to come up with visual imagery that will support predictions they make about the text. This strategy allows students to engage with the text before reading it, laying the foundation for the story while incorporating their own ideas.

During/After: The Confirm section of the IECP strategy can be done both during and after reading the text. Students will confirm and modify their predictions based on evidence presented in the text.

Possible Variations:

This strategy can be applied to any text or lesson where predictions can be made based on imagery determined by students.

Vacca, Richard T., Jo Anne L. Vacca, and Maryann Mraz. *Content Area Reading*. 11th ed. Boston: Pearson, 2014. 191-193. Print.

Wood, Karen D., and Clare Endres. "Motivating Student Interest with the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy." *The Reading Teacher* 58 (2004): 346-57.

IEPC - Der Erlkönig

Name _____ Date: _____ Period: _____

Directions: Read the summary and short selection of the text from the *Der Erlkönig* by Franz Schubert. Based on your previous knowledge and the text, write down what you imagine the setting to be like in the **Imagine** column. Next, explain your reasoning for your thoughts in the **Elaborate** column. Based on the first two columns, predict what you think will happen in the story; write your thoughts in the **Predict** column. During and after reading the whole poem, determine if your predictions were confirmed or need to be modified based on the text. Write your findings in the **Confirm** box.

Imagine	Elaborate	Predict	Confirm

LEAD Literacy Strategy

Marie Brzezinski

Source: Allen, Janet. *Inside Words: Tools for Teaching Academic Vocabulary*. 2007. 63-69.

What is the LEAD literacy strategy?

- LEAD is a vocabulary strategy that stands for **List**, **Experience Activity**, **Discuss**. The strategy allows students to list the vocab words they're going to use, participate in an activity in which they *use* this new vocabulary, and then have a discussion where they also use the vocabulary. This strategy is particularly useful for more difficult or dense texts that contain multiple new words. The LEAD strategy is also effective because it gives students the opportunity to use the words in three different ways.

How does the strategy work?

- First, the teacher **lists** the vocabulary that will be used in the activity and discussion. The teacher may write this on the board or provide the list on a handout which also lists the next steps of the LEAD strategy.
- The **experience activity** gives students a chance to discuss their prior experience with the words, usually in a small group setting. Students can talk about where they've heard the words before, come up with examples, or discuss the subject using the words provided (for example, using the word *chivalry* to explain what they know about the King Arthur stories.)
- Finally, the **discussion** brings the small groups back into the whole classroom dynamic. The teacher asks questions using some of the vocabulary words. Students respond, using vocabulary words in their answers. The question-answer sequence goes on until the teacher feels that their students have been adequately exposed to all vocabulary words.

Why should I use this strategy?

- This strategy is useful in any classroom: It gives students a way to grapple with new vocabulary that is less stressful than a quiz and more engaging than writing definitions from a dictionary. The LEAD strategy also requires students to talk about prior experience with the words, which can allow students to develop a trigger in their mind when trying to recall the definition later. Also, the strategy asks students to apply and discuss their knowledge with others. This allows their peers to understand the word better, and the student explaining will also better understand the vocabulary simply as a result of discussing it.

When should I use LEAD?

- The LEAD vocabulary strategy will have the greatest effect if done **before** reading. Utilizing LEAD before reading exposes students to vocabulary words that they will use throughout the chapter, topic, or unit. As a result of using this strategy before reading, students will be more comfortable with the vocabulary words and will experience higher comprehension levels throughout the unit readings because they have already been exposed to the terms that they need to know in order to really *understand* the reading.

What about my content area?

- ELA: Before reading a poem with difficult language, have students use the LEAD strategy with vocabulary from the poem. They will come to understand the words in their own terms *first*, and can then apply their learning to the poem.
- Math: When learning trig functions, for example, you can have students use the LEAD strategy with the words in SOH CAH TOA. Understanding the word "adjacent" in a real-world example can easily transfer over to the language of trigonometry.
- Music: Before beginning rehearsal on a new piece of music, pull out all of the musical terminology and have your students use LEAD. As a result, students will begin to apply their knowledge of the terms in the first reading of the piece and won't need as many reminders.
- History: Using primary sources from many years ago can cause confusion—people used words long ago that we just don't use anymore. Having students use LEAD can prime their brain: "Where have I heard this word before?" When reading through the primary source later on, students will already have an understanding of the language used in the given time period.
- Spanish: LEAD can be used in Spanish when starting a new unit or topic. By sorting vocabulary words into topics (meals and food, for example), students can talk about the vocab using a shared context while applying their Spanish speaking skills at the same time.

Name _____

Date _____

Period _____

Understanding William Blake's "The Tyger" Using LEAD

Directions: Before we read William Blake's poem "The Tyger," look at the list of words in the first box. Think to yourself: Have you heard these words? Where? When everyone in your group is ready, move on to the experience activity and talk about the prompt in your group. After a few minutes, we will come back together as a whole class and answer the questions in the "Discussion" box.

List

immortal	symmetry	sinews
anvil	experience	innocence
alliteration	blacksmith	seize
dread		

Experience Activity

In your small group, discuss what you know about tigers. Use some words from the box above to describe what you know. Think about the behavior of tigers—have you been to a zoo and seen a tiger before? Discuss the movements, appearance, and life of a tiger using words in the above box. It's okay not to use all of the words—just use as many as you can. If someone in your group uses other words related to tigers, write those words in this box.

Discussion

Did anyone talk about their experience of seeing tigers in a zoo? What words did you use?

The words "experience" and "innocence" are considered opposites in this poem. Which one describes "The Tyger" and why?

A blacksmith is something you may not have discussed. What is a blacksmith? Can you use any of the other words in the box to describe what a blacksmith does?

Literature Circles

Allison O'Hern

Mini Lessons for Literature Circles by Daniels and Steineke; Burke 20-24

<i>What are Literature Circles???</i>	
Literature circles are a tool implemented in order to increase student motivation to read. Students are given a list of approved novels. From there they are allowed to formulate groups based on their personal preference of novel. Within their groups they facilitate learning by participating in various roles, discussions, and activities within their groups. Students generate positive views on both their fellow classmates and on reading as a whole.	
<i>How do I use Literature Circles???</i>	
Use literacy circles as a way to get your students excited about reading and your content. By giving your students some autonomy they learn the many different roles a reader takes on without the pressure of reading for class. It also allows for you to provide your students with a wider range of perspectives and content you otherwise would have been unable to provide due to time constraints. Your role in a literacy circle is minimal. You will assign daily reading lengths, plan various activities, as well as monitor students during discussions. However, one of the main benefits of having literacy circles is allowing students to discuss and develop their own views without the hovering presence of their teacher.	
<i>Why do I use Literature Circles???</i>	
Organizational structures of information are used to identify the difficulty of the classroom text and the necessity to either enhance or simplify a text that is either too difficult or too easy for the reader. In addition, Organizational Structures of Information graphic organizers are a crucial tool for every student to have in their tool box for future study tactics.	
<i>When do I use Literature Circles???</i>	
<p><u>Before:</u> Teachers make a selection of approved texts that can cover a similar topic, genre, and etcetera. Students then make a list of their preferred novel. Teachers then assign groups based off of the students' preferred choice.</p> <p><u>During:</u> Students will be assigned various roles every day for small group discussions and activities.</p> <p><u>After:</u> A capstone project is highly recommended so that students can share their knowledge and experiences across the class.</p>	
<i>Variations of Literature Circles</i>	
<i>English</i>	Choose books from the New York Times Best Sellers list that have been praised for their literary prowess. Allow students to choose from a selection of these works in order to develop and facilitate their own learning.
<i>Math</i>	Choose books that revolve around certain math topics. You could also choose books discussing things like the math of bridges or <i>Everyday Math for Everyday Life: A Handbook for When It Just Doesn't Add Up</i> by Mark Ryan.
<i>Music</i>	Choose books of biographies of various composers.
<i>Science</i>	Make a selection of various science fiction novels.
<i>Spanish</i>	Make a selection of various children's books in Spanish at the students level.
<i>S.S.</i>	Make a selection of various historical fiction novels.

Name: _____ Date: _____ Period: _____

Directions: Put your name on the paper. 😊 Reassign our normal roles: illustrator, devil's advocate, recorder, director and presenter. Director: please keep your group on task, focus and lead your group. Recorder: fill out the chart below to be turned in (note everyone should fill out their sheet regardless) also take notes on your groups discussion of these questions. Illustrator: please make a visual representation of the following questions in regards to your character on a separate sheet of paper (see teacher for supplies). Devil's advocate: challenge your group. Encourage your group to think beyond their initial views. Presenter: take notes and be prepared to lead the discussion of your poster and worksheet. Please write your assigned roles on the back of this sheet.

CHARACTER RESUMÉ:

Character name: _____

Book Title: _____

The person I admire most is:

My best friend is:

My worst enemy is:

The word that describes me best is:

My profession is:

A peak moment in my story is:

The most important thing you should know about me is:

Making Predictions

Lauren Heiberger

What?

Making Predictions is a strategy in which students make a guess about what will happen next (in a text or about a piece of music) based on their prior knowledge or on clues from within the text itself. This could be the organization of the text, information the teacher gives out beforehand, or information from material students have already read.

How?

1. Make sure your students have enough information to make knowledgeable predictions. Remind them what you read yesterday, ask them to summarize and discuss the prior knowledge they have, or have them look at their text for clues. You could also give hints about the main themes of whatever you are about to read.
2. Have the students make predictions about what happens next, and provide evidence from their prior knowledge.
3. Afterwards, go over what their predictions and see what they predicted correctly, as well as what surprised them.

Why?

Making predictions helps readers to make sense of text. They are forced to interact with it as they look at what they know and use it to help them determine what is likely coming next. Putting information in this logical order helps students to understand it better, which helps them recall it better. This means that they are able to use what they know and to build on it.

When?

Students should make predictions *before* they start reading by making connections to their prior knowledge.

Students should continue to make and to adjust their predictions *during* their reading, so that they continue to actively engage with the text.

Students should discuss their predictions *after* reading, so that they can drive home the connections they made to their prior knowledge and between parts of the text and material. In addition, debriefing after allows them to examine the predictions that weren't correct. They can reflect on how the author surprised them (good for art, literature, music; bad for textbooks), or on how they weren't surprised at all.

Variations:

Music: make predictions about different pieces, composers, genres, or styles

English: make predictions about what will come next in a story or poem

History: make predictions about how historical events affect each other

Spanish: make predictions about a story in Spanish; predict the meaning of a word based on a common root with an English word

Math: make predictions about patterns, intersections of lines, how different formulas relate to each other

Sources:

Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. p. 207.

Cody, Anthony. "Teacher Research Transforms a School in Oakland." *Education Week*. May 1, 2012.

Perotin. "Viderunt Omnes." *Oxford Anthology of Western Music*.

"Monks – Monty Python and the Holy Grail." Youtube.

Name: _____ Date: _____ Period: _____

Music Appreciation: Medieval Music

Directions: *Discuss* with your table and *write* in the boxes below everything you know (or think you remember) about the Middle Ages and everything you might know about music during this era. *Underneath, write what you predict the music will sound like.* Then, I will play two examples of Medieval music – one is what people often imagine when they think of this music; the other is an actual piece from 1198.

Questions to consider: What type of music did they have then? What was it used for? What did it sound like? Were there instruments, or singers? Both? What do you expect to hear when I hit play?

After listening, please *discuss* and *write* your observations, especially everything that was different or similar to what you thought you would hear.

Before:	After:
The Middle Ages:	Observations (Differences/Similarities):
Medieval music:	

Prediction:

Henry Weberpal

Making Predictions

Burke 187 (DRTA strategy), 207 (Making Predictions)

Using DRTA to Make Predictions

Brief Description:

What	Making predictions in its simplest terms is making an educated guess about something based on what you previously know about the subject that is being taught. Using this strategy often includes using prior knowledge that the students should have retained from previous years, as well as key information that may be provided for by the teacher (ex. Giving a synopsis of a movement of Hector Berlioz's <i>Symphonie Fantastique</i> in order for students to determine what it may sound like).
How	One of the greatest ways this strategy can be offered for students is through the use of DRTA (Directed Reading and Thinking Activity). This activity can be done in a large group or even the entire classroom. What you as the teacher must do is help direct the students' conversation by having them make predictions of what they think might be an outcome. By doing this you will be able to direct their prior knowledge towards a new idea, being able to eventually have the students connect their previous information with the new.
When	This strategy can be used in at any time before, during, or after class. Using it before class will help engage the students in thinking about what they know and applying it in order to help them understand the new material. Using it during will allow the students a chance to share their own thoughts and ideas with their fellow classmates. And using it at the end will allow them to take what they just learned that lesson and reapply that material for the next lesson.
Why	This strategy is very important for student learning, for it provides a way for students to engage with the new material, and relating it to the previous knowledge that they already have. This strategy also prepares the students for what they will be learning in that class, along with what they may be learning in future lessons. By personalizing information through making connections with predictions will also help the students retain the information and internalize it.

Possible Variations:

Making predictions is a very useful strategy that is highly recommended for teachers try. There are many ways to have students make predictions, but the way that I personally find this strategy to be most effective is through using DRTA, and class discussion. I find that by having the class share their predictions with one another, it will give each student the chance to hear what their peers think about given information, as well as how they think something will work.

Name_____ Date_____ Period_____

Making Predictions in Music

Directions:

Below are two examples of programmatic music from Hector Berlioz's *Symphonie Fantastique*. For each example I have given you a brief synopsis (portrayal) of exactly what is being depicted in each movement. Your task for this activity is to predict what you think the music will sound like based on the information that I am going to give you. What instruments will be used? Will it be loud or soft? Will it sound harsh and rough, or smooth? Explain why you think the music will sound this way. Be prepared to discuss with the class your thoughts.

Movement IV: March to the Scaffold

It is in this movement where our hero has been arrested and sentenced to death for the murder of his beloved. Berlioz depicts the long walk that he (our hero) must take to the guillotine for his execution. What do you expect to hear?

Movement V: Dream of a Witches Sabbath

The opening of this movement depicts our hero in what appears to be Hell. Being surrounded by ghosts, ghouls, and creatures most foul and demonic that he knows that there is no escape. What do you expect to hear?

After you are finished I will play an example from the given movement. What did you find you were right about? What was different than your prediction? Did it surprise you? Finally answer why you think Berlioz may have assigned the instruments that he did for these specific movements?

Microthemes

Sarah Bromberger

<p>What is a microtheme?</p> <p>Usually done on the back of a notecard or a half sheet of paper, microthemes can be thought of as a mini essay for your students. They are a visual and organizational aid in outline form and usually focus around the big idea within the specific content. Microthemes require students to focus more on their process of thinking and less on the writing, which tends to have a better outcome on students overall comprehension. Microthemes can be used to analyze or synthesize a reading assignment, demonstration, experiment, lecture, etc.</p>	<p>How does one use a microtheme?</p> <p>Microthemes can be used as a stand alone lesson, a homework assignment, a method of assessment in class, or as an outline for the beginning of an essay. Microthemes are incredibly helpful due to their structured nature (notes, hook, thesis, body, conclusion). Keep in mind - students should be advised to take notes or jot down ideas on the content that is being presented (particularly the big ideas).</p>
<p>Why use a microtheme?</p> <p>Microthemes encourage students to think rather than simply write, which allows for more classroom discussions and opportunities to get each student involved. They require students to think about the key points in relation to how those key points of information would fit into a paper; therefore, microthemes are a great way to ease students into the process of writing their first paper. They are also easy to use as a checkpoint for students progress in writing or comprehension as well as to review content material.</p>	<p>When should you use a microtheme?</p> <p>A microtheme is most efficiently used as a post-content assessment or as a comprehensive checkpoint for their reading and writing. They can also be used as a stand alone lesson plan, for when it is clear that they are having some difficulty understanding the big ideas of a specific area within your content. The overall goal of a microtheme is to use words <u>sparingly</u> in order to cause your students to think more; having a partner, group, or class discussion during or after the activity would be beneficial for students.</p>

Variations

Microthemes can be easily adapted to other content areas without a great deal of planning or time having to be put into them. The best way to create a micro theme is to start by finding something within the specific content area that the students can either discuss in class *or* write about in an essay. In biology, for example, students can review material for all the parts of a plant cell in preparation for an assessment. Students in a history or political science class can use a microtheme to focus on various issues that have come to surface in different countries and discuss (debate!) as a class the ethical conflicts behind those issues. In a math class, students can use the microtheme format to organize how they would go about writing out the answer to a particularly difficult or complex math problem. Other musical topics include instruments and their involvement in an orchestra, composers works in a timeline setting, or a class review on various aspects of music theory.

Name: _____ Date: _____ Period: _____

Microtheme: Dvorak Symphony No. 9 “New World Symphony”

Directions: In the boxes below, take notes on the four selected segments of Dvorak’s *New World Symphony*. Be sure to include which of the four styles of music they remind you of and why (Native American, African-American spiritual, Czech/European, or American).

#1	#2	#3	#4

Now, pretend you must write a paper on the music that we listened to and learned about during class. How would you begin your paper, what is your hook? Write it on the lines below.

- _____

Thesis: “The claim that I want to make and support in my paper is...”

Body

Main points:

- _____

- _____

- _____

- _____

References or examples (specific):

- _____

- _____

- _____

- _____

Conclusion

Microtheme-

Mariah Logan

Source: Vacca (pp.285-286)

What is it?

- A microtheme is a brief piece of writing that results in a great deal of thinking. They are almost like “mini-essays”. Teachers often require students to write a microtheme on one side of an index card or half-sheet of paper.

How does it work?

- Typically completed by a student independently or in a small group.
- There are four main types of microthemes that can be used; 1) Summary-Writing (The student must read a body of material, discuss its structure, condense it while retaining its hierarchy. and summarize the main points of the text), 2) Thesis-Support (The student must take a stand and defend a certain topic), 3) Data-Provided (the student must comment on the significance of the data provided for the text), and 4) Quandary-Posing (The student must explain the underlying scientific principles in clear terms and pose a solution to an issue or situation that is presented).
- A student becomes an “expert” on his or her topic and is able to summarize, argue, defend, provide relevant information, and pose meaningful questions to the assigned topic.
- Usually written on note cards (5”X8” or 4”X6”) or on half sheets of paper.

Why do it?

- Microthemes are useful in both large and small classes because they involve limited writing (and, therefore, less grading) while forcing maximum thinking, thus placing responsibility with the student.
- Space constraints necessitate focused assignments. This is a chance for students to explore a single concept or issue and to become an “expert” on the topic.
- The single focus of a concept or issue doesn't mean that intelligibility is sacrificed. On the contrary, these writings can promote intellectual growth.

When is it used?

- **BEFORE:** Prime students for a new concept by introducing the subject that they will become “experts” in.
- **DURING:** Have students read the subject material (a passage from an article, textbook, online source, etc.) and highlight (if possible) important material from the text.
- **AFTER:** Using note cards (or half sheets of paper), have the students summarize the important concepts of the subject material, or pose a prompt for the students to respond to, allowing them to share their responses and to collaborate with other members of the class.
- **ENGLISH:** Summarize and discuss the intentions of two dynamic characters in a piece of literature.
- **HISTORY:** Read historical documents and summarize! Pose a two sided-debate.
- **SPANISH:** Summarize different cultural backgrounds between countries. Compare and contrast them.
- **MUSIC:** For program music: summarize composer’s intent of composition/musicality.
- **MATH:** In your own words, summarize the process of a formula or an equation. Record your understanding of how to go about solving the equation.

Name: _____ Date: _____ Period: _____

Symphonie Fantastique

Directions: Read the following program notes to Hector Berlioz's *Symphonie Fantastique*. Using a 4"x6" notecard (one side only), answer the prompt that follows.

Programme of the symphony

A young musician of morbid sensitivity and ardent imagination poisons himself with opium in a moment of despair caused by frustrated love. The dose of narcotic, while too weak to cause his death, plunges him into a heavy sleep accompanied by the strangest of visions, in which his experiences, feelings and memories are translated in his feverish brain into musical thoughts and images. His beloved becomes for him a melody and like an *idée fixe* which he meets and hears everywhere.

Part one

Daydreams, passions

He remembers first the uneasiness of spirit, the indefinable passion, the melancholy, the aimless joys he felt even before seeing his beloved; then the explosive love she suddenly inspired in him, his delirious anguish, his fits of jealous fury, his returns of tenderness, his religious consolations.

Part two

A ball

He meets again his beloved in a ball during a glittering fête.

Part three

Scene in the countryside

One summer evening in the countryside he hears two shepherds dialoguing with their 'Ranz des vaches'; this pastoral duet, the setting, the gentle rustling of the trees in the light wind, some causes for hope that he has recently conceived, all conspire to restore to his heart an unaccustomed feeling of calm and to give to his thoughts a happier colouring; but she reappears, he feels a pang of anguish, and painful thoughts disturb him: what if she betrayed him... One of the shepherds resumes his simple melody, the other one no longer answers. The sun sets... distant sound of thunder... solitude... silence...

Part four

March to the scaffold

He dreams that he has killed his beloved, that he is condemned to death and led to execution. The procession advances to the sound of a march that is sometimes sombre and wild, and sometimes brilliant and solemn, in which a dull sound of heavy footsteps follows without transition the loudest outbursts. At the end, the *idée fixe* reappears for a moment like a final thought of love interrupted by the fatal blow.

Part five

Dream of a witches' Sabbath

He sees himself at a witches' Sabbath, in the midst of a hideous gathering of shades, sorcerers and monsters of every kind who have come together for his funeral. Strange sounds, groans, outbursts of laughter; distant shouts which seem to be answered by more shouts. The beloved melody appears once more, but has now lost its noble and shy character; it is now no more than a vulgar dance-tune, trivial and grotesque: it is she who is coming to the sabbath... Roars of delight at her arrival... She joins the diabolical orgy... The funeral knell tolls, burlesque parody of the Dies Irae. The dance of the witches. The dance of the witches combined with the Dies Irae.

PROMPT: Describe the over-arching theme of Berlioz's *Symphonie Fantastique*. Include details pertaining to the tone of each movement, and how the movements relate to one another. Use complete sentences.

Source: <http://www.hberlioz.com/Scores/fantas.htm>

Organizational Structures of Information

Allison O'Hern

Vacca 121-129; Burke 291-294

What are Organizational Structures of Information???

Organizational structures of information are two-fold. Firstly they are how the information is structured in a text. This includes not only the type of text (expository or narrative) but in addition the way the information is presented (headings and subheadings, bolding of vocabulary words, the inclusion of pictures, and review questions). In addition, Organizational Structures are also the techniques we use to combat difficult text or to enhance a simple text. In this case organizational structures are often graphic organizers, time lines, story maps, mind maps, and sequencing tasks.

How do I use Organizational Structures of Information???

- 1) Examine your text book complete not only Fry's readability graph (Vacca, 126-127) but also a general textbook readability checklist. While doing so pay special attention to the structure/layout of the texts. Determine whether your textbook is below, on, or above grade level, and accordingly determine whether the text requires simplification or enhancement.
- 2) Have your students evaluate their text. Teach them to observe and assess their text and the organizational structures within. Have the students pay special attention to the supports that are given to them in addition to the text i.e.: review question sections, stop and think, etc.
- 3) Once you have analyzed your text determine whether, for the benefit of the student, your text need to be simplified or enhanced. If your text requires simplification the graphic organizer aspect of organizational structures of information will become an essential *frequent* tool for student comprehension and retention. If your text requires enhancement the graphic organizer will become a helpful tool to collaborate information read and information retained.

Why do I use Organizational Structures of Information???

Organizational structures of information are used to identify the difficulty of the classroom text and the necessity to either enhance or simplify a text that is either too difficult or too easy for the reader. In addition, Organizational Structures of Information graphic organizers are a crucial tool for every student to have in their tool box for future study tactics.

When do I use Organizational Structures of Information???

Before: Use Organizational Structures of Information to demonstrate to your students how their textbooks work. Help your students to flip through their texts and identify the structure: headings and subheadings, bolding of vocabulary words, the inclusion of pictures, review questions, and to identify transition words.

During: Use graphic organizers in order to assist student learning. Graphic organizers as Organizational structures allow for students to take more in depth notes and as a way for students to synthesize the information of complicated text.

After: Use Organizational structures as formative assessments to evaluate the amount of retained information from the selected reading. They can also be used to form study guides.

Variations of Organizational Structures of Information

<i>English</i>	Try having the students use story maps or graphic organizers to understand plots and remember character relationships.
<i>Math</i>	Have students pay special attention to key transition words as context clues.
<i>Music</i>	Have students use graphic organizers to show how different music vocabulary words relate to each other
<i>Science</i>	Have students pay special attention to key transition words as context clues.
<i>Spanish</i>	Have students pay special attention to key transition words as context clues.
<i>S.S.</i>	Try having the students make timelines so they can visualize the trends.

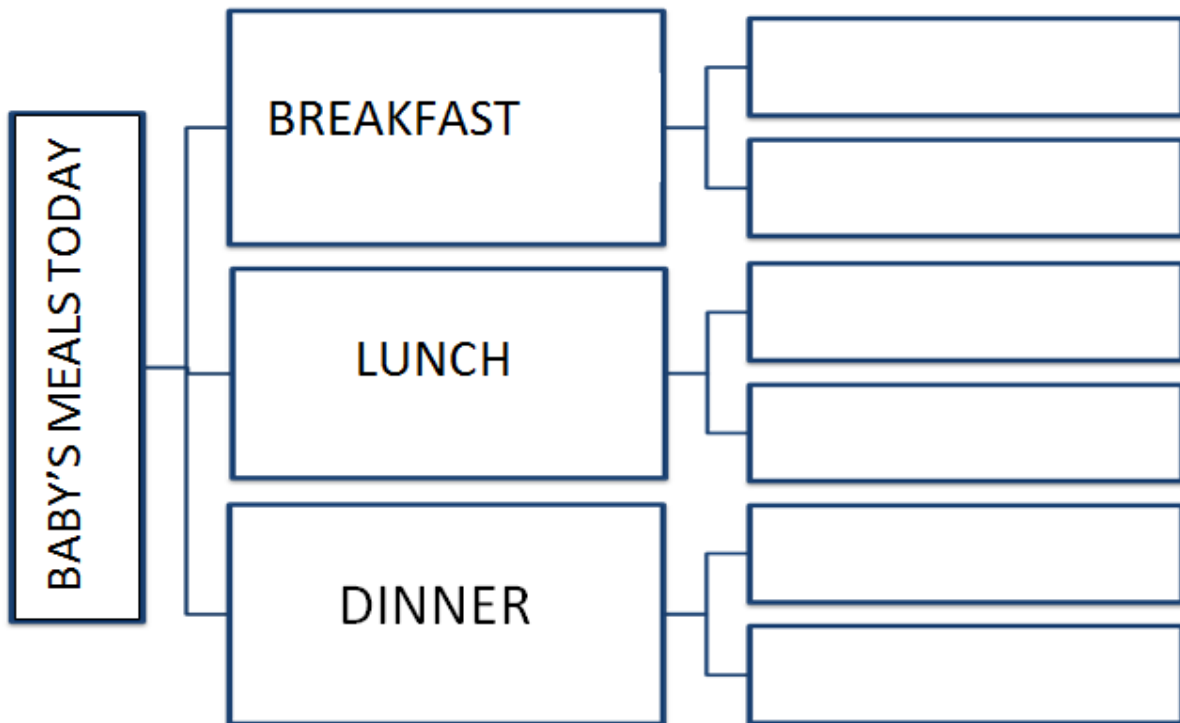
Name: _____ Date: _____ Period: _____

Directions: Put your name on the paper. ☺ Read the passage below. Circle any transition words that you come across. Once you have completed the reading fill out the categorical thinking branching chart of what the tiny human ate today. Compare your chart with a partner and discuss any commonalities/differences.

A day in the life of a fork.

By: Little Orange Fork

I began the day so full of hope! The sun was shining, the sky was blue, and I had not a care in the world. But, alas, that was before the tiny human. I used to like the tiny human when they first brought her home, but now? She's evil! To start off, she wakes up VERY cranky. I *try* to feed the the dry cheerios but she just tosses me across the room! Next, I try again, but with applesauce. Instead of eating it like a good tiny human. What does she do? Sticks me in her nose, that's what. But Mama human just washes me off and I get put back in the drawer. As soon as I start to relax, Mama human takes me out again! However, this time, I am attempting to feed her a sandwich. Rather than eating the sandwich the tiny human has decided to continuously stab the sandwich with little tiny holes. I have a headache. Yet again, Mama human just washes me off and puts me away. Now it is time for dinner. I cringe at the sight of macaroni and cheese. What horrors await me? Initially, it starts out terrible. Tiny human is just spinning me around and around, nearly drowning me! But then, tiny human surprises me. She stops spinning me, and instead brings the macaroni and cheese to her mouth! SUCCESS!!! We continued to have a stress free piece of cake and tiny human even helped wash me off. My day can be stressful sometimes, but it's never boring, and it's always rewarding.



P-M-I (plus-minus-interesting chart)

Somer Druszkowski

October 24, 2014.....Teacher Side

What is it?

~ P-M-I is a literacy strategy that is used for effective processing to talk about the *pluses*, *minuses* and *interesting* points of a story, concept or issue. P-M-I encourages students to make decisions by weighing the pros and cons of both sides of an argument. It is also useful for widening students' perceptions of problems, and for uncovering issues that they might not have otherwise thought of. This strategy helps students to consider perspectives different than their own.

Why should students use this strategy?

- ~Encourages students to carefully *consider*, *reflect* on, and *evaluate* their decisions and opinions.
- ~ It is a graphic organizer that helps students to *organize* and *visualize* information.
- ~ This strategy requires students to *summarize* and *paraphrase* information.
- ~ Students *defend their arguments* with evidence and *address counterarguments*.

How does this strategy work?

- ~ Introduce the strategy by explaining when, why, and how to use it effectively.
- ~ Provide a general statement for students to consider. The statement should present an idea that can be argued from more than one side, and it should be worded either positively or negatively.
- ~Model how to put advantages in the pluses column, disadvantages in the minuses columns, and other relevant information into the interesting column.
- ~Provide students time to analyze the text and complete the chart individually.
- ~Students share their responses with a partner or in a small group.
- ~Allow students to revise their own chart based off of their peers if they would like to do so.
- ~ Discuss the results as a class.

When should the P-M-I strategy be used?

- ~Before: Propose a statement and have students complete the P-M-I chart using only their prior knowledge. This will *prime* students' thinking about key ideas and *pique their interest* for reading.
- ~During: Have students complete the chart as they read. This will encourage students to *actively engage with the text*, *organize information* as they encounter it, and *summarize* the material.
- ~After: Completion of the chart after reading allows students to *summarize* and *reflect* on text. The organization of the P-M-I chart can help students to *develop arguments* supported by textual evidence.

How can this strategy be used in various content areas?

Provide content specific statements. Have students complete the P-M-I chart with textual information.

- ~English: Provide a statement that reflects a novel's most important theme.
- ~Math: Suggest that students shouldn't be able to use calculator programs on tests.
- ~Music: Propose the argument that schools should have to provide funding for the arts.
- ~History: State a law that Congress is trying to pass and have students decide if it should go through.
- ~Spanish: Propose that students should be required to take a foreign language to graduate high school.

Sources

<http://www.myread.org/organisation.htm#pmi>

<http://www.slideshare.net/Kandygat/pmi-slide>

Rick Wormeli's *Summarization in Any Subject* pages 124-126

Name: _____ Date: _____ Period: _____

Romeo and Juliet

P-M-I Chart

Directions:

1. Read the statement provided.
2. Record your initial response to the statement at the top of the P-M-I chart.
3. Complete the chart using your prior knowledge AND examples from the text:
 - Fill in the *pluses column* with advantages or positives of the statement.
 - Fill in the *minuses column* with disadvantages or negatives of the statement.
 - Fill in the *interesting column* with any other important information about the statement.

Statement: Parents should determine who their children can and cannot marry.		
Initial Response:		
PLUSES	MINUSES	INTERESTING

Plus, Minus Interesting, Chart

What: A PMI chart stands for plus, minus, interesting. This strategy is used in a variety of cases. It is a chart that has three different sections. Students are given a statement or a text. They are to write the statement or name of the text in the statement section. Now what they do is they take that text or statement and they think of or pick out all of the positives, negatives and interesting aspects. Students may use a PMI chart in a variety of cases. First, they might use them when writing a paper. This could help them to organize their ideas before approaching a persuasive topic. They could also use this chart after a lesson or reading to extract the main ideas and the positives and negatives that are described in the reading. Students pull out the advantages of a statement, the disadvantages and the interesting things that they find about the statement or in the reading.

How: In order to use this strategy teachers have a variety of options. First give students a statement to work with. Then have the students write the statement in the statement section. Then have students work together in groups, or alone and think of all of the positives and negatives of that statement. Then have them think of all the interesting things that might come out of the statement. Students may be able to use research in order to fill out their chart. On the other half students may use the chart in order to analyze something they had just read or are reading. Students would then use the information from the text to fill out the chart with positives, negatives and interesting facts within a given topic. They may also use their chart to produce a persuasive or informative essay.

Why: This will allow students to analyze text more thoroughly. It will start by helping them use positives and negatives to make decisions and to be more independent. Students will be able to extract specific information from a text as well as come up with their own arguments. Students will be able to use this chart to make decisions about certain topics. This is also a great strategy because students can use this as a planning tool for their persuasive essays. Then it can be used as an organization tool for information that they have learned in class. This strategy is a great organizer and makes the ideas simpler for students to understand.

When: This strategy can be done before, during or after reading. When done before reading or before a lesson, it can be used a priming activity. It would be used to get students brains ready and to predict what the positive, negative and interesting parts of a text might be. This can most definitely be used during reading, because it can allow students to take notes during their reading or lesson. This way, as they read they are focusing on a specific statement in which they have to find information to go with. Students can also use this strategy after reading or even before a writing activity. This will allow students to try to comprehend the information as well as prepare for a possible written assignment.

Variations: Each subject could use this strategy. Any time a student is writing a persuasive essay, this can be used in a planning activity. In which case, every subject could use this organizer. Also, any subject where reading about a persuasive topic is present can also use this strategy. Teachers may use this strategy in a variety of ways. First of all, they may use this organizer as a deciding mechanism for students. They may also work through this as a class and come up with ideas together to post in the room for a specific statement. Teachers also sometimes do a point system, where any pluses are plus 1 point, minuses are minus 1 and interesting is plus .5 points. Students can gather their thoughts and see how their points come out

Sources:

<http://whatis.techtarget.com/definition/PMI-plus-minus-interesting-retrospective>

http://www.mindtools.com/pages/article/newTED_05.htm

Wormeli, Rick. *Summarization in Any Subject: 50 Techniques to Improve Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Print.

Name: _____ Date: _____ Period: _____

Directions: Consider the statement in the chart. As you consider, either work with a partner or by yourself to come up with all the advantages of the idea. Next, come up with all the disadvantages of the idea. Third, come up with any interesting ideas that might arise in regards to the statement.

PMI Chart		
Statement: future teachers should be required to take the Ed TPA exam.		
Pluses	Minuses	Interesting

P.O.V.G (Point of View Guide)

Sam Noble

Vacca pg. 286-287

What is it?

- Strategy that asks students to take on the personality, views, and characteristics of a historical figure or story character from the topic being covered.
 - First person perspective

Why do it?

Creative way for students to engage with the text.

Taking on a different perspective can create a new connection to the text.

Aid in developing a deeper understanding.

Encourages elaboration

How is it used?

- Most effective as an individual activity.
- Present students with a question that has them think about the decisions a figure/character made or one that asks them to personify a specific moment that figure/character experienced.
 - You can also have the student answer questions in the format of an interview.

When should it be used?

- Best used after reading
 - Allows for reflection of the material.
 - Can provide interesting post-reading discussions.
- However, it can be used during the reading process!
 - Can be used as a follow up to the reading completed that day.
 - Serve as a guide for character development throughout the reading.
 - Can be used to start conversations that make predictions or share opinions about the reading.

****It can be used in any content area!!!!!!!!!!!!****

Spanish: Students can pretend they are living their daily lives in a Latin American country and describe things such as food, sights/sounds, clothes, etc

English: Have students take on the persona of a character from a novel to better understand their character or make predictions about upcoming decisions.

History: Students can take on the persona of a historical figure from the unit to get a better sense of why they made the decision they did or have students “live” in a certain time period.

Math: Have students personify mathematicians or math tools (ex = a calculator) to understand why a problem is solved a certain way.

Music: Students can take on the persona of a composer to better understand their style of composition or pretend they are the conductor of a musical group.

Nombre: _____ Periodo: _____ Fecha: _____

Vida en España POVG

Direcciones: Drawing on what you have learned from our unit about Spain, I would like you to imagine yourself living in a city in Spain. Using the first person, describe your daily life. What kind of clothes do you wear? What types of foods do you eat? What is there to do in your city (museums, parks, famous places)? Please answer in Spanish to the best of your ability.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WHAT is a POV?

- A point of view guide (POVG) is a strategy that invites the student to put themselves in the shoes of a character, historical figure, or subject being studied.
- Students respond in a first-person perspective, in the form of a journal entry or answers to interview questions.

WHY is a POV effective?

- POVGs are a creative way for students to engage with information from a text. Imagining a different perspective can help students connect with the text, consider different viewpoints.
- Engaging with information on such a personal level can aid in deeper understanding and recall.
- POVGs encourage students to elaborate and make inferences based on information that they are presented.

HOW can you use a POV?

- POVGs are best used as an individual activity. Students should be presented with a question that makes them consider decisions a character/figure made, or a question that requires them to personify an aspect of the reading (imagine you are an oxygen molecule, imagine you are George Washington's horse in the American Revolution.) A series of questions in interview style would also be effective to guide students' thinking and to ensure that key points of the reading were addressed and understood.

WHEN should a POV be used?

- POVGs are primarily an after reading activity. POVGs allow students to reflect on reading by personally identifying with the characters or material. However, a point of view activity could be used as a during reading activity partway through a reading task in the same manner. In the example demonstrated in class, it was structured as an activity that was designed to be followed up by a source that further discusses the issue, so it was a combination of after (reflecting on the reading provided) and before (activating ideas and providing a context in which to read Beethoven's letter).

“So, how am I supposed to use this in my curriculum?”

English- As students read a novel, have them use POV questions to relate to characters and anticipate what decisions the characters may make in upcoming chapters. What is the character thinking, why do they make the choices they made?

History- Have students imagine themselves in a certain era of history, or as a prominent historical figure. What would it be like to be a slave in the early 1800's? How would you feel if you were President Truman and had to make a decision about dropping the atomic bomb on Hiroshima?

Math- Admittedly, POVGs are more difficult to apply in a math classroom, but with creativity can still be utilized! An interesting way to have your high school students learn how to use their graphing calculators would be for them to write from the perspective of their calculator about all the things that they can do.

Spanish- Students can respond to questions that require them to imagine that they are going about daily life in a Latin American country and describe what kind of foods they eat, activities they do, and customs they participate in that is unique to their culture.

Music- Write POV questions that have your students imagine themselves as a conductor of an orchestra, or a prominent composer.

For more information: www.cantonlocal.org/.../Content_tip_5.doc, or http://prezi.com/u0w_takq2iws/point-of-view-study-guide/

Name: _____ Period: _____ Date: _____

Ludwig Van Beethoven PORG

Read the selection from *Beethoven* by Martin Geck. Using information from the reading and your own imagination, consider what it must have been like to be Beethoven during this difficult transition in his life. Pretend you are in Beethoven's shoes in the early 1800's being interviewed by a newspaper reporter. How would you respond to the following questions? Use a first person voice and write as if you were Beethoven himself.

How is your hearing loss affecting you professionally (as a musician and composer), socially, and emotionally? What sort of feelings are you experiencing?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Selections from *Beethoven* by Martin Geck

“With these three letters, Beethoven was paving the way for the document known as the Heiligenstadt Testament, written on 6 October 1802, but only found amongst his papers after his death.[.....] Beethoven describes the *humiliation* he suffered *when someone stood beside me, hearing a flute played in the distance, and I heard nothing*, and continues: *Such events drove me close to despair; it wanted but little and I would have put an end to my own life—only my art held me back, for it seemed to me impossible to leave the world before I had done all that I felt called upon to do...*

At first, Beethoven tried many therapeutic treatments for his deafness. In his letter to Wegeler of 16 November 1801, quoted above, he says: *For some months [Dr] Wering has been applying to both arms vesicatories* [a treatment designed to cause blisters] *made, as you will know, from the bark of a certain tree, which is a most uncomfortable cure in that I am always deprived of the free use of my arms for a few days, not to mention the pain*. He sometimes tried shock treatments such as cold showers. After 1816 he used an ear trumpet, and two years later began communication through the conversation books—notebooks in which people wrote down what they wanted to say to him...

Beethoven’s deafness was, at least for a time, less of a handicap in his musical activities than in everyday life: in late 1813 he was still able to conduct the spectacular première of the ‘Battle Symphony’, and a few months later he performed publicly as a pianist for the last time in the première of the ‘Archduke’ Trio Op 97. On the 25 December in 1816 he conducted a performance of his Seventh Symphony at a charity concert in the Hospital of St Marx. The audience probably overlooked certain deficiencies of precision on the revered master’s part, but there is no indication that his appearance was a pure formality, as it was later with the performance of the Ninth Symphony. According to Carl Czerny, Beethoven’s deafness became ‘so severe that he cannot hear the music any more’ only around 1817.”¹

¹ Geck, Martin, *Beethoven*, Trans. Anthea Bell, London: Haus Publishing, 2003.

Point of View Guide

Dena Baity

What is a POV?

A **point of view guide** is a strategy that connects reading (or in this case, video and music) to writing in a non-threatening manner. They are designed to trigger thoughtful reading and writing by having students participate in a role-play scenario.

- Questions are prepared in an interview format to allow students to think about content from different points of view
- POVGs require first-person writing on the part of the students

How do you use a POV?

POVGs can be used as a stand alone lesson, or as part of a greater unit. They work well as part of a microtheme, or even as a journal response. All you need is a scenario (based on content you want students to learn) and a series of interview questions for the students to answer.

Why use a POV?

POVGs encourage speculation, inferential thinking, and elaboration. They help students view an event, person, or situation from a different perspective. POVGs engage students by placing them in a role-play situation, and shows them how to write to learn by having them actively contribute their own experiences to a role. Making connections to the content they are studying often poses a challenge for students due to lack of interest or background knowledge, and POVGs can help with that. They also can increase memory retention due to needing to process information in multiple ways in order to respond to the interview-style questions.

When should you use a POV?

POVGs are most effectively used as an after reading strategy. It can be used as an assignment or an in-class activity. It can also be used as a moment of pause and reflection during a reading.

Variations:

POVGs can be easily adapted to many different learning situations. In social studies, students can imagine themselves in different historical eras—for example, the Great Depression. In science, students can imagine that they are an animal they are learning about, or even that they are a part of a cell. They can also discuss ethics issues, like stem cell research. In English, students can imagine they are a certain character in a novel, or that they are an observer to the situation. In math, students could imagine they are Pythagoras, or another important figure. Other musical uses include imagining playing a different instrument/voice part, imagining being a composer, having students imagine their performance from another's eyes, etc.

Sources:

<http://prezi.com/olku0y7kc71a/reading-strategy-point-of-view/#>

www.cantonlocal.org/.../Content_tip_5.doc

Vacca 286-7

Name: _____ Date: _____ Period: _____

POVG: *Rite of Spring*

Imagine that you are a fan of Stravinsky's *Firebird* and are anxiously waiting in the audience of the May 1913 Paris premiere of *Rite of Spring*. You have heard great things about the virtuoso dancer who choreographed the ballet, Vaslav Nijinsky. The curtain rises and the ballet begins. We know there was a riot—but how do **you** react?

Respond to the following prompts. Use the back of the paper if necessary:

1. Was your immediate reaction positive or negative? Why?
2. Discuss the music—were you expecting music like that? How did it make you feel?
3. Was the dancing different than what you anticipated? Did you like it? Why or why not?
4. Would you recommend this ballet to others? Why or why not?

Question-Answer Relationships

Keith Sands

Vacca 204-207

<http://www.azlyrics.com/lyrics/taylorswift/shakeitoff.html>

What?	QAR is a literacy strategy that helps students with their comprehension. The QAR makes students aware of how their prior knowledge and the text that they are reading connect and will allow students to further understand their comprehension of the text. There are four different forms of questions that are used in a QAR. Those types are: In the Text-Right There, In the Text-Think and Search, In Your Head-Author and You, and In Your Head-On Your Own.
How?	The QAR strategy is implemented by introducing a text to students. Students are then given time to read the text in groups or by themselves. Students then answer the questions that are asked. Students who are just beginning with the QAR strategy and who are less familiar with it should be given the QAR strategy needed to answer the question. Students who have had more practice with QAR will benefit from answering the question and answering which QAR strategy was needed to answer the question.
Why?	The QAR strategy would be implemented to improve student's comprehension of what they are reading. When students answer questions on a text that they read, they have to read the text initially and then continue to revisit the text multiple times. When students revisit the text they will have a better understanding of the content. Students also will get better at understanding the different connections that they are making between their prior knowledge and the text that they are reading. As they get better at this, students will have a better understanding of where to find answers, what they should be thinking about, and how their prior knowledge ties in with the material.
When?	The QAR strategy is best used during a lesson. This strategy works best during a lesson because students will be thinking about questions as they are reading the text so they will have a good idea of how to answer the questions. Students will then pay attention to the details in the text that are important and that you want them to connect to their prior knowledge.

Possible Variations: This strategy could be used in all disciplines because all disciplines require reading and comprehending. However, the strategy does not always require reading. Students could be asked to answer QAR questions after listening to a song, watching a clip, or even seeing a play or some kind of theatrical show. The questions asked could either include or not include the particular QAR strategy needed to answer the questions depending on the ability of the students to recognize the connection between their prior knowledge and the text.

Name: _____ Date: _____ Period: _____

QAR: "Shake It Off"

Directions: Read the lyrics to Taylor Swift's "Shake It Off". Then you must use your prior knowledge and the text to answer the questions on the right. Keep in mind the bolded part of the questions. Those are the Question-Answer Relationships and describe kind of connection needed between your prior knowledge and the text.

Lyrics

I stay up too late, got nothing in my brain
That's what people say mmm, that's what people say mm
I go on too many dates, but I can't make 'em stay
At least that's what people say mmm, that's what people say mmm

But I keep cruising, can't stop, won't stop moving
It's like I got this music in my body and it's gonna be alright

(Chorus) 'Cause the players gonna play, play, play, play, play
And the haters gonna hate, hate, hate, hate, hate
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off
Heartbreakers gonna break, break, break, break, break
And the fakers gonna fake, fake, fake, fake, fake
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off

I'll never miss a beat, I'm lightning on my feet
And that's what they don't see mmm, that's what they don't see mmm
I'm dancing on my own (dancing on my own), I'll make the moves up as I go (moves up as I go)
And that's what they don't know mmm, that's what they don't know mmm

But I keep cruising, can't stop, won't stop grooving
It's like I got this music in my body saying it's gonna be alright

(Chorus Repeat)

I, I shake it off, I shake it off
I, I shake it off, I shake it off
I, I shake it off, I shake it off
I, I shake it off, I shake it off

Hey, hey, hey, just think while you've been getting down and out about the liars and dirty, dirty cheats in the world you could have been getting down to this sick beat

My ex-man brought his new girlfriend
She's like "oh my God", but I'm just gonna shake it
And to the fella over there with the hella good hair
Won't you come on over, baby, we can shake, shake, shake

(Chorus Repeat)

I, I shake it off, I shake it off
I, I shake it off, I shake it off
I, I shake it off, I shake it off
I, I shake it off, I shake it off
I shake it off, I shake it off
I, I shake it off, I shake it off
I, I shake it off, I shake it off
I, I shake it off, I shake it off

Questions

In the Text-Right there: What could you have done instead of getting "down and out about the liars and dirty, dirty cheats in the world?" according to Taylor Swift.

In the Text-Think and Search: What do you think Taylor Swift is shaking off and why?

In Your Head-Author and You: What is the message Taylor Swift is trying to get across to her listeners?

In Your Head-On Your Own: Why might Taylor Swift depict herself as dancing on her own as opposed to with others?

Question the Author

Michael Dimock

What the strategy is?

This strategy is used so that students can critically assess what the author is trying to communicate. They get the chance to look specifically at what the author is saying and even get to judge how the author communicates the information to the students. This way students get a chance to see it, not only from their own perspective, but also from the perspective of the author who wrote the piece. It is a great chance for the students to get into someone else's shoes.

How to do the strategy?

1. The students read the text.
2. As they read portions of the text, or they complete the texts, students are asked questions about the author's thought process and what the author was thinking.
3. Ask questions like, What is the author trying to tell you?, How could the author have said things more clearly?, Why does the author tell us this now?, or How has the author settled this for us?

Questioning the author

Why do this Strategy?

- Increase metacognition skills
- Students will understand that many texts are written by humans and can in fact be flawed.
- Students learn another strategy to critically evaluate text.
- Students will start to acknowledge why things are written in a certain or why things take a certain form.
- Students can understand the time period, the location, the gender, the race, and all the different qualities that make up the author as they ask these questions.

When do we do this strategy?

This strategy can best be done during, and after reading a text.

During: This strategy is most effective during the reading, because students can critically evaluate what the author is trying to communicate to the reader and also students can predict what is going to happen next. By the teacher breaking it up into small chunks students can understand it better and acknowledge all the important parts.

After: This strategy is also very helpful after because students will get the chance to look at the text as a whole and see what the central message of the text was and how the author communicated it.

Applications: For history teachers it gives teachers the chance to send their students back in time to read the material from a historical figure. For a math teacher, this gives the reader a chance to see and think about why certain texts are ordered the way they are. For the science teacher they are able to have students find what sort of intentions the scientist had when working on an experiment. For the music teacher, you can see how each composer felt when they were writing a piece and why different songs were made the way they were made.

Jones, Raymond C. "Strategies for Reading Comprehension: Questioning the Author." 26 August 2012. *Reading Quest*. 15 September 2014.

Simon, Cathy Allen. "Question the Author (QtA)." 2014. *readwritethink*. Website. 15 September 2014.

Vacca, Richard T., Jo Anne L. Vacca and Maryann Mraz. "Question the Author (QtA)." Vacca, Richard T., Jo Anne L. Vacca and Maryann Mraz. *Content Area Reading: Literacy and Learning Across the Curriculum*. New Jersey: Pearson Education, Inc., 2014. 207-209.

"It Was A Good Day" By Ice Cube (1992)

Answer the questions on the right side of the sheet. Be sure to not read ahead on the passage before you go onto the next set of questions.

<p align="center">[Verse One]</p> <p>Just wakin up in the mornin gotta thank God I don't know but today seems kinda odd No barkin from the dog, no smog And mamma cooked a breakfast with no hog I got my grub on, but didn't pig out Finally got a call from a girl I wanna meet with (Whassup?) Hooked it up for later as I hit the do' Thinkin will I live, another twenty-fo' I gotta go cause I got me a drop top And if I hit the switch, I can make the booty drop Had to stop, at a red light Lookin in my mirror and not a jacker in sight And everything is alright I got a beep from Kim, and she can meet tonight Called up the homies and I'm askin y'all Which park, are y'all playin basketball? Get me on the court and I'm trouble Last week messed around and got a triple double Freakin people everyway like M.J. I can't believe, today was a good day</p>	<p align="center">After reading Verse One answer</p> <ol style="list-style-type: none"> 1. Why do you think the author says, "Just waking up in the mornin gotta thank god"? 2. Why do you think the author thinks, "will I live, another twenty-fo"? 3. Where do you think the author is going with the story?
<p align="center">[Verse Two]</p> <p>Drove to the pad and hit the showers Didn't even get no static from the cowards Cause just yesterday them fools tried to blast me Saw the police and they rolled right past me No flexin, didn't even look in our people's direction as I ran the intersection... ...I picked up the cash flow Then we played bones, and I'm yellin domino Plus nobody I know got killed in South Central L.A. Today was a good day</p>	<p align="center">After reading Verse Two and Three answer</p> <ol style="list-style-type: none"> 1. What does the quote, "nobody I know got killed in South Central L.A.," have to do with what was said previously by the author? 2. Describe the environment the author lives in based on the text:
<p align="center">[Verse Three]</p> <p>Today was like one of those fly dreams Didn't even see a berry flashin those high beams No helicopter looking for a murder Two in the mornin got the Fatburger Even saw the lights of the Goodyear Blimp And it read, "Ice Cube's a pimp" (yeah) Gone as heck but no throwin up Half way home and my pager still blowin up Today I didn't even have to use my A.K. I got to say it was a good day</p> <p align="center">[Ice Cube]</p> <p>Hey wait, wait a minute Pooh, stop this song What the heck I'm thinkin about?</p>	<p align="center">After reading it all</p> <ol style="list-style-type: none"> 1. Why does the author stop the story and question, "What the heck I'm thinkin about?" 2. Write two questions you have for the author? (Whether you don't understand a quote, or something about the story as a whole) <ol style="list-style-type: none"> a. b. 3. Why did the author choose to tell his story through this medium?

QtA- Questioning the Author

Rebecca Sund

Vacca (207-209), Burke (177-178) <http://www.adlit.org/strategies/19796/>,

<http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.htm>

What? <ul style="list-style-type: none"> • strategy in which you question what the authors say and mean • strategy that invites students and teachers to engage in a dialogue with the authors • -often times thought of as questions posed by teachers for students, but also can be student posed-questions • strategy that makes students aware of the author's choices and understand how authors convey meaning through the text 	Why? <ul style="list-style-type: none"> • models importance of asking questions while reading • builds metacognitive knowledge • engages students in a dialogue with the author and text • models how to ask effective questions • helps students realize that authors have faults too • helps students comprehend texts that confuse them • increases student engagement • makes the students active learners • "Not comprehending is not always the fault of the reader"- helps increase student's self-efficacy 	How? <ul style="list-style-type: none"> • pretend that the author is present and able to be questioned • 3 step process for teachers: <ol style="list-style-type: none"> 1. Identify potential problems with the text 2. Break text into logical stopping points for questions and discussion 3. Develop questions that force students to examine the author's message and intent • Different types of questions: <ol style="list-style-type: none"> 1. Initiating- "What is the author trying to say here?" 2. Narrative- "What situation is the character in now?" 3. Follow-up-"To what extent did the author achieve what he or she was trying to accomplish?"
When? Before: Ask questions based on title or knowledge of topic about what students think the author will be talking about. This primes students' brains and gives them something to look for when they start reading the text. During: Have students stop after certain parts of the text so they can reflect on what they have read, question the author's meaning as well as pose new questions about what they think the author will bring up next. After: At the conclusion of reading a text, have students reflect on the author's meaning as a whole, as well as evaluate the credibility of the author's overall text.	Take away: Strategy that is used before, during, and after reading that involves questions posed by both students and teachers that evaluate clarity of author's message, critique author's use of language and invite students to engage in a discussion of the author's intentions.	
Who? Teachers and students! The goal is for students to become independent, active readers and questioners; therefore, teacher modeling is important, but students must also be given the opportunity to reason and question independently.	Variations Math: look at proofs as text and question the steps the author took, evaluate validity of proofs. History: look at primary source documents, analyze author's message and intentions Spanish: read a passage in Spanish and evaluate whether the author's motives and intentions were clear/ are translatable. Music: view the composer as the author- question what the composer's motives or intentions were when creating a piece of music. English: look at author's motives for writing articles, texts, novels, essays.	

Name: _____ Date: _____ Period: _____

Math Literacy: A Call to Action

Directions: First, read the title of the book from which you will be reading a few passages. Then, we will answer the “Title Question” together as a class. Then, read each section of the text, stopping at the end of each section to answer the corresponding question. You may work together in your groups, but make sure you are able to explain your answers to the whole class. After you’ve completed the questions for all the sections, please write down one question you have for the author at this point in time. Be prepared to discuss this last question, as well.

Title Question: What do you think the author is going to be talking about by reading the title of the book?

Section 1 Question: What is the main point Moses is trying to make here?

Section 2 Question: How does this section connect to what Moses wrote about in the previous section?

Section 3 Question: Did Moses clearly explain his reasoning for claiming that Algebra is the gatekeeper to citizenship clearly? Why or why not?

Follow-up: Pretend that Robert Moses is sitting in this room right now. In the space below, please write one question that you would ask Moses about the passages you read and his intentions in writing this book. It can be related to any section of the text, or about the text as a whole.

RAFT Writing

Jordan Johnson

Vacca pg. 299 and Burke pg. A-68

What

RAFT is an acronym that stands for Role, Audience, Form and Topic. The role is the voice that you are taking on in the writing, the audience is who you are writing to, the form is what you are writing, and the topic is what the writing will be on. It resembles a create-your-own ending story in the fact that it allows students to choose how they can best show what they've learned from a text. It is a way to prompt students to write about a specific topic that does not force them all into the same mold and stifle their creativity. RAFT is a strategy that makes a difference in students writing because it allows students to be curious and have an element of choice in what they choose to write and how they choose to write it.

How

- Create a table with four columns (one for each letter of RAFT) and however many rows for the options that you will give students under each category.
- Give students the table and allow them to highlight **one** item in each column
- Once students have highlighted their choices, give them time to write or create what they have selected
- Make sure that the forms you have chosen are on the same level when it comes to grading, so that all students will do an equal amount of writing for each option.

Why:

Letting students write using the RAFT model lets students be creative and choose to write about what they want. It is important as teachers to give students a context for writing. We want students to really be able to feel confident on the topics that they write about. In order to do that we must give them a context, and really situate them in the writing so that they can feel what they know and apply it, as opposed to just regurgitating information for a more general writing prompt. It also creates a more diverse base of student work, and pushes students to think out of the box and look at themes and conflicts from a new angle.

When

The strategy of writing to learn through a RAFT works best after a student has read. Students need to have a knowledge of the information or literature that they are writing about, so this strategy gives them a good way to organize and solidify the information they have learned or the ideas they may have about what they have read. It also helps them to connect what they have learned to any existing prior knowledge that they may have.

- **Math:** Have students write a RAFT from a selection of choices from the point of view of parts of a math equation or someone going through the steps of a story problem.
- **Foreign Language:** Create choices where students can write from the point of view of different Hispanic historical figures about a historical event, or about daily life in a Spanish-speaking country, or about characters and themes from Hispanic literature or a TV series.
- **History:** Have students choose from members of opposing sides during a war and write about different challenges or conflicts being presented by the war.
- **Music:** Write from the point of view of a piece of music, instrument, or composer about a song, event in music history, a composer, or a general audience.
- **English:** Use characters from the literature your class is reading and main themes from the text as shown above to create chart for students to choose.

Role Audience Form Topic for:
To Kill a Mockingbird

Name: _____

Highlight **one** item under the role column, **one** item from the audience column, **one** item from the form column, and **one** item from the topic column. Once you have highlighted a selection from each of these columns, create the form that you highlighted about the topic you chose, written from the role and directed towards the audience.

Role	Audience	Form	Topic
Scout	Boo Radely	Letter	The Trial
Jem	Courtroom Jury	Speech	Racial Equality
Atticus	Scout and Jem's Mother	Newspaper Article	Standing alone to do what you believe is right
Bob Ewell	Mayella Ewell	Movie Plot	Honesty
Miss Maude	Dill	Live Television Interview	Coexistence of good and evil

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

Reading an Image

Margaret Stadtwald

Illuminating Texts: How to Teach Students to Read the World by Jim Burke, Chapter 7

❖ What is Reading an Image?

Reading an image is a lot like reading a written text. A person must use his or her prior knowledge of the types and elements of images to interpret the meaning of a specific image.

❖ How do You Read an Image?

There are several steps to reading an image. The first is to identify what kind of image you are looking at. Some examples are advertisements, book jackets, posters, paintings, and sculptures.

The second step is to identify the elements that make up the image and realize their significance. Some common elements in images are dots, lines, hue and saturation of color, and scale. For a longer list of elements and a concise but useful definition of what their common uses in an image are, consult *Illuminating Texts: How to Teach Students to Read the World* by Jim Burke, Chapter 7.

The third step in this process is to figure out what purpose the image is serving. There are expository, narrative, and persuasive images, just as there are expository, narrative, and persuasive written texts.

The fourth step is to see if any of your prior knowledge can help you understand the image. Such prior knowledge can include information about how the piece was made, history, creator, audience, etc.

Finally ask questions of the image just as you would question a piece of written text. Some possible questions are:

- How was the image made? Could this influence the meaning of the image?
- What is the image of? Is it representational or abstract?
- Where is the image? Is it a picture in a book? A sculpture in a museum? Does the image's location influence its meaning?

For a more extensive list of questions see *Illuminating Texts: How to Teach Students to Read the World* by Jim Burke, Chapter 7.

❖ Why Should We Read Images?

Practicing reading images is an important skill for all students because we see many images, especially advertisements, in the course of our daily lives, and it is important for us to understand what those images may mean. Reading images is also important because many people think better with images than with words and we should encourage them to use their natural talents to increase their learning. Images can also be a great way to teach content to students with learning disabilities and ELL students because they can understand the images with limited reading and writing skills.

❖ When Should We Read Images?

Reading an image can be a great hook to a lesson or a unit because it can activate prior knowledge and get them thinking about an idea in a novel way.

Reading an image can be used as a during strategy to help illustrate an abstract or unusual idea in a piece of written text.

Reading an image can be an after strategy because students could be asked to read an image and then connect it to a written text that they have already finished. Images can also be used to show students how to use analysis skills that can help them with a written text they are reading.

❖ How do I Use This Strategy If I Don't Teach English?

- A history teacher could have students read an image that comes from the historical time period or event they are studying.
- A science teacher could have students read an image depicting something they were studying that is too small to be seen with the naked eye.
- A math teacher could ask students to read an image of a geometric figure, a graph, or of a fractal.
- A world language teacher could have students read an image created by the culture where the language they are studying came from.

Name: _____

Teacher: _____

Class: _____

Date: _____

Practice Reading Images: Create a Book Jacket

Today in class, we practiced looking at the elements of an image to help us understand what it means. Now, it is your job to prove that you understand how these elements work by creating an image of your own and explaining your choice of elements. On the sheet of legal paper I provide you, draw a book jacket for the SSR book you are reading. Then, on a sheet of notebook paper, explain what the elements on your book jacket represent. Please staple your explanation to the drawing of your book jacket.

Here is a brief example to get you started:

I created a book jacket for the book *Pride and Prejudice*. I drew two overlapping circles on the front cover of my book jacket because the two circles represent wedding rings, and marriage is a major theme in this book. I colored the rings and the background in pastel colors because these colors were quite popular during the Regency Period, which is when the story in this book is set.

Repeated Reading

Rachel Auton



Repeated Reading is a three-step process that teaches students how to break down readings and read thoroughly.

The first step helps all students, not just ELLs, break down the language barriers that they face when reading. The students then guess at the meanings of the words or phrases based on context. The teacher should point out key ideas in the paragraph and help students understand the difference between denotation (literal meaning) and connotation (implied meaning).

The second step is for students to work through the main ideas and important details in the reading in order for in-depth comprehension of the material. The central task is to understand the ideas presented and how they connect to the text as a whole.

The third step helps students understand how the material in the text is organized in order to have a proper overview of the text. Students look at the organizational pattern, the effect of style and tone and the basics (diction and rhetoric).



Repeated Reading helps students comprehend

After reading the text **THREE** times, students will know the language forms and the ideas presented in the text. This method is text-centered, so students' knowledge of the text is more likely to be comprehensive. The three steps are interchangeable and they can be paired with group discussions and writing activities.

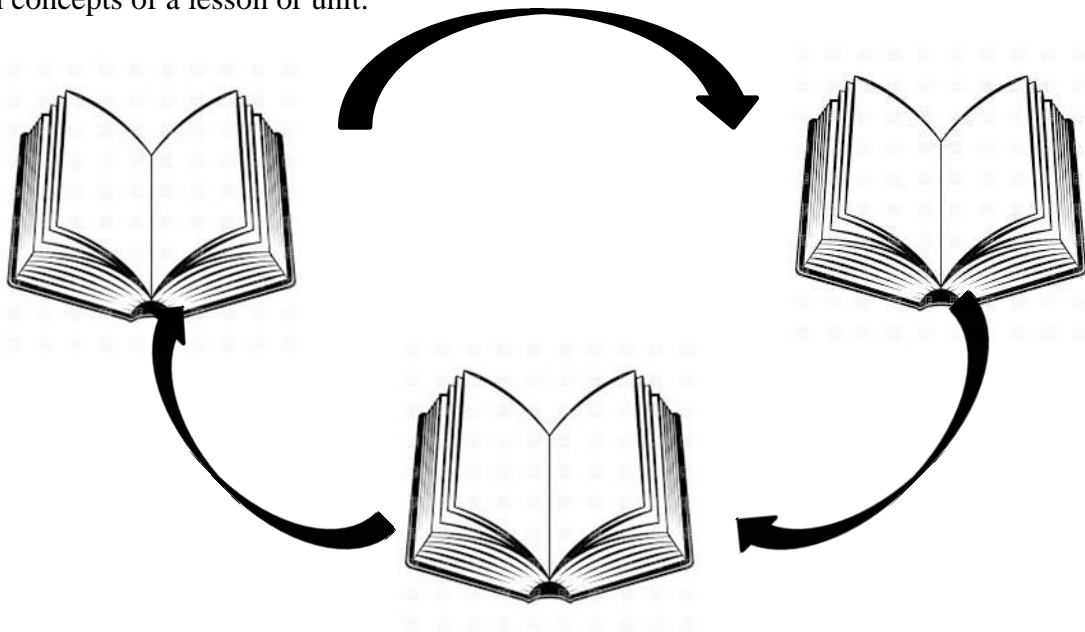


Repeated Reading works well before, during, and after.

Repeated reading can be used to introduce a new idea and help students get a grasp on brand new information before they really dive into the content.

Repeated reading can be used during a lesson plan or in the middle of a unit to help students understand the main ideas of the unit or content.

Finally, repeated reading is also helpful after students complete a lesson or unit because it can be used as a summarization strategy. All three steps challenge students to connect text together and understand the big picture. This can be a helpful review activity to help students understand the main concepts of a lesson or unit.



Repeated Reading: Music Advocacy

Name: _____

Period: _____

We have been discussing music advocacy and what that means for music classes in America. Read the following paragraph, which was taken from a music advocacy website called Music For All.

1. The first time you read this paragraph, underline any words or phrases that do not make sense to you.

“Music for All’s advocacy programs and resources are key elements in our vision *to be a catalyst to ensure that every child across America has access and opportunity to active music making in his or her scholastic environment*. Music for All is committed to providing the most comprehensive resource center supporting the cause of music and arts education. Read and share music advocacy stories and articles, music education research findings and relevant advocacy links to make your case for music education in our schools. Through “Advocacy in Action,” MFA is helping to promote music education, music in our schools and Music for All.”

From: <http://www.musicforall.org/who-we-are/advocacy>

2. Now that we have gone through the language of the paragraph, read it again, this time place **stars** by the main ideas and important details in the paragraph.
3. We now have the big picture and main ideas of the paragraph. Read it once more, but this time look at how the information in the paragraph is organized. Draw → arrows to show direction organization. ← How does the way it is organized affect the attitude of the paragraph? What emotions does it portray?



Repeated Reading

Mary Liles

The What:

Repeated Reading is exactly as it sounds; students have multiple experiences with the same chunk of text in a short period. These readings may be aloud or to oneself—many educators promote a combination of both. Texts should be short and easily read three or more times within a span of ten minutes (at a student's pace). Do not choose a text outside the students' range of proximal development. This strategy requires a goal for the repetition as students should gain something beyond seeing/hearing the same set of words again and again. Examples include clarification of vocabulary and language use, recognition of key ideas, recognition of literary elements (puns, similes, homophones, etc.), and role taking.

Why?

Regardless of skill level, repeated exposure to language improves fluency and comprehension by opening students' eyes to the layers of text. Repeated Reading especially helps in deciphering specific forms of text that students struggle with; get to know your students and integrate Repeated Reading for the literary forms that they are most challenged by (articles, poetry, etc.). This strategy increases retention, depth, engagement, and confidence.

Who it affects the most: ELLs, remedial readers, and rushing readers do not attend to the meaning of text.

The How:

1. After selecting the text, have a sub-goal for each reading and a way to denote each of these sub-goals via annotating the text. For example, have students highlight puzzling words and phrases in yellow during the first reading. Then, in a second reading, have students highlight pronouns in green. A third time, have students underline the nouns those pronouns refer to. Overall, the students will have practiced pronoun comprehension.
2. In between readings, have the students rate their comfort with the text on a scale of 1-10. After each reading, the self-evaluation should theoretically improve. If not, concentrate on making stronger clarifications about references and meanings between readings.
3. For the final reading, students should ask one question about something from the text that remains unclear.
4. Either as a class or in smaller groupings, have students share their questions and try to answer their peers'. Any remaining questions should be answered in a class discussion.

If students become bored or agitated with this strategy, try providing praise, allowing students to choose their text, or use a stop-watch to monitor the reading rate for each reading and graph the results to show the student's improvement

When?

Repeated Reading is primarily a during and after reading strategy; although, it may be used to introduce a larger text as a before reading strategy. Students are reading, following along, and annotating during the reading; after the reading students are clarifying tricky words and phrases, identifying key ideas, reflecting on comprehension, discussing, questioning, and comparing results.

Variations:

Content Area	Goal (Overall)	1st Reading	2nd Reading	3rd Reading
<i>English</i>	Improve recognition and comprehension of imagery	Underline words and phrases you don't understand.	Highlight (green) imagery.	Draw a star next to the key objects described by the imagery.
<i>Foreign Language</i>	Improve use of context clues to decipher the meaning of a text	Underline words and phrases you don't understand.	Highlight words that describe (adj.s), or the words being described (nouns) by the new/ confusing words.	Circle any remaining words and phrases you don't understand.
<i>History</i>	Retention of events and their causes	Underline words and phrases you don't understand.	Draw a rectangle around key events.	In blue, highlight causes; highlight effects in yellow.
<i>Mathematics</i>	Decipher key information in a story problem	Underline words and phrases you don't understand.	Highlight quantities and variables in blue.	Highlight operation words and symbols in orange (+, -, x, /)
<i>Music</i>	Improve "sight" reading	Underline words, phrases, and symbols, you don't understand.	Highlight in blue, where the time signature changes.	Highlight in orange, changes in volume.

Sources and Additional Info:

Jim Burke's *Reading Reminders* pages 183-184

<http://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading>

<https://www.teachervision.com/reading/teaching-methods/3789.html>

Nina Ruskey's *Increasing Fluency using Repeated Reading*—Master's Program @ UW-Stout

Name:

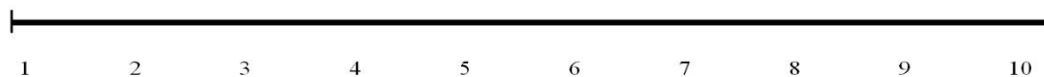
Class Period:

Date:

Repeated Reading with *Sir Cumference and the Round Table*

You will excerpt from *Sir Cumference and the Round Table* three times.



-  **FIRST**, you will read the passage to yourself. Underline any words or phrases that are confusing to you. Below, indicate how comfortable you felt with the reading (circle a number).

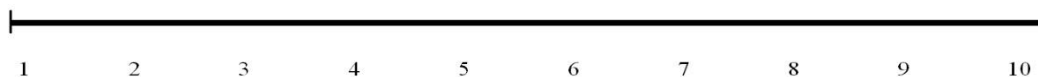


Easy to Read

Moderate

Very Challenging



-  **THEN**, wait for your tablemates to finish reading. Discuss the meaning of what you underlined with them. If no one is sure, save your questions for now.
-  For the **SECOND** reading, you will read the passage as a table group. With a different color, circle any words that look like mathematical vocabulary. Rate your comfort level again below.

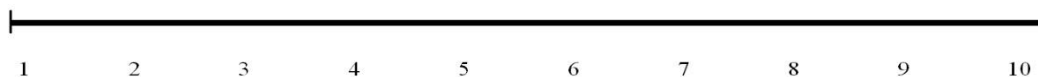


Easy to Read

Moderate

Very Challenging

-  **THEN**, discuss the mathematical definition of these words with your group *after* you finish reading and your self-evaluation.
-  For the **THIRD** reading, read the passage to yourself and draw a pi symbol (π) in a new color next to each problem the knights face. Rate your comfort level a final time below.




Easy to Read

Moderate

Very Challenging

-  **THEN**, write a question below (about the reading) that you do not know the answer to.

-  Ask your question to your table partners. If your question is not answered, we will try to answer your question in a class discussion.

Save the Last Word for Me

Eric Josupait

Wormeli 136-137; http://www.education.nh.gov/spotlight/ccss/documents/last_word.pdf

What: Save the Last Word for Me is a literacy strategy that challenges students to find the most important elements of the text they are reading. As students are reading the text they are tasked to identify sentences that anger them, pose a conflict, confuse them, or support or challenge something they believe. This strategy gives students an opportunity to respond to different components of the text by sharing their personal opinions, thoughts, and questions with the rest of their group.

How: Students are assigned a reading that they will read the night before class or during class before the discussion. After the students have read through the text they will identify three or more sentences in the text that they would like to react to. These sentences can be ones that confuse students, anger students, or create a conflict. The students will then write their sentences and reactions to the specific sentence on a piece of paper or notecards. Once all the students have done this they are to be divided into groups of four or five. Once the students are in their groups they will choose one of their sentences to share with their peers. Having more than one sentence prepared accounts for the possibility that some students picked the same sentence. To start the activity one student in the group will share his or her sentence, but not their reaction to the sentence. Once they read the sentence that they chose the rest of the group will take turns responding to the statement. Once everyone in the group has had a chance to respond then the student who first shared the sentence with the group will share their reaction. Thus, this student is getting the last word on the sentence. Once one student goes, then the group will move onto another group members sentence.

Why: Save the Last Word is a Strategy that challenges students to identify the most important pieces of a reading. This is a great strategy to help students summarize what they read and it promote discussion between students. This strategy also allows students to make connections between their prior knowledge and what they read in the text as they respond to each statement. Save the Last Word for Me gives each student an equal opportunity to share his or her opinions on the most important ideas that are found within a specific reading.

When: Save the Last Word for Me is primarily an after reading strategy. After the student have read the assigned reading they will identify three sentences that they think would make for a good discussion. This requires students to revisit the text they have already read and then have a discussion about what they read. This strategy can also be classified as a during reading strategy because as students are reading the text they are thinking about and identifying key sentences.

Variations:

English – Read and respond to critical sections of a book.

History – Read and respond to primary documents produced during historical events.

Math – Read and respond to a mathematical concept that is found in the real world.

Music – Read and respond to primary documents about historical time periods

Spanish – Read and respond to articles regarding important decisions in Spanish speaking countries.

Name:_____ Date:_____ Period:_____

Directions: Read this short article titled “Chimps use Geometry to Navigate the Jungle”. Make sure that you are annotating the text as you read it. Once you have read the article follow the steps below.

If you're ever lost in the jungle, follow a chimpanzee. New research suggests the great apes keep a geometric mental map of their home range, moving from point to point in nearly straight lines. "The kind of striking thing when you are with the chimpanzees in the forest is that we use a compass or GPS, but obviously these guys know where they are going," says Christophe Boesch, a primatologist at the Max Planck Institute for Evolutionary Anthropology in Leipzig.

With the aid of GPS, he and colleague Emmanuelle Normand shadowed the movements of 15 chimpanzees in Côte d'Ivoire's Taï National Park for a total of 217 days. In a given day, a single animal might visit 15 of the roughly 12,000 trees in its 17-square-kilometre range, Boesch says. "They are kind of nomads."

Each morning, researchers woke before a chimpanzee, and then tailed the animal until it went to sleep at day's end – often in a different nest. Researchers recorded their GPS position once a minute. "We were able to do this study now because of the new GPS technology that works perfectly in the tropical forest. That was not the case five years ago," Boesch says.

After analyzing all this data, he and Normand found good evidence that the animals chose their routes using a mental map built around geometric coordinates, as opposed to a navigation style based on landmarks for well-travelled routes. While darting from fruit tree to fruit tree, individuals tended to move in straight lines, slowing only once they neared their destination. Chimps also visited trees from an angle that depended on current location.

This suggests the chimpanzees do not rely exclusively on landmarks such as specific trees and streams to navigate. These markers could come in handy once a chimp nears its destination. Previous research and everyday experience suggests that humans, too, employ both styles of navigation, depending on their environment.

"In a city you can use roads, which are the classical landmarks, whereas if you are a Pygmy in the tropical rainforest or an Eskimo in the Arctic, where you have nothing as a landmark, then you will learn to get by using more sophisticated means," Boesch says. Paul Garber, a biological anthropologist at the University of Illinois in Urbana-Champaign, thinks that point-to-point distance might not be the only factor involved in a chimpanzee's choice of route.

Quantity and quality of food, as well as competition, could play a role in route choice. Also, like travelling salesmen who optimize their travels, chimpanzees may be thinking about navigation with an eye to the future, Garber says. "They may be planning not just one step in a route, but many, many steps ahead."

Once you are done reading...

Step 1: On each of the three notecards I have given you write one sentence from the article that you would like to respond to and feel are important. Write the sentence on one side and your response to the sentence on the other side.

Step 2: Find the group of four that I have assigned you and move your desks into a circle. One person will begin by reading their sentence, but not their response. Then you will go clockwise around the circle giving everyone a chance to respond to the sentence. Once it gets back to the person who said the sentence say your reaction and the last words regarding the sentence you chose. Once one person has given their last words the person to their left will read their sentence.

Share One, Get One

Richie Benson

Wormeli, 138-39

<p><i>What:</i></p> <p>This strategy can act as many different things! Students are allowed to come up with statements they found most important about a lesson and share them with their peers. During the sharing activities, students will discover what parts of a lesson their peers found most important. It is a great movement activity and encourages participation and engagement. Students are asked to come up with three statements reflecting a reading, video, lecture, etc. Students share their ideas with peers and in return get new ideas from their classmates.</p>	<p><i>How:</i></p> <p>This strategy involves multiple steps. First content should be instructed and taught. Whenever the teacher feels students need a break or recap of what was taught they would give students a grid of nine boxes or have them make a grid. Students are asked to come up with three new concepts, ideas, or skills from the content and write them in three different boxes. After students have filled in three of their own boxes they circulate around the classroom asking six of their peers for six different new concepts, ideas, or skills to complete the six boxes left in their grids. Students may only add one new idea to a student's grid.</p>
<p><i>Why:</i></p> <p>The strategy is of great use to chunk new material, give students a break from content, and to help summarize any new content instructed. The strategy helps students process new information by coming up with their own ideas and being able to share and hear new ideas from their peers. It helps break apart information in a brief and informal way.</p>	<p><i>When:</i></p> <p>This strategy would be best used after a reading. It is a processing/ summarizing technique so students should be introduced and at least familiar with the content if they are going to be sharing their knowledge on it with their classmates. After a reading will also allow students to decide what they found most important by filling in their three squares, but also learning what their classmates found most important. It would be a great review on content after it has been taught.</p>
<p><i>Variations:</i></p> <p>This literacy strategy can be applied in any type of classroom after any reading, a video of an orchestra performance, a primary source from a slave in the South, and many other things. There are variations to the strategy itself. For instance, after students have completed the grid they can evaluate their nine squares by writing nine separate sentences that connect to each square in a logical order. They also could write a paragraph that summarizes all the information in the grid. If a teacher had a more specific objective they could have a specific theme or title for each box that would help students to meet that objective. This could be a certain concept or phrases like "In my opinion ____" and "What I found difficult to understand was ____."</p>	

Additional source: <http://www.scholastic.com/teachers/classroom-solutions/2009/11/give-one-get-one-engaging-shy-students>

Name_____

Date_____

Period_____

Share one, Get one!

Directions:

We are going to watch a video on Ebola (<https://www.youtube.com/watch?v=TGyFhwdtCMk>). On a separate sheet of paper jot down notes on *what the virus is, what causes the virus, any new vocabulary, the symptoms of the virus, and anything else you find important or worth more explanation.*

After watching this video write down the three pieces of information you found most important from your notes in three of the boxes on the grid below. When you have finished filling in three of the nine boxes, get up, and walk around the classroom to find six different classmates to fill in one box each with new information! You may only share one piece of information per grid. Share the information you found with classmates as well.

Share One; Get One

Mary Liles

The What: Share One; Get One is a social summarization strategy. Independently, students write up a list of what they recall about a lesson or reading in terms of skills, knowledge, strategies, and processes. Students will then share one major idea from their list with a classmate and get one new idea in return. To end the activity, the students may discuss their findings as a class or write a summary. This strategy is also known as “Give One; Get One” and “GoGoMo”.

Why? This strategy gets students up and moving which sends blood to the brain, engaging students by improving retention and alertness. Likewise, organizing and discussing the content of a lesson or story improves the storage of information in the brain and leads to connections that make the rationale for class activities more apparent. Students are responsible for their own learning, but are an integral part of the learning of their peers. This kind of cooperative learning experience increases participation, motivation, social skills, and self-satisfaction.

The How:

1. Teacher facilitates activity, reading, or lecture.
2. Students record, from reflective memory, what took place during the lesson. What did they learn in terms of knowledge, skills, strategies, or processes? There are many formats for this writing—two common forms are a two-column organizer and a three by three table. Students make use of the two-column organizer by filling in one column alone and the second column with additional ideas from what peers have shared. Students independently fill out three boxes of the table and the rest with ideas from peers.
3. Students get up and have mini conversations with several members of the class. Usually the students talk with one person at a time, but variations allow for students to work in groups to fill out the rest of their organizer. Any new information and perspectives shared by a peer should be noted on the organizer as a short summary of these conversations. If two students converse who have the same ideas, they should work together to produce a new one.
4. Students return to their seats and either engage in a class discussion about their conversational findings or write a summary by turning the information from their organizer into a logical, complete sentences. This summary may be compiled through group work, but is most effective when each student must process and write their own summary.

When? This strategy can be used before a reading or activity to activate prior knowledge. Rather than summarize new information, students may write about and share facts, skills, etc. that relate to a given topic. During the reading, students may take notes on the details, themes, and big ideas. Then, after the reading the students would share and compare the importance of these in order to write a summary. However, it is more effective for students to exercise recall after the reading rather than record information during the reading as this requires less reflection. Share One; Get One is most often used after a reading as described under “The How”.

Variations:

Content	Lesson
<i>English</i>	Use the strategy after the reading of a short story; expect students to describe, if applicable, imagery, conflict, climax and rising/falling action, plot, setting, mood, intended audience, characters, time period, new vocabulary, etc.
<i>Foreign Language</i>	Use the strategy as a follow-up to a short reading in the language and of a culture associated with the language; expect students to record information about new vocabulary, details specific to the culture, pronunciation, examples of recently discussed grammar, etc.
<i>History</i>	Use the strategy following a primary source reading; expect students to record information about how to read the form of the reading (i.e. poem, political document, etc.), new vocabulary, dates, people, intended audience, author, major events, etc.
<i>Math</i>	Use the strategy following a content-rich lesson with new models, strategies, processes, or vocabulary; expect students to, if applicable, generate examples, graph, label diagrams, demonstrate a model, define vocabulary, etc.
<i>Music</i>	Use the strategy after students have listened to a recording of a new song and read a short explanation of the song; expect students to describe mood, tempo, composer, inspiration, historical attributes, emphasis on horn/woodwind/percussion/string, etc.

Sources and Additional Info:

Wormeli, Rick. *Summarization in Any Subject*: ASCD, 2005, Print.

http://www.buffalodiocese.org/Portals/0/cathedu/ELA/give_one_get_one_move_on.pdf

<http://www.syracusecityschools.com/tfiles/folder716/Cooperative%20Learning%20Structures.pdf>

<http://www.scholastic.com/teachers/classroom-solutions/2009/11/give-one-get-one-engaging-shy-students>

Name:
Share One; Get One

Class Period:

Date:

1. Fill out any three of the boxes below with brief descriptions of what you learned or did during today's previous activities. You may write about vocabulary, skills, strategies, reoccurring themes, big ideas, etc. Please feel free to draw pictures and symbols to support your writing.

Share One; Get One: Graphing Ellipses and Circles		

2. Share one; get one. Discuss your thoughts with six different classmates by sharing one of your boxes and getting a new idea in return. Fill out the six remaining boxes with brief descriptions of what each of your partners shared with you.

3. In the space below, write a paragraph to summarize what you've learned today. Use the contents of your table as a guide.

Sustained Silent Reading (SSR)

Shelby Cosman

Reading Reminders p. 1-6 Jim Burke

Sustained Silent Reading Steve Gardiner

<p>What: SSR is providing a minimum of 10 minutes of silent reading time. This time is set aside from the lesson and can be used whenever the teacher wants. It can also incorporate writing aspects through the use of journals and logs. Although SSR provides an easy connection to writing, teachers should try not to use book reports, papers, or quizzes/tests. Group or class discussions can also be used with SSR. It is an allotted time to read about topics interesting to the student, and should not be used to read for other classes or do homework. Instead it should promote a low-stress environment where a student can simply read a book that they chose.</p>	<p>How: Teachers allow their students to choose a book and bring it to school to be read during SSR. It can be any book that interests the student, but should not be a magazine, newspaper, or comic book. Students are allowed to stop reading a book if they are disinterested in it or if it is too easy/hard. Students can recommend books to each other, borrow books, buy books, use books from home, or check out a book from the library. Teachers can have students write reflections or journals while reading or after the completion of a book, there can be group/class discussions after SSR or after the completion of a book, or students can write papers or complete a project dealing with their SSR book. Students are also allowed to read outside of their SSR time. SSR time must be a minimum of 10 minutes, but can be longer.</p>
<p>Why: SSR is a strategy to help students develop the habit of reading on their own, finding books that interest them, and becoming lifelong readers. It is a way to show students reading can be fun, and does not have to only be for school work. It helps improve reading skills, reading stamina, critical thinking skills, increases vocabulary, and develops a passion for reading.</p>	<p>When: This can be used as much or as little as the teacher wants; everyday, once a week, every other day, a certain amount of times a month, every Friday, etc. It can be used before a class period, after a class period, or in the middle of a class period as a transition or break between lessons. The more opportunities provided for SSR the more beneficial it is for the students.</p>

Variations: SSR is applicable to every content area since the students are allowed to choose their own book. A possible variation is allowing the students to choose from a set list that are non-academic books dealing with or containing a theme that is relatable to the content currently being covered in class. Another variation would be a list of books that can be associated with the class course, such as books that include reference to mathematical processes (Chasing Vermeer), music influence (Nick & Norah's Infinite Playlist), or historical/cultural influence (The Book Thief). The most important thing to remember is that content is not important when it comes to SSR, so variation is not really needed; students just need to be presented with the opportunity to read.

Name:

Date:

Sustained Silent Reading (SSR)

Directions: Answer the following questions about your SSR book. After answering all the questions, write a journal entry about your reaction to the reading (good/bad, shocked, surprised, anticipated, etc.), any questions or comments you have, any predictions you can make, or anything interesting you read.

Book title and author:

Why you choose this book:

Main characters in today's reading (Are any new?):

Pages read:

Journal entry:

Summarization Pyramids

Mara Clucas

<p><u>What?</u></p> <p>A summarization pyramid is a type of graphic organizer that allows students to visualize their thought process from the general, surface level thinking down to critical thinking about the interworking of the topic. These organizers are helpful to guide students through some sort of text or media, drawing their attention to important information and helping them to apply it in their own words. These can be done individually, pairs or small groups.</p>	<p><u>How?</u></p> <p>Summarization Pyramids have a very simple format and are easy to apply to almost any lesson or text. The general pyramid of lines format is simple and the directions are fairly uniform for any topic or text. Teachers can type up their own questions on each handout and have the students complete these assignments for any unit. They also can be used as an informal assessment for teachers and a study tool for students.</p>
<p><u>When?</u></p> <p>Summarization pyramids can be used before, during and after a lesson. For before the lesson, these graphic organizers are great ways for students to understand the homework readings and to bring in written down ideas to class for discussion. They can be used during a class as a graphic organizer for notes or lectures. They also can be used after the lesson as an exit slip or other informal assessment to let the teacher know how well their students absorbed the lesson and what they might need to reteach the next class.</p>	<p><u>Why?</u></p> <p>Summarization pyramids are great ways to get students more actively engaged in the learning process by challenging them to summarize and rephrase information they read, hear or see. This graphic organizer also gives students the opportunity to rephrase the information in their own words. The act of rephrasing helps to make the content more relevant and that means the students are more likely to retain the information. This also is a good strategy to help condense long and difficult readings to a more simple format that hold only the key ideas from any sort of text or media.</p>

(Sources: Vacca Book and Katie Hanson Handout)

Variations:

Summarization pyramids can be used in virtually any subject. In the sciences, these pyramids can be used to break up a difficult concept into its core components. In social studies, these organizers can help to map out important events in history from the broad event to the specific parts of the major event. In music, students could use these organizers to organize background information on a particular composer and piece of music. In math, these pyramids could be used to break up the steps of how to do a particular type of problem. In English, these organizers can help students to map out characters from surface level knowledge to deeper ideas (such as motivations, life goals, ect.).

Additional Resource: *Summarization in Any Subject (Wormeli text)

Name: _____

Date: _____

Period: _____

Summarization Pyramid: Ecology

Directions: After viewing the Crash Course Biology video

(<https://www.youtube.com/watch?v=izRvPaAWgyw&index=40&list=PL3EED4C1D684D3ADF>) on Ecology, answer the questions at the bottom of the page in each of the sections of the pyramid.

A pyramid diagram consisting of 7 horizontal lines of increasing length from top to bottom, representing sections for summarization. Below the pyramid, there are four additional horizontal lines for writing answers.

1. Label the top of the pyramid Ecology.
2. Define the term ecology in your own words
3. What makes up a population and how do populations fit into ecology?
4. Give a brief example of a community.
5. Ecosystems are all round us, so name and explain one ecosystem you have encountered in your experience.
6. Explain the difference between biotic and abiotic and why they connect to the topic of ecology.
7. Create a few sentences using the following ecological terms: populations, community, ecosystems, biomes, biosphere, biotic, abiotic and biodiversity.

Summarization Pyramid

Rebecca Sund

Wormelli (155-157) <https://sestrategies.wikispaces.com/file/view/3-1+Summarization+Pyramid.pdf>
<http://www.smekenseducation.com/create-simple-summaries-with-pyramids.html>

<p>What?</p> <p>A summarization strategy that helps students succinctly and effectively review and organize new material</p> <p>A strategy that is versatile and easily adaptable to any content area or topic</p> <p>A graphic organizer that provides a visual representation of newly acquired information</p>	<p>Why?</p> <p>Helps students interact with the text and material being read</p> <p>Helps students focus on a variety of elements and helps them analyze their importance in relation to the overall topic at hand</p> <p>Allows students to represent material learned in a creative way that appeals to multiple learning styles</p> <p>Allows for differentiation by assigning different parts of the pyramid to different groups</p> <p>Provides opportunity for students to monitor their own comprehension</p> <p>Teaches students how to identify important information in the text</p> <p>Allows access to all levels of Bloom's taxonomy</p>	<p>How?</p> <p>Decide what topic you want your students to review/summarize</p> <p>Decide how many questions or lines you want in your pyramid</p> <p>Decide what shape/form you want your pyramid to take on</p> <p>Create and layer the questions in such a way that builds the pyramid to help students see the connection between various ideas in a chapter</p> <p>Scaffold the pyramid in order to reach multiple levels of Bloom's taxonomy</p>
<p>When?</p> <p>Before- Like many other summarization techniques, using a summarization pyramid as a pre-assessment can help you determine what your students already know.</p> <p>During- This activity can be used during reading by having students stop periodically to fill out the pyramid while reading. This will help students break up the material and break up their learning, which allows them to focus on smaller, more manageable pieces of text.</p> <p>After- This activity can be used after reading by having students revisit the text which will help them solidify their learning. By having students go back and re-read material, you are allowing them to interact with the text again and thus providing them with an opportunity to solidify their understanding.</p>	<p>Take away:</p> <p>Summarization pyramids are a great way to add variety to summarization activities. They engage students by making each part of the pyramid seem manageable and within their ability, with the result being a full summary of the new information. And just remember, they don't have to physically be pyramid shaped!</p>	<p>Variations</p> <p>Math- Have students summarize the key features of polynomials or more specifically, quadratics.</p> <p>Spanish- Have students use this to summarize a new unit of vocab by having students group words based on meaning or use or have students use this analyze a Hispanic-speaking country and culture.</p> <p>English- Have students summarize a book or a theme within a book using this strategy. Have them put page numbers or quotes for supporting information to help them practice finding supporting details in the text.</p> <p>Music- Have one genre or time period be the main topic and then have students elaborate on that on the lines of the pyramid.</p> <p>History- Have students create one related to cause and effect of events. Have one event be the main topic and have supporting information or causes make up the rest of the pyramid.</p>
<p>Who?</p> <p>All students! Summarization is not an inherent skill for all students. Teachers need to teach students how to summarize and provide supports for them by scaffolding activities in order to help them develop important skills associated with summarization.</p>		

Name: _____ Date: _____ Period: _____

Transformations and Congruence

Directions: Using your notes from class and pages 121-124 and 135-139 in your book, read and review important concepts related to transformations and congruence. Use your knowledge to complete the pyramid below, using the numbered questions written below the pyramid. (For example, the answer for question 1 would go on the first line, the answer for question 2 would go on the second line)

Questions:

1. What are the four types of transformations?
2. Describe the difference between rigid and non-rigid transformations.
3. What does congruence mean?
4. What are some of the acronyms used to prove triangles congruent? What do the acronyms stand for?
5. What does CPCTC mean and how do you use it?
6. How do you approach proofs and how does this help you become a better mathematician?

Using a Picture Book as a Hook for a High School Lesson

Margaret Stadtwald

(*Content Area Reading* pgs. 356-361)

❖ What is This Strategy?

Using a picture book as hook for a high school lesson means using a picture book written for older children and young adults to introduce students to a new area of study and to pique their interest in it.

❖ How do I Use This Strategy?

1. Choose a picture book that goes with the unit of study you are about to move into. Make sure that the book is well written, well illustrated, and likely to be of interest to your students.
2. On the first day of your new unit, read the picture book aloud to your class. Invite your students to move so that they can comfortably see all of the illustrations in the book while you are reading. Possibly invite your students to sit on the floor if space allows.
3. After you read the picture book to your students, do some sort of a summarizing activity to make sure that your students understood what you read and showed them.

❖ Why Should I Use This Strategy?

Although people frequently do not think about it, many high school students still enjoy being read to and looking at picture books. Giving them the opportunity to do provides a welcome change in their school routines. In addition to this, reading a picture book at the beginning of a lesson can give students background information about a subject, refresh any information about the subject that they already knew, and generally excite their information about the subject. On top of that, picture books can make a topic more accessible to ESL students and struggling readers because they can facilitate vocabulary learning, and allow students to learn content without having a sophisticated understanding of the English language. Finally, a picture book can make an abstract concept more concrete, improving students' understanding of the concept.

❖ When Should I Use This Strategy?

Reading a picture book as a hook works well at both the beginning of a new unit of study, and at the beginning of a daily lesson because it provides an introduction to what comes later in the lesson or the unit. A picture book can be used part way through a lesson or unit to explain a particularly difficult part in a story or an especially challenging concept. A picture book can be used after a lesson as a way to summarize and review what students have learned.

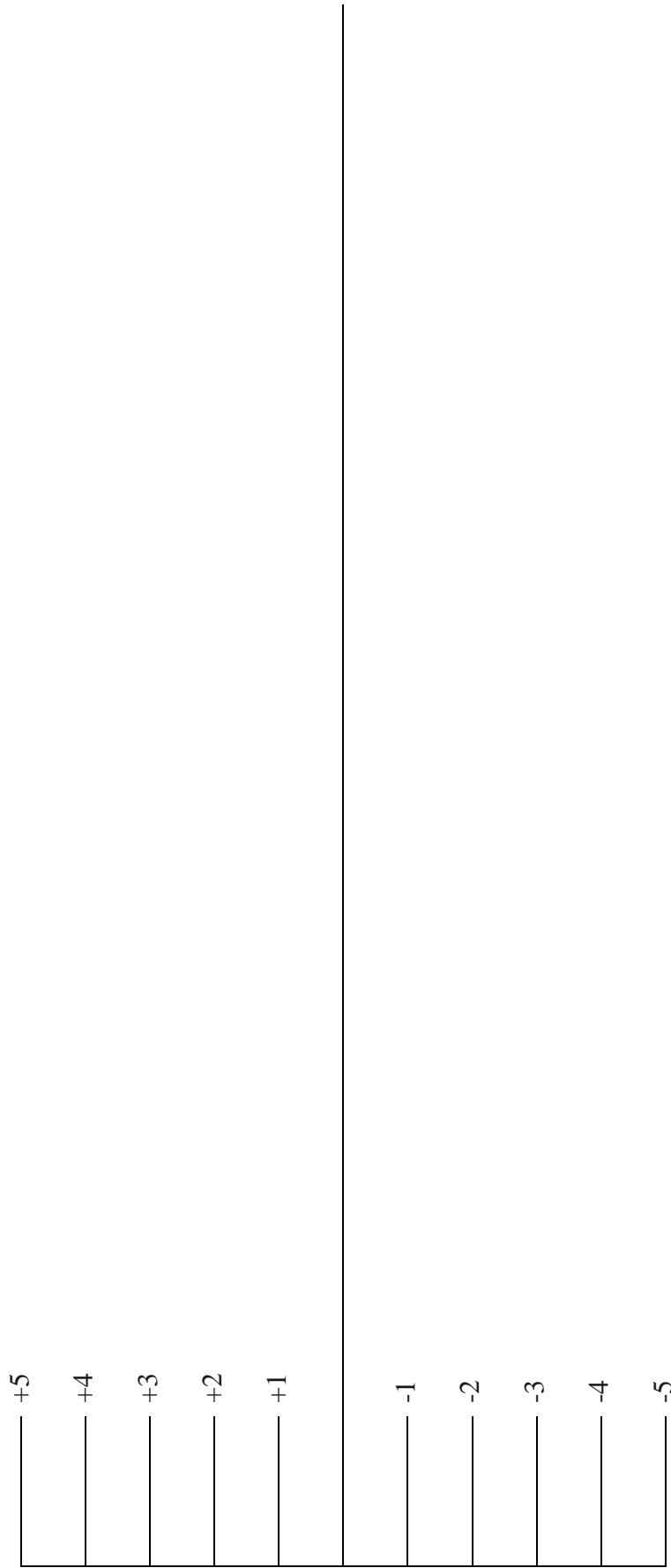
How Can I Use This Strategy if I Do Not Teach English?

Reading a picture book as a hook can work in any content area classroom, not just an English class. Lists of books for all different content areas can be found on pages 360-361 of *Content Area Reading*, as well as at <http://wvde.state.wv.us/>

(type "Picture Books for Older Readers" into the search bar). In addition to these titles, you could find more suggestions by asking a librarian or a teacher in the field who teaches in your content area. A world language teacher may be able to use a picture book for children written in the language he or she teaches because the vocabulary would be appropriate to those learning a new language, and a children's story can be more accessible than conventional adult literature.

Plot the Action!

Record the events of Shakespeare’s life that we learned about today on the graph provided. Place the events in chronological order (oldest events to the left, most recent events to the right). Place the events higher or lower depending on whether or not the event improved Shakespeare’s life or made it worse (+5=one of the best events, 0=neutral event, -5=one of the worst events). Then, using a different colored pen or pencil, plot two more events that you think might have happened to Shakespeare in the portion of his life we



Dan Walls

Picture Book as a Hook

Vacca 356-360

Cyndi Giorgis, "The Power of Reading Picture Books Aloud to Secondary Students." *The Clearing House*, Vol. 73, No. 1 (Sep. - Oct., 1999), pp. 51-53

WHAT?	Using a picture book as a hook in a high school lesson involves reading a picture book or other illustrated text as a means to prime students to think about the upcoming lesson or reading. After reading to the book and looking at the illustrations, the students will be able to think about themes and ideas in language that is familiar to them.
HOW?	To use a picture book as a hook, it is important that you find a picture book that is appropriate for the upcoming lesson or text. Read the text aloud to your class using a confident tone that inflects well with the themes of the book as well as holding the book so the students can see the images (this may involve practicing). After reading, discuss with the class how the picture book portrayed in both words and text some of the main themes of the upcoming lesson. After reading the book, the teacher may choose another before activity such as a KWL to emphasize using the book as prior knowledge to the upcoming reading or lesson.
WHY?	Using picture books in the classroom can be used as a way to introduce the main topics of a future reading or lessons in a way that uses simpler words and sentence structures while still discussing important information. Students with reading difficulties can benefit greatly from this strategy, as the simpler words will make the reading easier for them while providing them with at least a base level knowledge of the topic as opposed to possibly no understanding if they were just left to read a dense text. The presence of illustrations also allows for another form of transmission of the information to the students.
WHEN?	This strategy is best executed before or at the beginning of a lesson. It provides students with a gentle introduction to the topic of the lesson or other readings. Using picture books can help students to think about difficult or dense topics in terms that are easy and familiar for them to use. You can follow this strategy up with a KWL or other before activity, using the picture book as part of their prior knowledge. This strategy could be used during a lesson or dense reading to break up the flow of a lecture or passage and give the students a mental break while still covering relevant material but in a fun, light-hearted way.

VARIATIONS Lists of books in various subject areas:

Vacca 360

<http://ccb.lis.illinois.edu/Projects/childrenslit/lrichter/403FinalProjectDoc.html>

<http://wvde.state.wv.us/strategybank/PictureBooks.html>

NAME: _____ DATE: _____
PERIOD: _____

“Jazz on a Saturday Night” by Leo & Diane Dillon

Directions: After we read “Jazz on a Saturday Night” by Leo & Diane Dillon, answer the following questions about how the book describes jazz, both explicitly and implicitly. Be prepared to discuss your responses.

1. How do the illustrations portray jazz performances?
2. How do the colors in the illustrations portray jazz music?
3. How do the words of the book describe jazz music and performances?
4. Who are some of the performers mentioned in the book?
5. What are some of the instruments the book mentions in jazz music?
6. In a short paragraph, based on your prior knowledge as well as the book, compare and contrast the book with your experiences of jazz music and performances.

Vocabulary Squares

Jenna Jenson

<p>What?</p> <p>Vocabulary squares are basically a graphic organizer to organize their thoughts about a specific vocabulary word in a lesson. There are 4 sections. You may find variations of these four sections in different formats. One of the sections often times is a definition section where students put the definition of the word in their own words. Another section is usually a picture of some sort that will help the students remember the word. Another is a sentence with the word in it. Last is usually synonyms, part of speech or variations of the word. Overall, a vocab square organizes a single vocab word into 4 different ways. It allows students to try to better understand the word as they try to fill in the spaces.</p>	<p>How?</p> <p>It is important to pick only a few vocabulary words in your lesson to do vocabulary squares for. You do not want to overwhelm students with too many squares. In order for students to do this, they need to have some sort of text, video, reading, or lecture or anything that contains highlighted or important words. Another option is that you as a teacher can give them specific words. Then students will take their knowledge of the word or their exploration of the word and work to fill out the squares. Be sure to discuss the vocab words before or after to make sure students are documenting squares that relate to the word. It is actually a good idea to guide the students through trying to understand the word. Then, they are able to use their own ideas in their square with the help of your guidance.</p>
<h2>Vocabulary Squares</h2>	
<p>When?</p> <p>You can use Vocabulary Squares basically before, during or after reading. This strategy can be used anytime you are trying to stress certain vocabulary to your students or if students come across a word in their reading that they are unsure of. It can be used before a lesson to help prime the student's brain with necessary vocabulary they might need to know. You can use this during a lesson, as they can fill out the squares while being taught the content to better digest the information. Last they can use it after reading or after a lesson when they go back and are able to identify the key words or vocabulary words that were being used at the time. Vocabulary squares can be used for assessing a student's comprehension of specific words as well. You do not need to use a vocab square for every vocab word, but a few in each lesson are great!</p>	<p>Why?</p> <p>Using Vocabulary Squares are beneficial for many reasons. First of all, this helps students to really try to comprehend the vocabulary word. It allows them to think about the word on a variety of cognitive levels. Students may benefit from this method for different reasons. Some students remember words best when they are able to come up with words that are the same; others do best when they draw a picture. Having a variety of ways students can try to comprehend the word will be beneficial to a diverse classroom. Using a Vocabulary Square also in general helps students to identify and realize the important concepts or words in a lesson. They are then more likely to try to learn and pay attention to those specific words that are chosen.</p>

Variations: Any discipline that uses vocabulary words can use this strategy. It is a great way to keep track of important words in any course. Math, Social Studies, Science, Music, English, all have vocabulary words that are essential for their lessons. The different boxes of the square may also have variations. For example, instead of synonyms, you might want your students to do antonyms or, Instead of a picture, and equation if it is for math or science. It is up to the discretion of the teacher what they want the boxes to be.

<http://www.brighthubeducation.com/high-school-english-lessons/25934-four-square-vocabulary-method/>


Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook, 2000. Print.

Name: _____ Date: _____ Period: _____

Vocabulary Squares

Directions: Read through each sentence with your group. After you do so, please try to define the bolded word with your groups. When you are done, please fill out a vocabulary square for each of the words. Please fill out the word you are defining in the middle of the vocabulary square. Then, write a different sentence for that word. Write some synonyms of the word. Draw a picture to help you remember what the word means. And write a definition in your own words. Please refer to the example.

Michael had a wonderful time taking photos with his **colleagues** at an event.

Sentence	Synonyms
My colleagues are very helpful when helping me develop lesson plans.	Co-workers Associates Classmates Teammates
Colleagues	
Picture/Logo	Definition
	A person that works with another person.

Richie uses previous information to **hypothesize** what an answer to his question in biology might be.

Sentence	Synonyms
Picture/Logo	Definition

Kyle loves to **inquire** about all of the possible solutions to a math problem.

Sentence	Synonyms
Picture/Logo	Definition

Mr. Walls gives his students **consequences** if they misbehave.

Sentence	Synonyms
Picture/Logo	Definition

Vocabulary Square—

John Whitson

(Sources: Burke (pp. 267-270 & A29)

What is it?

- The Vocabulary Square is a literacy strategy that expands students' vocabulary knowledge by introducing and developing words. These words may be content specific, what you deem necessary to know, or any words students do not know.

Why do I use it?

- The student will improve recall of vocabulary because the new words will be connected to prior learning and personalized with a visual cue to decrease rote memorization and increase learning.
- The quality of student interaction with the text will improve because the students understand the content language.
- The students create a word outline to refer when reviewing. Over the course of the term, students can transform their vocabulary squares into a portfolio that illustrates their acquired knowledge from the term.

How do I use it?

- Either provide students a handout with empty Vocabulary Squares, or they are simple enough to have students make their own. Refer to student side for appearance. Antonym/Synonym, variations, and examples are also types of boxes to use`.
- If applicable, complete vocabulary squares on prior known words that relate to the new words. After drawing upon prior knowledge, students will make inferences when completing the new vocabulary squares. This is great "whole class" activity.
- Avoid simply telling the students the exact information to put into the boxes because that is disengaging for students and leads to rote memorization. Instead, scaffold the assignment by including one box filled, such as the visual cue, to guide students. Leave space for students to create a unique visual cue if desired.
- The specific grouping of students is your (or the student's) choice. The student side incorporated whole grouping, individual grouping, and small groupings.
- Create Vocabulary Square handouts per chapter, week, or even day.

When do I use it?

- **BEFORE:** Prime students for a new text by introducing new vocabulary they will encounter.
- **DURING:** Students can list unfamiliar words in blank Vocabulary Squares as they read. Then they have identified what they do not know and have a place to define it!
- **AFTER (modification):** If the students have read and understand the new vocabulary, have students use their completed vocabulary squares as a reference for discovering connections between the terms. (For ex: "Oh! Homophony and Polyphony are both musical textures!" Sometimes the students need to be prompted to make the connections that may seem obvious to the teacher!).

Variations!

All of our content area uses specific vocabulary that is integral to understanding our texts. Once you and your students identify what these terms are, the Vocabulary Square will increase your student's literacy! Below are examples of content specific vocabulary:

ENGLISH: figurative language, poetic devices, literary elements.

HISTORY: democracy, aristocracy.

SPANISH: all words!

MUSIC: crescendo, andante, homophony, forte.

MATH: perpendicular, equilateral,

Name: _____ Date: _____ Period: _____

Vocabulary Squares—Week One

Directions: The Vocabulary Square is a literacy strategy to identify, define, and expand upon key words. First, I will model how to complete a Vocabulary Square. Then, as a class, we will complete the Vocabulary Square labeled “texture.” Finally, complete the Vocabulary Square labeled “dynamics” individually. When prompted, share and compare your completed Vocabulary Squares within your groups.

TEXTURE

Part of Speech/Sentence:	Definition:
Illustration:	Example:

DYNAMICS

Part of Speech/Sentence:	Definition:
Illustration:	Example:

WebQuest

Mara Clucas

<p style="text-align: center;"><u>What?</u></p> <p>A WebQuest is an inquiry-based unit that is based mostly online. This is a fairly informal layout that encourages students to explore and interact with the unit material while working to complete a set task. WebQuests can cover virtually every subject and are generally easy to generate. WebQuests offer great opportunities for group collaboration to create a finished product, whether it is a group project or just a guided worksheet. One of the best features of a WebQuest is that it allows students to take control of their own education and learn at their own pace. WebQuests inspire them to explore and be curious about the topic being covered.</p>	<p style="text-align: center;"><u>How?</u></p> <p>WebQuests are one of the easiest resources for teachers to get their hands on or to create for themselves. There are thousands of already created WebQuests that are a simple search away on one of the resource sites listed below. If a teacher can't find one that fits their lesson plan, it is simple enough to make them. There are many WebQuest generators that are easy to use, and allow teachers to share their work once it is completed. WebQuests are fairly uniform in their structure, almost always including a/an: Introduction to the topic, Task for the students to complete, Process for students to follow to complete the task, rubric to Evaluate their work and a Conclusion to wrap up what they have done. This uniform structure is easy to follow, and teachers can create their own handouts or worksheets to accompany the WebQuest.</p>
<p style="text-align: center;"><u>When?</u></p> <p>A WebQuests can be used before, during or after a lesson. WebQuests are great to use at the beginning of a lesson or unit to help students to get a basic understanding of a topic and give students a basis of background knowledge they can then use for the rest of the lesson or unit. WebQuests are also great for assessing students' interests, strengths and weaknesses in a particular topic area. WebQuests can also be used during the lesson, often as the main focus of a particular lesson. They give students the chance to dive into the material and interact with it, giving groups or individuals time to make connections with their own experiences to the material being studied. Finally, a WebQuest can be used after a lesson to help assess what students absorbed during a lesson and gives them time to apply it in a 'final product' of sorts. This helps the teacher to determine if the lesson was successful or not and help to determine if certain parts of the topic must be revisited.</p>	<p style="text-align: center;"><u>Why?</u></p> <p>Why should we as teachers use a WebQuest? Well, a WebQuest gives students the opportunities to look at a topic with a variety of perspectives. WebQuests also offer a variety of ways to be completed, so that students may be better able to learn in conjunction with their own learning styles. WebQuests are often engaging and entertaining for students, a definite break from the classic classroom setting. If you think students get too much control, think again. Teachers can have control over what their students read by including hyperlinks and specific directions as to where to look for information for the Task of the WebQuest. This strategy also integrates the use of technology into any kind of classroom.</p>

(Sources: www.webquest.org and "What is a WebQuest" series on YouTube: <https://www.youtube.com/watch?v=o4rel5gOPvU>)

<p style="text-align: center;"><u>Variations:</u></p> <p>In terms of variation, there really are not many since there are WebQuests to cover virtually every topic that could be used in school. Social Studies can use WebQuests to investigate a certain time period in history through a particular viewpoint. In math, students can work to create a word problem and solve it for presentation to a class in conjunction with a recently covered topic. Science can use WebQuests as a chance to explore deeper into a topic without the use of a textbook. English and the Fine Arts can use WebQuests to investigate the background of a book, work of art, or piece of music to help set the tone and understand the bias behind the author/composer.</p>
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Additional Resources: *www.questgarden.com *www.bestwebquest.com *www.webquest.org

Name: _____

Date: _____

Period: _____

Working With WebQuests

Directions: In your groups, I would like you to go to this website:

<http://webquest.sdsu.edu/webquestwebquest-es.html> . This is a WebQuest about, you guessed it, WebQuests! We will be learning the format of WebQuests as well as how WebQuests can be useful learning tools. Take your time to follow the directions since this is not a race to complete the WebQuest. I would also like you to pick your roles as the WebQuest prompts and note it on the line provided. When looking through each of the WebQuests, fill in the chart about each WebQuest's strengths and weaknesses. Once you have gone through all five Quests, then try to answer the three task questions on a separate sheet of paper and staple it to this one to turn int. Happy Questing!

Chosen Quester Role: _____

Topic of WebQuest:	Strengths	Weaknesses
Grow School Greens		
Where Is My Hero?		
Unraveling the Underground Railroad		
We All Scream for Ice Cream		
Ancient Egypt WebQuest		

What is it?

- Started in the mid '90s, it is a strategy where students use "quests" created by teachers to explore different websites to help them engage in a particular topic.
- Webquests can be created or borrowed from a variety of resource sites.
 - The focus of the webquest can be anything which is why they are so easily integrated into the curriculum.

How does it work?

- Typically completed by students in small groups.
- A corresponding quiz/handout will need to be completed by students during their quest as they go link to link.
- Some quests will ask students to come to a conclusion about a main idea the quest focused on.
- Lesson is broken down into manageable parts/steps for the students to complete.

Why do it?

- Offers students a chance to learn a topic and how to navigate the internet to find the information they are looking for.
- It can help students improve their research skills and become more effective researchers.
- Motivates and engages students!
- Alternative form of learning and easy at home access to lessons.

When is it used?

- | | |
|---|---|
| <ul style="list-style-type: none">◦ <u>Before</u><ul style="list-style-type: none">▪ Attention grabber▪ Activate prior knowledge▪ Offers a challenge◦ <u>During</u><ul style="list-style-type: none">▪ Interactive material▪ Build research skills▪ Supplement lesson• In-depth | <ul style="list-style-type: none">◦ <u>After</u><ul style="list-style-type: none">▪ Review prior material▪ Debrief lesson▪ Assessment of learning |
|---|---|

****NOTE*:*** This strategy works for all content areas! There are tons of different Webquests out there ready for use over a variety of topics in any content area! Also, not every Webquest is reliable or fulfills a purpose. Teachers need to be aware of this and test out many different options before selecting a quest to integrate into a lesson.

Music: Quests over a certain piece of music or composer.

Math: Quests for understanding concepts or mathematicians.

English: Quests for a particular reading (guide through it) or author.

History: Quests about historical events.

Spanish: Quests for topics, vocabulary, or culture.

Helpful Links

thirteen.org - offers an additional explanation of a Webquest

zunal.com - offers a variety of pre-made quests

questgarden.com - offers pre-made quests

webquest.org - explanation of Webquest and create or find a Webquest

Nombre: _____ Periodo: _____ Fecha: _____

Webquest

Direcciones: In your group, please enter the following website:

<http://questgarden.com/174/12/7/140914175304/>

Once you have done so, please begin with reading the introduction to your quest and continue with the following headings. Make sure to follow the order of the quest. As you go through your quest, please fill in the corresponding information below. Please ignore the evaluation and conclusion sections. After completing the quest, your group will be asked to share your information with the class.

There are so many exciting aspects of the Spanish language and today you get to select which one you learn about first!

Tema (Topic): _____

Palabras del tema (words from topic) *Select 4-5:*

Inglés(English)

Español(Spanish)

Cree una visual de sus palabras(Create a visual of your words)

Website Credibility

Marie Brzezinski

Burke, Jim. "Reading the Internet." *Illuminating Texts*. Portsmouth, NH: Heinemann, 2001 18-37

As the Internet grows and develops dramatically every day, it can be overwhelming for students to be *critical readers* of web pages. Some students think that because they spend so much time on the Internet, they already know how to check if a website is credible. Unfortunately, this is just not true! Analyzing the credibility of a website is something that must be *taught* to students in order to ensure that they correctly utilize the skill.

What is this strategy?

Analyzing the credibility of a website is checking credentials of a web page—author, organization, bias, publication date, etc. and deciding whether or not to trust the site as an academic source. This strategy can be used together with the “webquest” strategy.

How is this strategy done?

Using a multitude of grouping strategies, students use this strategy by checking for four key points—the website’s validity, quality, accuracy, and authenticity. Students can analyze these four key points searching the website for “credibility clues,” which are listed in the above section.

Why should students use this strategy?

Students should use this strategy because it allows them to become critical thinkers about web pages instead of simply accepting everything they see because “the Internet never lies.” Using the credibility of a website technique can also spread over into physical texts, as students can analyze author bias, authenticity, and other aspects of credible texts.

When can I use this strategy?

This reading strategy would be most useful *before* reading. Checking a website’s credibility before reading through the page allows students to get a brief overview of a site’s reliability. That way, students can be sure of a web page’s credibility beforehand instead of reading the whole page and realizing that there was something seriously wrong with bias or outdated information!

How can I use this in my content area?

English: Used for analyzing literary essays; is this author a reliable scholar on Wordsworth, Fitzgerald, etc?

Math: Used for reports on math history and online math exploration; is the information correct?

Music: Is the information about composers/pieces/music history correct? Is there bias? Is the author a well-known musical scholar?

History: A common topic in history classes is current events. This strategy allows students to check multiple news sites (there are *ton*!) for credibility when looking up current events.

Foreign Language: If learning about Spanish history, where does the information come from? Is cultural bias present?

Name _____
 Date _____
 Period _____

Shakespeare Unit Project: Researching the Topic

Directions: As we finish up our unit on Shakespeare, it's time to start thinking about your final project! In order to start the project, we must do research, and today we're going to compare two popular websites about Shakespeare's life and works. In your browser, open up two tabs. In one tab, go to **folger.edu**. In the other tab, enter **absoluteshakespeare.com**. Using the pages on each website as your guide, complete the following questions for **both** websites. Finally, choose your preferred website and explain **why** and **how** they will help you with your unit project at the bottom of this sheet.

folger.edu	absoluteshakespeare.com
What is the Folger Institute?	Is there information about the website's authors? If so, where?
When was the site last updated?	When was the site last updated?
Does the website provide links to other pages? Where can you find them?	Does the website provide links to other pages? Where can you find them?
Does the website suggest a bias?	Does the website suggest a bias?
Has the website won any awards? Where you can find this info?	Has the website won any awards? Where can you find this info?
Is the information easy to understand?	Is the information easy to understand?
Is the website easy to navigate? Why?	Is the website easy to navigate? Why?

Credibility of a Website

Keith Sands

The Internet Reader by Jim Burke

Handouts from Katie Hanson

What?	Credibility of a website is a lesson that is very important for high school students to have. With the internet and technology becoming more and more prevalent in the classroom, students need to understand that not everything on the internet is true. Students need to learn how to distinguish between which websites are credible and which websites are not.
How?	To do this lesson on the credibility of a website, students need to get hands on experience. It is essential that students have access to computers so they can examine websites for themselves. While the students examine the websites, having them ask themselves many questions relating to the authenticity, validity, and quality of the website will allow them to critically think about how credible the website is. I had students visit one website that is an example of a non-credible website and one example of a website that is fairly credible. The main objective is to get students thinking about how to tell if a website is credible. Encouraging them to question the site and using critical thinking skills will do just that.
Why?	There are many reasons to use this literacy strategy with students. Students need to know that not everything on the internet is valid. Along with that, they need to be able to distinguish which websites are credible and which ones are not. It is important to encourage students to ask questions about the websites while using their critical thinking skills in order for them to distinguish which sites are credible. Being able to distinguish a credible source from a non-credible source is a skill that will be used all throughout their academic careers. This literacy strategy is important in all disciplines. Not just English. When students look up information for any class it is important that they are getting reliable information.
When?	This strategy is definitely most appropriate before any lesson that requires students to do research or some sort of research paper. If this strategy is used after or before students begin research for a project, students could have wasted a lot of time with sources that are not credible. Using this strategy before will get students primed to do their own research. They will be warmed up, have a better idea what kind of sources to look for, and will be less intimidated by a research project. Also, doing this lesson at the beginning of a term in any discipline would be highly beneficial. If you do this, you can go throughout the term being more confident that your students are getting help in your class from appropriate sources.

Variations to this strategy include doing a webquest. You can do webquests in any discipline. Here are a couple of websites that have webquests that you could use:

www.questgarden.com , <http://webquest.org> , <http://www.pbs.org/teachersource>

Also, this lesson is relevant in any discipline. You could have students explore resource websites related to your discipline and have them practice determining if they are relevant or not.

Name: _____

Date: _____

Period: _____

Credibility of a Website

Directions: This is a mock research project about the benefits of eating bread. This is to get us thinking about how we are going to do research for the upcoming paper. We will be looking at different websites and determining their credibility. We want to get the best information that we can about bread. We will be learning about the way we need to think and the types of questions that need to be asked in order to do this.

To get us thinking: <https://www.youtube.com/watch?v=AvZBg7qLzU8>

What makes a website credible?

The Dangers of Bread: <http://www.geoffmetcalf.com/bread.html>

Who is the author/organization and what credentials does he/she have?

When was this website last updated?

Where is the author getting the information? Citations?

Is there any detectible bias?

Is academic language used?

What Are the Health Benefits?

<http://wholegrainscouncil.org/whole-grains-101/what-are-the-health-benefits>

Who is the author/organization and what credential does he/she have?

When was this website last updated?

Where is the author getting the information? Citations?

Is there any detectible bias?

Is academic language used?

What is different about the two websites?

Distinguishing between credible and non-credible websites will help you in your research paper next week. Ask questions. Use critical thinking skills.

Word Problem Roulette

Kyle Cluver

<http://www.rmcdenver.com/adx/aspx/adxGetMedia.aspx?DocID=125>

http://ohiorc.org/orc_documents/ORC/Adlit/InPerspective/2009-02/in_perspective_2009-02.pdf

What

Word Problem Roulette is a strategy in which students engage in a problem-solving activity within a group. Students are asked to explain how to solve a word problem both verbally and in writing. They are asked to collaborate in groups on a solution to a word problem and then each member takes turn writing the steps to their solution. After this, each group is asked to present to the class their solution verbally, while a group member writes out the solution with symbols on the board.

How

Students are arranged into groups of three or four. Each member gets a copy of the word problem, with an extra copy being the group's copy in which the solution gets written onto. The students are instructed to read the problem first, and then only discuss the solution aloud without writing anything out on paper. After the group has agreed on a solution, each member takes turn writing out the steps to the solution. After all groups have finished, each one presents to the class their solution verbally while a group member writes it out in mathematical symbols on the board. If there are more than one group with the same problem, then students are asked to compare and contrast the different solutions. If all problems are different, ask students to give immediate feedback on the presenting group's solution.

Why

This strategy is used to model group collaboration of ideas with students. They are able to create ideas on their own while still hearing what others are thinking about. Students are allowed to see multiple viewpoints on the same problem. The students are able to see what the best possible solution is and come to an agreement on one to use. Thoughts are tossed around between the group, then formed into written words on paper, and finally into a presentation for the class. Students are able to see cognitively develop the solution, agree on the best possible, present it to the class, and then write it out in mathematical symbols as a final product. The main reason why is that students are able to engage in collaboration of the thoughts to solving a word problem and then communicating the thought processes used to solve the problem with the class.

When

Teachers should assign this strategy as a full class period assignment. This should be used during the class period as a way to practice solving word problems in groups.

Variations

This strategy is mainly to be used with a math class room but can be altered to be used in any classroom. For a Science classroom, you could create a word problem on how to do an experiment and have the students describe how they would set up the procedure of the experiment. In a History class, given the students a situation in which they are in a famous battle and describe the plan of attack they would use for that battle and then compare it with the actual events that happened. For an English class, put students in the mindset of a writer and have them collectively come up with the best possible way to write a book. Have them list out the steps in order they would take to create a novel. Music class is rather difficult, but you could assign students into groups and have them describe the process to practice a difficult part of the music. Give each group a different section and group them on instrument so that all members can see what each instrument section does to practice.

Name_____ Date_____ Period_____

Word Problem Roulette

Directions: Read the word problem below and discuss any possible solutions with your group. Do not record any of these thoughts during your discussion of the solution. Instead, come to an agreement on the best possible solution amongst the group. Then once you have a solution, take turns writing each step one member at a time, rotating the paper around the group. Use complete sentence in this writing and try to avoid using any mathematical symbols. Everyone should be contributing to the written part of this assignment. After all groups are complete, each group will present to the class their solution verbally, while one group member writes the solution out in symbols on the board. You may use the bottom portion of this sheet to write out your steps. Good luck!

Problem: Travis has a weekday Lawn Mowing service that he has setup for his summer job after he mows his own yard which is 50 feet by 75 feet. He wants to buy a new car for work so that he does not have to use his friend Kyle's car daily. He also wants to have some spending money left over for his favorite food that his mother will not buy him. Travis has many neighbors that would like his services; however he can only mow so quickly since he has a hamstring injury. If Travis can mow a 33 foot by 25 foot lawn in 45 minutes, how fast can he mow a square foot of grass? If on average he mows 10,500 square feet of grass a day, how many hours will it take him to finish? Also, if Travis charges by how long it takes him to mow their lawns, how much will he make on average if he charges \$11.50 per hour? Round all answers to 2 decimal places!

Word Problem Roulette

Grant Putnam

(Teacher Side)

What are they?

- Word Problem Roulette's are group based literacy strategy exercises in which a student must write about their own thought processes and discuss their arguments against their peers in order to provide a plausible, well thought out solution. This strategy works very well with the Think-Aloud Strategy.

How can we use them?

- Organize the class into cooperative groups of three or four students per group. Provide each group member with a copy of the word problem.
- First the group discusses how to solve the word problem. The group members talk to one another about what the problem is asking and their ideas for solving the problem, but they do this without writing or drawing on paper. During this step, the members of the group agree on a solution method and the steps for how they will solve the problem.
- When the group members have agreed on a solution to the problem, they take turns writing the steps to the solution in words rather than mathematics symbols. Each group member writes one step or sentence and then passes the group solution paper to the next group member to add the next step or sentence.
- One member of a group reads the solution steps as they are written on the paper, and another group member writes the symbolic representation of this solution on the board.
- After all the groups who have the same problem have presented their solutions, compare the methods and results of the different groups.

Why do we use them?

- This strategy gives students a chance to **discuss** and **write** about the content of word problems; as well as present their solutions **orally** and through **writing**.
- The Word Problem Roulette strategy is designed to give students an opportunity to **collaborate** on solving a word problem and then to **communicate** as a group the thought processes that went into finding a solution to the problem.
- Students benefit from **communicating** their own **thinking** and from **hearing** how other students think about a problem. They have a chance to **try out different ideas** and to **come to an agreement** on a suitable method to solve a problem.

When would we use them?

- **Before reading:** during this stage, prime students for the Word Problem engage them in during class time.
- **During reading:** during this stage is primarily when the bulk of the strategy would be used. Split students into groups as suggested above, and let them grapple with the problem with their peers, discussing, writing, and presenting as they progress.
- **After reading:** during this stage, ask students to reflect upon which solution presented by other groups they thought was the most thorough.

Variations?

- Various literacy strategies such as: Think-Alouds, Jig-Saws, and Socratic Seminars, strategies that can all be used to have students discuss about their own thought processes.

Sources:

- Martinez, J. G. R., & Martinez, N. C. (2001). Reading and writing to learn mathematics: A guide and a resource book. Boston: Allyn & Bacon.
- Davis, S. J., & Gerber, R. (1994, September). Open to suggestion: Content area strategies in secondary mathematics classrooms. *Journal of Reading*, 38(1), 55–57.

Name: _____ Date: _____ Period: _____

Word Problem Roulette: Algebraic Word Problems

Directions: Read the problem and discuss a solution with your group. Do not do any writing during discussion time. When your group agrees on one solution and method to solve the problem, write a report as a group explaining the solution. Each member of your group should write one sentence of the solution and pass the paper to the member to their right until the report is complete. Everyone contributes. Please use only words, no symbols allowed.

Problem: A family consisting of four adults and three children goes to an amusement park. Adult admission is two and a half times as much as a child's admission. The family spends \$110 total on admissions. How much is an adult admission? How much is a child's admission? If the price of an adult ticket is on special for only twice the cost of a child's ticket, what would the total bill be for admissions?

Please provide your group's explanation for your solution on the lines directly below:

Solution: _____

Word Sorts

Alex Meier

Vacca 253-54

What: Word sorts are a strategy that has students search for meaning and similarities between keywords from a given chapter or unit. In this strategy students must think about what characteristics of the words will help them find relationships amongst those words. This strategy is great for priming the student prior to reading or as a follow up after reading. Students can either do a closed word sort or an open word sort. In a closed word sort, students are given a few categories and they have to decide what categories the words from the word bank relate to and place the word under a category. In an open word sort, the students are not given any categories to relate the words from the word bank to. The students must relate the words in the word bank to each other without being tipped off with categories to place the words under. This strategy is more difficult as the students must relate the words to one another without an overarching theme to go off of.

How: Students are given a worksheet that has columns split up into different categories. They are then given a word bank and directed to place the words from the word bank under the category that the word shares the closest relationship with. Student can be instructed to complete the word sort with a partner or individually.

Why: When doing this activity before reading, students will be able to test the background knowledge they have on the topic at hand. This will help bring more meaning to the information they are soon to read. The words in word sorts must be of key significance in order for students to benefit the most. By having students try to diagnose the relationships between key terms, the students will be tipped off to how these terms relate to one another in the reading. By getting exposure to key terms prior to reading the students reading will also be more focused and time will not be wasted on information that does not contribute to the main points. Students can also benefit from working with a partner, which helps the students to teach each other as they search for relationships amongst words. When this strategy is used after reading it enables the students to assess how well they understood the text. If the students are still struggling to form connections between the words, they obviously need to re-read to clear up this confusion. This strategy can help the students specifically pinpoint where they are confused in the reading so it is easier to clear up. Using this after reading can help the students further encode the information from the reading, as they are exposed to the readings key terms another time.

When: Word Sorts can be used prior to a reading as a way to have students activate background knowledge. This strategy can also be used before reading to give students an idea of the relationships between key terms that they will be encountering throughout the reading. Words sorts are also a useful way for students to check their understanding of the material after reading. Students can get a sense if they understood the relationships that existed between key terms and ideas in the readings, and what connections they missed that need more attention.

Variations: This strategy can be put to use in virtually every subject and content area. It could be used in an English class to sort out parts of speech, in a biology class to show how animals in the same family relate, and in a math class to group math vocabulary synonyms. Many word sorts just ask for the students to relate the words to one another under a category. However, I expanded on this and asked the students to write a paragraph describing the words relation. This will force the students to even further transform the information they were given, leading to a deeper understanding as to how the words relate to one another.

Additional Sources: <http://www.cnn.com/2013/07/09/world/world-war-ii-fast-facts/>

Name_____

Date_____

Period_____

Closed WWII Word Sort

Directions: From the word bank below, choose a word and place it under the country that it shares the closest relationship with. A few words will share a relationship with more than one country, so be prepared to put some words under multiple countries. Once you have finished sorting, pick a country and use the words you placed under it to write a short paragraph on how they relate to one another.

Britain	Japan	Germany	Russia	U.S.A.

Word Bank

**329,208 Dead Soldiers, Winston Churchill, Stalingrad, Joseph Stalin 405,
 399 Dead Soldiers, 7,500,000 Dead Soldiers, Holocaust, Berlin, Carpet Bombing Franklin
 D. Roosevelt, 3,500,000 Dead Soldiers, Hideki Tojo, Blitzkrieg, Dictatorship Final
 Solution, Rape of Nanking, Internment Camps, Midway, Adolf Hitler, M1-Garand Axis
 Power, Pearl Harbor, Battle of the Bulge, Kamikaze, Allied Powers**

Word Splash

Shelby Cosman

Summarization in Any Subject p.188-190 Rick Wormeli

What: Word splash is a strategy that allows students to make connections between words and phrases. It exposes students to key words and concepts before actually going over the material. It is a summarization experience and also requires students to use critical thinking skills.	How: A list of important vocab and key concepts of a lesson is created. This list of words is then given to the students, and the students arrange the words in an order that makes sense to them. This can be done on the board, on paper, on a computer, or using cut outs of the words. Students then explain their reasoning/thoughts on how the words are related and why they put them in that order. Students can explain their reasonings in small groups, partners, or whole class discussions.
Why: Word splash allows students more time working with important words and phrases. It also requires them to use critical thinking skills to order the words and look for connections. The more time students have to work with material, the better they will be able to understand it. Word splash also gets the students excited about learning, in order to see if their predictions were right.	When: This can be a great hook before a lesson. It gives the students a chance to work with unknown material so when they encounter it in text they can already be thinking about how it will relate to the topic. Word splashes can also be used after a lesson in which the students would use it as a review.

Variations: Word splashes are applicable in every content area. It is up to the teacher to decide what words or phrases the students are given, so it can be relatable to any lesson or topic. While this strategy is a great hook, it can also be used after a lesson is taught. Students can look at the list of words and reorganize them using the information they now know. Once they recreate their lists they can make a sentence for each word, helping to define and/or describe its meaning. This can be taken even farther, and they can use these sentences to write a coherent and well-organized paragraph relating the words together and summarizing what they learned. They can then get in small groups or partners and read each other their sentences or paragraphs as well as whole class sharing. There also are many ways in which the word splash itself can be created. This can be done on the board, at their desks, on paper, or using cutouts; students can physically arrange the words (printed on paper) or write the words.

Name:

Date:

Word Splash

Directions: Arrange the following words in the order in which you think they are related/belong.
Be ready to explain your reasoning.

SUNLIGHT

STROMA

PIGMENT

CALVIN
CYCLE

GLUCOSE

ETC

ATP

THYLAKOID

PHOTOSYSTEMS

CHLOROPLAST

NADPH

LIGHT-DEPENDENT REACTIONS

Order:

Word Splash

Taylor McGinnis

Wormelli, 188

<http://www.learnnc.org/lp/pages/2025>

Summary: A word splash is a literacy strategy that is typically used as a pre-reading activity or for summarization purposes. The word splash provides students with several key terms related to the topic and/or text they will be engaging in. With the key terms, the students are asked to create a document that can range from putting the words in some type of order significant to the student, to writing a summarization paragraph.

What:

- Pre-reading and/or summarization strategy.
- Key terms related to the text and topic being covered.
- Can be used as a formative assessment to monitor student's comprehension of a topic.

How:

- Students can work individually or together in pairs.
- Students are asked to use the words provide and create and original document containing all of the words.
- Students can make predictions about the text they will be reading, or summarize what they have already read.
- Students should create a logical document in order to show their comprehension of the vocabulary provided, and the reading.
- If summarizing, students should use specific evidence from the text in their documents.

Why:

- Helps students develop writing and summarization skills.
- Allows student to explore a topic by creating a document of their choosing.
- Students can use this strategy to activate their prior knowledge.
- If in groups, students will hear multiple perspectives from their fellow classmates.
- Can help teachers monitor students' progress and comprehension of material.

When:

- Before – Students can be presented with several vocabulary words related to the text they will be reading and the create a document predicting what they will cover. This can help activate prior knowledge.
- During – If the students used the word splash before the reading, they can evaluate their predictions.
- After – Student can use the words they were provided to summarize the text they read, and to make sense of the order and connections between the words and ideas.

Variations:

- History – Students can be given several vocabulary terms regarding a topic and be asked to place them in an order that is significant to them before reading. This can help activate prior knowledge, and make connections.
- Music – Students can be given vocabulary terms before hearing a piece of music and use them to predict how the piece will sound.
- Spanish – Students can be given vocabulary terms that were in a reading, and be asked to summarize the reading using them.
- Math – Students can summarize how they solved a problem with mathematical terms provided for them.
- English – Students can summarize what they read in a story using vocabulary terms provided for them that were relevant in the text.

Name: _____
Date: _____
Class: _____
Teacher: _____

Civil War Word Splash

Directions: Today we will engage with a text that discusses the Civil War. However, before reading the text you will all be completing a word splash. For this word splash, you will be given names, terms, and places that are relevant to the Civil War. Your objective is to take the terms and put them in an order that is significant to you. You are free to make connections with the terms, or put them in order of most significant, etc. This can be completed in the space provided under the terms.

Northern Aggression

John Wilkes Booth

Emancipation Proclamation

1886

Gettysburg

North & South

Slavery

Weapons

State's Rights

Abraham Lincoln

Government

Secession

Learning Verbs EDUC-411/412 AM

achieve	encourage	prepare
activate	engage	present
adapt	establish	progress
analyze	estimate	prompt
annotate	evaluate	provide
anticipate	exhibit	provoke
apply	expand	pursue
ask	experience	question
assess	explain	read
associate	explore	read-aloud
balance	extrapolate	reaffirm
believe	facilitate	realize
brainstorm	foster	recall
bridge	gather	recognize
build	gauge	record
capture	generalize	reflect
choose	generate	relate
chunk	guess	remember
clarify	guide	remind
collaborate	headline	respond
compare	illustrate	retell
compile	imagine	reveal
comprehend	improve	revisit
conclude	incorporate	scaffold
condense	initiate	scan
connect	inquire	search
consider	instruct	select
consume	integrate	self-evaluate
contemplate	internalize	share
contrasting	interpret	skim
contribute	investigate	solve
count	invite	stimulate
create	judge	strategize
critique	listen	structure
decode	look	study
deduce	manage	substitute
defend	mark	summarize
define	measure	support
demonstrate	model	think
describe	monitor	trigger
develop	organize	try
direct	paraphrase	underline
discuss	perceive	understand
distinguish	perform	visualize
draw	persuade	
elaborate	practice	
emphasize	predict	

Learning Verbs EDUC-411/412 PM

access
achieve
activate
adapt
analyze
answer
apply
ask
assemble
assess
assume
attempt
brainstorm
build
calling
capture
categorize
challenge
change
clarify
classify
collaborate
compare
comprehend
connect
consider
construct
content
contrast
create
decode
define
demonstrate
describe
design
determine
develop
differentiate
discuss
distinguish
earn
encounter
encourage
engage
enter
establish

evaluate
exacerbate
examine
expand
explain
explicate
explore
expose
express
faster
find
follow
generate
glean
help
identify
implement
improve
include
indicate
integrate
interact
internalize
interpret
investigate
justify
know
lead
learn
list
listen
manage
measure
model
modify
monitor
motivate
navigate
obtain
offer
perceive
perform
persuade
plan
practice

practice
predict
prepare
produce
progress
provide
publish
question
read
realize
recognize
reevaluate
reflect
reformulate
require
respond
return
reveal
review
revisit
search
serve
shift
sort
specify
stimulate
strength
struggle
study
succeed
summarize
support
target
teach
think
transmit
understand
use
verify
wonder
yearn
zero-in

EDUC-411/412 Semantic Feature Analysis for Literacy Strategies

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EDUC-411/412 Semantic Feature Analysis for Literacy Strategies																		