

Chapter/Selection Title:

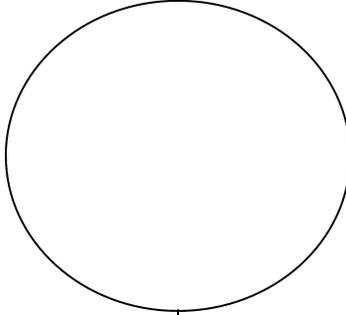
Questions	Explanations from Text	Class Discussion, Video, Speakers, "Me"

Character Mapping

_____ 's
Journey

Background Information:

Life in America:



What was left behind:

Difficulties:

Means to America:

Problems with the Legal System:

Cubing

Purpose:

Cubing is a literacy strategy which uses a concrete visual of a cube with its six sides to serve as a starting point for consideration of the multiple dimensions of topics within subject areas.

Procedure:

To introduce cubing, start with a familiar topic and model the process. Then, assign more complex topics once students have a grasp of how the process works. The students examine the topic using the prompts from the six sides of the cube.

For example:

Describe It

How would you describe this issue/topic?

Compare It

What is it similar to or different from?

Associate It

What does it make you think of?

Analyze It

How is it made or what is it composed of; how would you break it into smaller parts?

Apply It

How can it be used? How does it help you understand other topics?

Argue for/against It

Take a stand and support it.

Materials- -Text or passage

-Cube

Double Entry Journals

Purpose:

Students will

- Learn and apply the comprehension strategy of making connections
- Define and understand the three types of connections (i.e., text-to-self, text-to-text, and text-to-world)
- Make connections and react to various texts using a double-entry journal

Strategy:

Explain to students that there are three main types of connections that we make while reading texts. Use the making connections charts while discussing each type with your students.

- Text-to-text connection: This reminds me of something else that I read....
- Text-to-self connection: This reminds me of when I....
- Text-to-world connection: This makes me think about....

Materials:

Handouts

Different Ways to Keep a Double Entry Journal

Left Hand Side	Right Hand Side
Quotes from the text	Visual commentary (drawings, visual analogies, doodles)
Quotes from the text	Written reactions, reflections, commentary, musings (“Hmmm...”)
Quotes from the text	Connections <ul style="list-style-type: none"> ➤ Text to text ➤ Text to Self ➤ Text to world
Observations, details revealed by close reading	Significance
What the text says...	Why the text says this...
Questions: “I wonder why...”	Possible answers: “Maybe because...”
Quotes from texts	Questions (Clarifying & Probing)
Quotes from texts	Social Questions (Race, class, gender inequalities)
Quotes from texts	Memories
Quotes from texts	Naming Literary or Persuasive (Rhetorical) Techniques

Statement from the following text: _____	Compared to Statement from the following text: _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

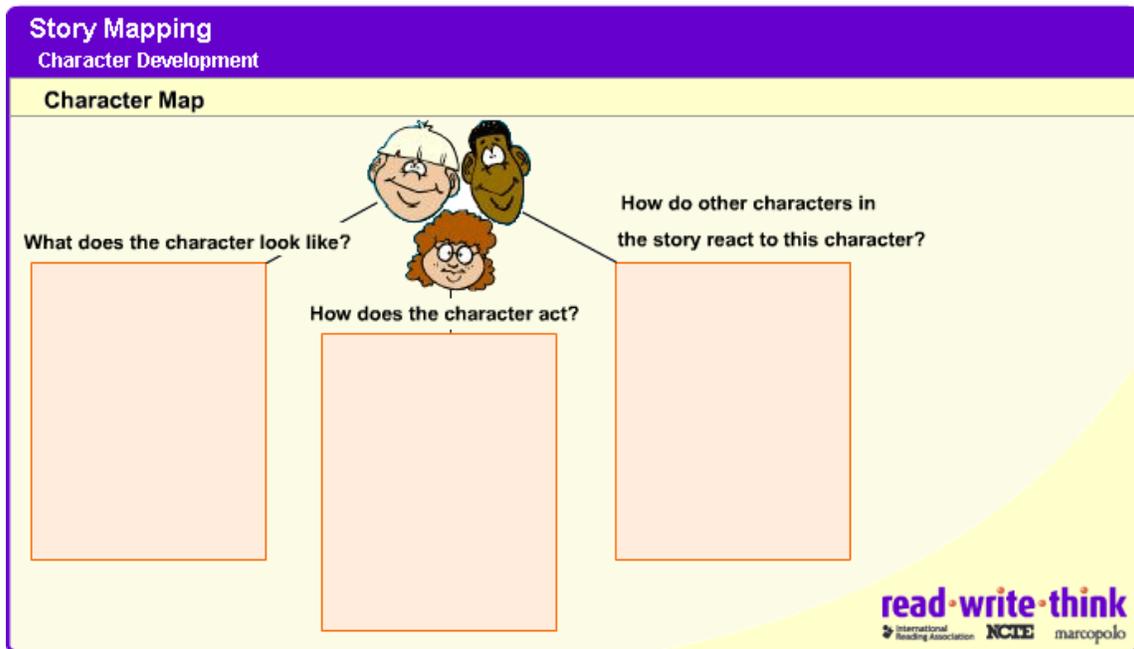
Statement from the following text: _____	This reminds me of the following event:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Statement from the following text: <hr/>	This reminds me of:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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Three Elements of Characterization

- How a character looks (physical description)
- How a character acts
- How other characters in the story react to this character



Other vocabulary terms useful in developing characters:

Protagonist- The main character in a story. The protagonist experiences the conflict in the story. The protagonist does not have to be “good.”

Antagonist- The cause of the conflict. The antagonist doesn't have to be a person.

Dialogue-The words a character uses in conversation and how they are used gives the reader insight into the character.

Stereotype- A character that is over simplified. Lacks originality or individuality.

Flipbooks

Text books swamp kids with data overload. Students need a system and a process to digest the information. They also need to slow down the reading....and to have some way to decide what they are going to *try* to remember. Creating flipbooks is one fun way to help students manage this type of inconsiderate text. It can be adapted to assist a modified SQ3R activity (Survey, Question, Read, Recite, Review).

Students enjoy folding the three sheets of mimeo (ideally colored) paper into a flip book stapled twice at the top. The teacher (at some point) lets kids decorate the cover. But first the teacher leads/models how to survey pictures, captions, maps and other fun stuff...then asks the students what this piece of the text book is going to be about. This prior to reading activity can take the form of either predictions or questions. Students write down their pre-reading work in the first section.

Then students proceed to read marking down important names and dates...and questions all in the appropriate section. When they have finished reading and note taking, the students should retell using some kind of sentence stem...."In this section I read about Ancient Egypt. I learned that..."

XXXXX	XXXXX
<h1>History of Ancient Egypt</h1>	
Pages 70-79	
Survey and Write Predictions	
Very Important People	
Timeline (Key Dates)	
Questions	
Retell	

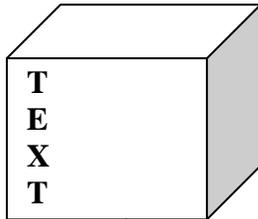
I N Q U I R Y C H A R T

Hoffman, 1992

TOPIC	(FACT QUESTION)	(CONCEPT QUESTION)	(SKILL QUESTION)	What questions do I have?
What do I (we) already know?				
TEXT SOURCE 1				
TEXT SOURCE 2				
PRIMARY SOURCES:				
OTHER SOURCES				
Summary				

Jigsaw

Jigsaw activity is especially useful to help a class digest text book materials that are full of information and are not considerate of the student reader. It provides scaffolding for struggling readers and engages all students.



Job Assignments:

Reader #1: pages 62-64 (The Mouth)

Reader #2: page 65 (The Esophagus)

Reader #3: page 66 (The Stomach)

Reader #4: pages 67-68 (The Small Intestine)



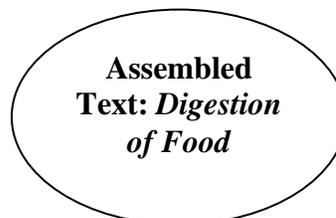
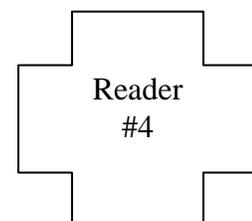
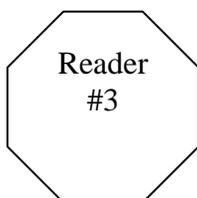
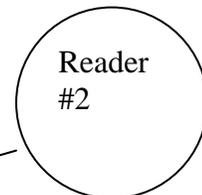
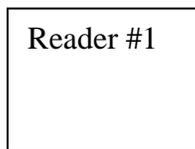
Job Alikes:

Readers get together in job alike groups to compare notes and ideas and to become experts on their passage:

- Determining What is Important
- Main Idea
- Clear Summary

Assembling the Reading (synthesis):

Small groups of readers (#1-4) meet to share notes and summaries. Small groups are each given a task which requires the application of all pieces of information gathered from each passage expert (participant).



Jot-Pair-Share

Purpose:

It gives student an opportunity to not only write what they are thinking, but also allows them to share what they thought with someone else. This prevents soft spoken students from losing a voice in discussion, and gives them an opportunity to participate within the class as well as the inquiry process.

Procedure:

1. Students read selected text.
2. The teacher poses a question.
3. The students write their response on the question.
4. The students pair up and discuss their response.
5. The pairs group together with one other pair and discuss in groups of four.

Materials:

1. Writing Paper
2. Instruction Material / Topic

Resource:

Broxo, William G., and Michelle L. Simpson. Content Literacy for Today's Adolescents. 5 ed. Columbus, OH; Pearson, 2007.

KWL Charts

Purpose: Activate students' prior knowledge, set goals for learning and discuss what was learned.

Strategy Procedures: Begin by giving each student a blank chart with areas for K, W and L. Ask the students what they already know about the topic and have them fill that out on the chart. Discuss some common goals for learning and fill these out under the Want to Know column. The next step is for the learning to take place. This could happen in the form of reading text or a direct instruction lesson. Following the learning, go back to the chart and fill in the What I Learned column. This is also the time in which you should look back at the Know column and see if any of them were incorrect. It is also important to look back at the Want to Know column to see if all questions were answered. If not, find these answers using another source.

Materials: Blank KWL charts for all students or overhead with a blank chart

Reference: Billmeyer, Rachel, & Barton, Mary Lee. (1998). *Teaching Reading in the Content Areas. If not me, then who?* Aurora, CO: McREL.

Novel in an Hour

As a way to pique the interests of a class of reluctant readers, rip apart a paperback copy of a novel and randomly distribute a complete unnumbered (important!!) chapter to each student. Ask each student to read the chapter and fill out the sheet below. When each student is finished, begin the process of reassembling the novel by asking if any student believes her chapter to be the first. Ask the student to share her sheet. If the class is satisfied with the result, ask the class to figure out what comes next. In about an hour the class will have reassembled the novel. **NOTES:** #1 Many often reluctant students will ask to read the whole novel, from cover to cover, because they are now interested and because they are supported by knowing plot and characters. #2 Regardless how strong the reader is, every student's contribution is equally valuable to reassemble the novel. #3 Use a novel with short, action oriented chapters. Jerry Spinnelli's Frindle has been used with great success.

Novel in an Hour _____

The chapter begins with _____

Then _____

Next _____

The problem is _____

The chapter ends with _____

I think this chapter is _____ at the beginning of the book.

_____ in the middle of the book.

_____ at the end of the book.

Name: _____

Book Title and Author: _____

ORGANIZER FOR INFERRING

Instructions: For each fact you find in the book, write down what the fact makes you think and why. Use the examples below to guide you.

Fact	What does this make me think?	Why?
<i>People didn't have electricity in the 1700s</i>	<i>Their lives must have been different than ours</i>	<i>Because they didn't have televisions, computers, etc.</i>

From *Reality Checks: Teaching Reading Comprehension with Nonfiction K-5*, by Tony Stead, ©2005, with permission of Stenhouse Publishers (www.stenhouse.com).

Popcorn

Purpose:

To assure that students are following along and paying attention during group reading activities, Popcorn creates student interest by implementing an interactive element to group reading.

Procedure:

Before beginning a group reading activity inform students that they will be playing a game during the lesson. One student will be reading at a time at any point while they are reading a student can call out popcorn and a fellow students name that student must continue reading from the point the previous student left off. The game continues till the group reading is completed. (adaptations include; students must read at least one sentence, must complete a sentence or can stop at any point. Students must retell part of what was just read. Students also don't have to say popcorn they can just say a students name.)

Materials:

Appropriate student text

Post-It Notes

Purpose:

To identify a purpose for reading informational text, to make connections within text related to self, world, and prior knowledge, and to become a more focused reader.

Procedure: -The teacher begins by explaining the passage or text, the author's purpose, and what he/she wants to students to look for as they read. The students read the selected passage and as they come across idea, facts, or information they find important or something they will want to review later they place a post-it note next to the sentence, paragraph, or section. Before they begin reading, as a class, develop a code for identifying parts of the text.

For example:

- “!” means something they find interesting.
- “?” means something they do not understand
- “*” means prior knowledge of information
- “&” means this makes them think of something else, made a connection

As students are reading and identifying different sections of the text, have them provide brief explanations along with the codes to help with text review.

After the reading is complete, the students can use their post-it notes to jog their memory of the information read and transfer them into more detailed notes or to help guide them for test review.

Materials- -Text or passage
-Post-it notes
-Pencil

Resource: http://74.125.93.104/search?q=cache:Rgx-xP9Fyi8J:jeanettehodes.tripod.com/literacy/writing/notetaking_strategies.doc+structured+note+taking+strategy&cd=12&hl=en&ct=clnk&gl=us

Round Robin

Purpose: Allows the opinions and interests of the group to be brought to the teacher's and the rest of the classmates' attention.

Strategy: Pose a question or problem to the class; in a clockwise motion, have each student give their opinion, with the opportunity of a pass.

Materials: None

Reference: "Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence." Brozo, William G, and Simpson, Michele L. Pearson Prentice Hall, 2007.

Say Something

Purpose:

The purpose of Say Something is to provide students with a chance to check their understanding of a text or selected passage. It also allows students to make connections to the text and work with a partner to discuss various parts of the text that were important.

Materials Needed:

Text, Rules for Say Something (posted in the classroom)

Procedures:

- First, the students are assigned a partner.
- Silently to themselves, each student reads an assigned passage from a text.
- When they finish reading the passage, the students will turn to their partner and “say something” about the reading. This could include asking questions, saying something interesting they read about, or summarizing what happened. It is also suggested that a set of rules for Say Something are posted in the classroom.
- When the assigned passage is read and discussed, students move on to another passage and repeat the process.
- Suggested rules for Say Something (from Learning Point website):
 - With your partner, decide who will say something first.
 - When you say something, do one or more of the following:
 - Make a prediction.
 - Ask a question.
 - Clarify something that was misunderstood.
 - Make a comment.
 - Make a connection.
 - If you cannot do one of these five things, you need to reread!

Variation:

Write the say something commands on a beach ball and toss to a student. Where the student’s hands land, he must respond accordingly.

Reference:

- <http://www.learningpt.org/literacy/adolescent/strategies/something.php>

Semantic Feature Analysis Grid

Purpose: Helps students compare features of objects that are in the same category by providing a visual prompt of their similarities and differences.

Strategy Procedures: Create blank chart with the list of terms in a column on the left side of the chart and across the top row list the properties that the objects might share.

Materials: Blank Chart

Application: This strategy can be used for shapes and their corresponding sides. Example:

Shape	Sides equal	Angles equal	Opposite sides equal	Opposite sides parallel	Only 1 pair of parallel sides	4 sides
Parallelogram			X	X		X
Rectangle		X	X	X		X
Rhombus	X		X	X		X
Scalene Quadrilateral						X
Square	X	X	X	X		X
Trapezoid					X	X

Reference: Kenney, Joan M. Literacy Strategies for Improving Mathematics. ASCD Publications. Virginia, 2005.

Think, Pair, Square, Share

Purpose: Developing thinking skills, promoting communication skills and encouraging the sharing of information.

Strategy Procedures: This is a simple cooperative learning strategy. First, students are to think about and respond to a question. They then pair up with a partner and discuss their responses. The next step is for the pairs to join with another pair, forming a square, and discuss again. Finally, some form of group sharing takes place to provide closure to the discussion.

Materials: None

Webquest

Purpose:

To increase student understanding through an inquiry based approach in which students explore a topic through a webquest that uses pre-picked material available on the web.

Procedures:

Create or locate a webquest addressing a specific topic. After introducing a topic, use the webquest to cover the topic more thoroughly.

WebQuests consist of five main parts:

1. Introduction:
A short paragraph that introduces the activity to the students. A role or scenario is often involved.
2. Task:
Informs the student of what their end-result or culminating project will be.
3. Process:
Identifies the steps the students should go through to accomplish the task. It also includes the online resources they will need, and provides ways to organizing the information gathered.
4. Evaluation:
Explains to the students how their work will be evaluated, which is often in the form of a rubric.
5. Conclusion:
Summarizes what the learners will have accomplished by completing the WebQuest. Many times it also suggests additional opportunities to extend their thinking.

Materials:

Webquest

References

<http://webquest.sdsu.edu/necc98.htm>