Classroom Strategies
for Dynamic Teachers

Jane Elizabeth Marko, MS & Mary Medo, PhD

2ND EDITION

Classroom Strategies for Dynamic Teachers

All Web links in this book are correct as of the publication date below but may have become inactive or otherwise modified since that time.

Dedication

This book is dedicated to all the dynamic teachers doing their best for children. The days are too short, the budget too small and the children are restless, yet you perform miracles every day.

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Acknowledgements

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About the Authors

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Jane Elizabeth Marko, M.S.

Jane Elizabeth Marko, M.S. is president of Marko and Associates, an education consulting company focusing on bringing passion and enthusiasm to the schools. She has over 20 years of experience in education, teaching many grade levels as well as administrating a district reading program. She has taught reading and education courses at the university level. As a classroom teacher, Jane Elizabeth received the Senator Kohl Fellowship Award identifying her as a teacher of excellence. As a master teacher, she has successfully used all of the strategies in Classroom Strategies for Dynamic Teachers, making this book practical for the busy teacher.

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Mary Anne Medo, Ph.D.

Dr. Mary Medo earned her Ph.D. in Reading Education from the University of Minnesota in Minneapolis. She has ardently shared her knowledge by teaching reading methods classes at the University of Wisconsin in Milwaukee. Dr. Medo has presented at many national conferences, has facilitated numerous teacher in-service courses, and has coached teachers throughout the United States. Mary's background as a 25-year veteran public school teacher and reading specialist lends a real-world eye to the application of the strategies in Classroom Strategies for Dynamic Teachers.

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Blackline Masters

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Foreward

My initiation to the teaching profession began in a middle school in Colorado. On the first day of classes prior to the first period, the principal had requested that I meet with him to discuss a plan to create a new curriculum for the school's reading program. The meeting lasted longer than expected and, as a result, I was late to my first class. I raced up the stairs to my third floor classroom with a great deal of anticipation as well as trepidation. The school building was constructed in the early 1900s and my room had 18-foot ceilings, wood floors with a thick patina of wax, and 8-foot screenless windows. It was the windows that caught my eye when I entered my room. There, before one of the windows, was a queue of approximately nine students who were facing the window, their arms wrapped around the waist of the individual in front of them. And at the end of the queue I could see a student draped out the window. Only his shoulders were visible and they appeared to be slowly moving back and forth to the cheers of a voice below him. I quickly ran to the window to assess the situation only to observe that one of my students, Rodger, was being swung back and forth by a student who was grasping his ankles. The students quickly retrieved Rodger and as I was about to inform the students of the impropriety of their behavior, it became clear that Rodger was not a victim, but a willing subject to aerobatic display. When I inquired as to why he wanted to be swung in the air thirty-five feet above the ground he responded. "I want to fly." Over the next several months, Rodger's quest for flight became a recurring event. There was the day he was seen wearing a cape on the top of a semi-trailer as it drove through town. Another sighting placed him at the airport on the wing of a small Cessna. And there was a report in the local newspaper of a young boy who was seen climbing into a hot air balloon and releasing the ropes that had held it to earth. The balloon was discovered the next day two miles from town, but no trace of the youngster. Certainly, Rodger must have been the rogue pilot.

Several months into the school year I enrolled in a special program to train classroom teachers how to provide instructional accommodation for students with learning disabilities. In need of a subject for my case study, I decided Rodger was the ideal candidate. Aside from his passion for flying, Rodger was quite a challenge. He was hyperkinetic, had an attention span of about two minutes, could only engage in schoolwork if he was on the floor in a corner of the room, and talked incessantly whether in the presence of others or by himself. For the remainder of the school year Rodger became my "project." I quickly learned that Rodger was actually quite gifted. He had a creative mind, could recall and process any type of information he had learned by listening, and he had a wonderful sense of humor. I made rapid progress with Rodger's learning difficulties. By the end of the year he no longer required special assistance with his reading, he had begun to excel in his academic classes, his self-esteem blossomed, and he began to gain the respect of his peers. As a first year teacher who was struggling to determine how to best meet the needs of his students, Rodger was a gift. He taught me the importance of focusing on the needs of individual students, to question the mechanistic approach to reading instruction that was the mainstay of our curriculum, and he taught me the importance of taking risks. As an aside, Rodger went on to earn a baccalaureate degree in, of all things, aeronautical engineering.

You may wonder what the transition is between the story of Rodger and an introduction to *Classroom Strategies for Dynamic Teachers*. It's actually quite straightforward—good teachers need a range of useful strategies to deal with the range of student needs they experience in the classroom. Dynamic teachers are always looking for new and better instructional approaches to teach their content. Medo and Marko are two dynamic teachers who have successfully taught in a variety of school districts and in university courses. Their gift is their enthusiasm for instruction, their love of learning, and their professionalism with their students. They are also savvy consumers of instructional ideas. Their knowledge of sound instruction coupled with their dedication to learning is evident in both the content and the organization of *Classroom Strategies for Dynamic Teachers.*

The content of this book has been limited to those strategies that enhance student learning, actively engage the learner, and require minimal teacher preparation. These strategies make learning more meaningful, place students in a role where they can contribute their knowledge, and allow the teacher to modify instruction to meet the needs of the students. The organization of this book is wonderful. The step-by-step description of the strategies is written with clarity and efficiency, and the application and examples section contain practical and classroom tested activities for the classroom. I hope you will enjoy using the wide range of strategies presented in this book. Who knows, you may even soar to new heights.

Professor Randall Ryder

University of Wisconsin-Milwaukee

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Who Needs this Book?

Every teacher, of course!

This book explains sound strategies for getting your students to think and practice 21st century skills, models lessons for you, and provides templates to save you time!

In this 2nd edition, Jane Elizabeth Marko has introduced SMART Board applications to Classroom Strategies for Dynamic Teachers. You can download her suggested SMART Board Notebook templates at www.stonecottagepublishing.com

If you use your SMART Board as a fancy screen with a document reader or projector, it's a start, but there is so much more you can do.

The SMART Board and thinking strategies become insanely valuable tools for getting students to interact, think, debate, and yes, have some fun. This book helps answer the question: How can I use effective strategies with my SMART Board to create quality higher level thinking lessons for my students?

The mantra. What 21st Century Skills are my students practicing with this lesson on the SMART board?

Please note: For the SMART Board application, Classroom Strategies for Dynamic Teachers assumes that you have a basic understanding of SMART's Notebook software. This book does not teach basic functionality of the SMART board nor does it teach Notebook software.

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Introduction

The 21st century demands a different skill set for our kids to be successful.

Thought leaders and Daniel Pink and Tony Wagner have developed lists of essential skills needed for success in the 21st century:

Daniel Pink	**Tony Wagner**
• Design	• Critical Thinking and Problem Solving
• Story	• Collaboration Across Networks & Leading by Influence
• Symphony	• Initiative/Entrepreneurialism
• Empathy	• Agility/Adaptability
• Play	• Oral and Written Communication
• Meaning	• Accessing and Analyzing Information
	• Curiosity and Imagination

Pink and Wagner use different words to label their ideas, but the essential skills are surprisingly similar. Learning is no longer just a matter of memorizing the facts in a textbook and getting an A on the test. Students need to know where to get reliable information from many possible sources, how to question that information, connect that information to other information, and understand and write about the information. They need to know how to interpret, brainstorm, explain, debate, and question.

What are the teachers to do?

Scenario 1

Does this sound familiar?

> A well-dressed, confident teacher walks into a room with 34 desks neatly lined up in rows. The desks are as clean as they can get, the floor polished and the blinds all pulled evenly to allow in just enough sun to see the chalkboard.

> Each desk has a student anxiously waiting to hear the teacher's expectations. A two-pound Social Studies book is placed on each student's desk and the teacher proudly announces, "Welcome to Social Studies. In sixth grade, we study Ancient Civilization. Please open your new textbook to the table of contents and let's survey the text. Now, these are brand new books and it is your responsibility to see that they are returned to me at the end of the year in the same condition in which you received them." (In other words, don't use them.)

> So let's begin. Every good reader thinks about what they already know about a topic before they start learning it. The table of contents is always (emphasis on always hinting that this will be on a test) a great place to start this survey. Boys and girls, turn to your neighbor and talk about what you already know about Ancient Civilization." And so on . . .

Now, this is not a bad lesson. In fact, I've done it many times with many kids. It's good, and at one time it was a great beginning of a lesson. But, it's not the way students learn anymore. Consider this . . .

Scenario 2

> Elizabeth wants to know something about sea turtles, so the first place she goes is to the Internet. She Googles sea turtles, finds a few YouTube clips of them swimming off the coast of Costa Rica, reads parts of three or four websites, and then texts a friend whom she remembers swam with them off the coast of St. John. She decides she wants to learn more, so she reads two of those websites more closely to see who published them and sends off an email asking a few questions. Within the half hour, she gets a reply, which includes a few books to read. She gets out her iPad, downloads the books and starts some serious research for her family trip to Costa Rica.

Students need the skills of the 21st century. Today's kids need to learn, unlearn, and relearn. They must be skilled as self-learners. It's simply impossible to keep up today as knowledge grows exponentially. They need abundant practice at finding information, processing information, picking good information, and creating "their" knowledge on the topic. The more opportunities they have to do this with the information in your content area, the better they become at independently surfing through the vast amounts of information available to everyone in the 21st century.

I know what you are thinking. "I can't even get through the curriculum as it is. How can I spend that much time on an idea and stay on pace?" Not to worry. We can make small shifts in our teaching practice and begin to create situations for students to develop and carry out these necessary skills.

For example, if your students are reading silently and answering the three questions at the end of the section, you are not practicing 21st century skills. But, if you start with that same text, initiate a Think-Pair-Share before the read, have them read in Reciprocal Pairs, and develop three wonder questions as they read, they are on their way! Same text different "how." It's a great start.

It's all in your bag of tricks. What's the "how" of your teaching? The teachers of today need to slightly shift their lessons. We can and should use the same content, and use the available technology to provide strong learning experiences that practice 21st century skills.

Your mantra for all your lesson plans should be, "What 21st century skills are my students practicing with this lesson?"

This book helps answer the question, How can I use my SMART Board and these thinking strategies to create quality higher-level thinking lessons using 21st century skills for my students?

We know that dynamic teachers work endlessly to design engaging lessons for their students. We also know that time and resources are limited. Teachers need a resource at their fingertips that's quick and easy to use. The strategies in this book will surely engage students and help them succeed.

With almost every lesson we do, we need to ask ourselves five questions:

1. Are my students practicing 21st century skills?
2. What am I doing before the reading/activity to get them thinking?
3. What am I doing during the reading/activity to keep them thinking?
4. What am I doing after the reading/activity to expand and process the information?
5. What technology is available?

The body of this book is divided into four sections. The first three sections include strategies that may be used either before, during, or after reading/learning. The fourth section consists of strategies that are typically used in more than one part of a lesson. Each strategy is explained, including how to use on the SMART Board. Often there's a template for you to use to create your lessons.

Many strategies incorporate scaffolded instruction. You'll see that we included dynamic teaching practices by offering ideas for modeling, giving guided practice, and engaging students in independent practice. While not all strategies fall neatly into these segments, we did our best to point you in that direction.

Strategies that use a graphic have a blackline template included at the end of the book.

Dynamic Teaching Methods

There are some behaviors that dynamic teachers internalize and automatically incorporate into their teaching. Let's take a look at some of the more important ones.

Scaffolded Instruction

Did you ever teach a child to ride a two-wheel bike? You don't simply tell him to get on the bike and ride. He's seen other kids ride, so he has an idea of what it looks like. You help him on the bike and say, "You peddle and I'll hold you up." You do this until he feels like he can balance, and then you let go until he starts to wobble. You grab again. He peddles. He gets better. Then you let go again. He falls down. You help him up and put him back on the bike, and this time you hold on and when you let go, he rides alone. Oh, he still needs practice, but he's capable of doing that by himself.

Vygotsky (1978) said that a child will follow an adult's example and gradually be able to do certain things without the adult's help. He called the difference between what a child can do with help and what a child can do alone the "zone of proximal development." We can see Vygotsky's thinking in Pearson's (1985) explanation of "scaffolded instruction," which consists of modeling, guided practice, and independent practice.

When we Think Aloud and show students how we'd perform a task or use a strategy, we're modeling. Next we give guided practice by performing a task with the students. It's like holding the boy up on the bike. With more difficult strategies or tasks, we need to do a fair amount of guided practice and gradually turn the responsibility over to the students. That is, we slowly step out of the process and let students take over. Only then do we give independent practice. Independent practice can be homework; it can be small group work in class; it can be performance assessment. The bottom line here is that you can't expect students to do something that you haven't taught and helped them learn to do.

Think Aloud

It's just what it says. You're a mature reader. So model your best techniques for your students by making your thinking public. Tell your students what goes on in your head when you read, solve problems, use new strategies, or check and monitor comprehension. You'll see us remind you to Think Aloud in several places throughout the book. We'll also give you a number of examples.

Set a Purpose for Reading and Learning

This step is often forgotten by less experienced teachers. Dynamic teachers know that students will be more focused on reading and learning tasks if they have a purpose in mind before they begin. That also reminds us to let students know what they'll be expected to do after reading. Think about it. If you tell students that after they read they'll write a summary, they will read differently than if you tell them that they'll take a quiz. Often, the prereading strategy sets the purpose for reading.

Think-Pair-Share

This quick, easy strategy can be used in countless situations. It helps activate background knowledge and gets students actively engaged in learning. Make it a regular part of how you teach. You'll find reminders to use Think-Pair-Share throughout this book. As the name suggests, there are three parts. Let's take a look at them.

Think
Ask students to think silently for a moment about the topic. You can ask students to jot down a couple of their ideas.

Pair
Tell students to turn to the person next to them and talk about the topic. This helps guarantee that all students have something to share.

Share
The teacher conducts a discussion and calls on as many students as time allows to share their ideas.

That's it. Simple, isn't it? But just think of how you can engage even the quietest student!

Questioning

There is a wealth of information available about questioning, from Raphael's (1984) question types to Bloom's (1956) Taxonomy. The ability to ask good questions is essential to dynamic teaching. A teacher cannot reach the mastery level without fine-tuning his or her questioning skills. It is not our intention to teach questioning here, but to suggest a few ideas.

We'll briefly explain four question types, as well as skinny and fat questions. This information will serve as a basis for understanding the strategies in this book that include good questioning.

Four Question Types

1. Literal Level Questions
   Answers are explicitly stated in the text.

2. Low-Level Inference Questions
   Students connect ideas that are literally stated in the text.

3. High-Level Inference Questions
   Students use their prior knowledge and go beyond literally stated information.

4. Evaluative/Application Questions
   Students evaluate new information, find a new application, connect to their own lives, or generate a novel response.

Skinny Questions

Skinny Questions are simple, close-ended questions that require convergent thinking. They are basic recall questions with one right answer. These are the literal level questions. For example, Who, What, Where, and When? Additionally, Why and How? are skinny questions if the answer is right in the text.

Fat Questions

Fat Questions are complex, open-ended questions that require divergent thinking. They include application, analysis, and evaluation. They have no one right answer.

For example:

What if _____?

What are all the ways _____?

How is _____ different from _____?

What do you think about _____?

Rules for Summarization (Vacca & Vacca, 1996)

Writing good summaries is difficult for maturing learners. Dynamic teachers model good summary writing and guide students to improve their summarizing skills. These rules for summarization can be taught and are helpful to guide students' thinking.

1. Delete trivial information. Delete trivial or repeated information from the text.

2. Collapse lists. Categorize details, examples, and actions. Students need to learn to think of a key word that names the concept. For example, if the passage talks about trillium, coreopsis, and columbine, the category is wildflowers.

3. Use topic sentences. Often the text has a topic sentence that states the main idea. Encourage students to identify it. However, many texts do not have clear topic sentences. In that case, students need to learn to write their own. (See)

4. Integrate information. When students have completed the first three steps, they are ready to write a summary. They write their own topic sentence, then write information that supports the topic sentence in a coherent, organized way. Remind students to use transition words. A list of transitions is available in a SMART template.

5. Polish the summary. The goal is to revise and edit the summary into an organized, natural sounding piece.

Dynamic teachers consistently work to integrate these basic strategies into their daily lessons. Continue to read and practice these powerful strategies and expand your bag of tricks!

Notes

Use This Strategy
Before Reading

Use This Strategy
During Reading

Use This Strategy
After Reading

Before-Reading Strategies

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Before-reading strategies are just like breakfast. They are an important part of a lesson, yet so easy to overlook. These strategies prepare students to read and think about the lesson. They can accomplish a number of purposes including sparking the students' interest, activating their background knowledge, and pre-teaching vocabulary and difficult concepts. Before-reading strategies are important because with the right kind of preparation, students are more likely to enjoy the lesson and be successful.

Pre-reading strategies are the delicious, nutritious breakfast that kicks off the lesson.

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Anticipation Guide

When a teacher is looking for a way to create an energetic, lively discussion on the day's topic, an Anticipation Guide fits the bill. An Anticipation Guide is based on an assigned reading lesson and consists of a series of statements with which students agree or disagree. Students will be involved and determined to share their opinions. This strategy sets a purpose for reading, activates the students' background knowledge, and asks the students to support their opinions. They might also make some predictions about the reading or activity. Anticipation Guides are successful when the statements are well thought out. This takes some quality thinking. It's easily displayed on the SMART Board.

Pink: Symphony, Empathy, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Collaboration Across Networks and Leading by Influence, Initiative/Entrepreneurialism, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

• Identify the important concepts to be the focus of the lesson.

• Write four to six thought-provoking statements dealing with the concepts of the lesson that will challenge the students' beliefs. The statements are important ideas and controversial thoughts. They should not be simple or obvious. These statements need to be written in student-friendly language.

• Use the Notebook template and type the questions, or display on a whiteboard or chalkboard.

• Use the example below as your guide.

• Review the statements to be sure that they draw out varied points of view. This is the key to the success of an Anticipation Guide.

Jane Says,
"I have found that if the teacher reads the statements, the teacher needs to keep the pace moving along somewhat quickly. This forces the students to respond with their first thoughts and prevents them from over-thinking the statement."

Explain

• Tell the students that you'll be reading an Anticipation Guide to them.

• Explain that you'll be reading each statement out loud and that they are to mark *agree* or *disagree* after you read each statement and jot down some quick notes to support their thinking.

Model

• There really isn't much modeling needed for an Anticipation Guide.

• Open tab one statement, read it out loud and use a Think Aloud (see page 3) to demonstrate that you agree with the statement and give your reasons.

• Use the same statement, disagree with it, and give your reasons.

• Emphatically state that there are no right or wrong responses and that all opinions must be supported.

• It's important that students understand the need for supporting their opinions.

Guide

Have the students number a piece of paper for the number of statements you prepared. (I always just use scrap paper.)

- Pull each tab to reveal a statement and read it to the students. Ask the students to mark agree or disagree on the numbered paper.

- Allow a short moment for the students to jot down notes that support their opinions. These are just notes and do not need to be complete sentences. Only the students use these notes.

- After you read all the statements, go back to statement number one. Reread it and survey the class. Say, "Raise your hand if you marked *agree*." "Raise your hand if you marked *disagree*." "Those that agreed, share what you were thinking." Call on many students. (Some teachers have the students physically move to one side of the room or another for agree or disagree.)

- Ask the students who disagreed to support their reasoning as well. Here is where the discussion gets lively.

- It's important for you to hold back your opinions in the lesson. The teacher's role is to facilitate the thinking and discussion, not to teach the content.

- After the students have read the text or participated in the learning activity, reread the Anticipation Guide to the students and have them mark *agree* or *disagree* again, observing if their opinion changed or deepened.

- Allow a moment to jot down supporting notes.

- Revisit each statement and conduct a class discussion in the same manner as before the reading.

Practice

The practice comes when you use the Anticipation Guide repeatedly. Each time it is used, the students get better at forming and justifying their opinions. It is not meant to be a strategy that students will use independently.

Applications and Examples

- If you want to extend this strategy, you can have the students write support statements for a few of the items on the Anticipation Guide using evidence from the article.

- On the next page you'll find an example of an Anticipation Guide for *Trapdoor* by Ray Bradbury (Ryder, 2003).

Directions

Carefully read the statement below and decide if you generally agree or disagree with each one. Mark an X on the appropirate line. Then write a brief explanation of your thinking.

AGREE   DISAGREE

◯   ◯   1. Strange noises are more frightening when you are alone than when you are with a group of people.

Why? _____

_____

◯   ◯   2. Generally, things that happen at night are much more frightening than the same thing happening during the daytime.

Why? _____

_____

◯   ◯   3. Sometimes my home or apartment takes on human characteristics.

Why? _____

_____

◯   ◯   4. It would be hard to acknowledge that we saw something from the supernatural. Most of us would dismiss it and say that what we had observed was simply an everyday event that we had "misunderstood."

Why? _____

_____

◯   ◯   5. When we think of trapdoors we often think of tricks, magic, or mystery.

Why? _____

_____

◯   ◯   6. Strange sounds we hear in the dark are frightening.

Why? _____

_____

Use This Strategy Before Reading	SMART Board Friendly

Character Quotes is a prereading strategy that extends students' insights into a character or author, fiction or nonfiction. Studying the quotes gives students practice in making inferences. It also increases comprehension and student motivation. If the text is especially challenging, Character Quotes helps the students focus.

Pink: Design, Story, Symphony, Empathy, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Collaboration Across Networks and Leading by Influence, Initiative, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Pick a fiction or nonfiction text related to your lesson. Read the material and select a number of quotes by one of the characters. If you want to have five groups of students for this activity, pick six quotes. If you want six groups, pick seven quotes.
- Type the quotes into the Notebook template.
- Save one quote to use when you model this strategy.
- Type the five or six quotes on a sheet of paper and make five or six copies. Then cut the quotes apart and mix up the strips.
- Run off the list of adjectives (see page 79) so each group has two copies.
- Gather markers and 11"x17" paper or light colored construction paper.

Explain

- Tell your students that they are going to learn about a character by studying what the character says.
- Explain that each of them will receive a quote and that they will work in groups to learn about the character.

Model

- Take the quote that you set aside and read it orally.
- Think Aloud (see page 3) as you model how to use the adjective list and pick appropriate adjectives to describe the character.

Guide

- Distribute one quote to each student.
- Ask the students to read the quote and then find all the other students in the room with the same quote.
- Designate an area in the room for each group to meet.
- Give each group a marker and large sheet of paper for recording their list of adjectives.

Mary Says,
"Finding the quotes can be tricky. I try to pick quotes that give a wide view of the character. One quote might show the character being angry, one happy, one concerned and one strong-minded. This way the students learn that characters and people are multifaceted."

Jane Says,
"I'm always amazed at the adjectives the students choose. They truly begin to play with the words. The more the students use the adjective list to study the characters, the more I hear the words used in their daily speaking."

- Explain that each group is to study the quote and write all of the adjectives that describe the character. I give them 15-20 adjectives. Remind students to pick adjectives that they understand.

- Once all groups have recorded the adjectives, call on each group to read their quote and display their list of adjectives. Display the group's quote on the SMART Board for all the students to see (I have found having students write their lists on the SMART Board takes too much class time). The group can magnify an area of the adjective list, if it seems to help explain their thinking.

- Explain to the other students that their job is to listen, read carefully, and focus on whether they think the adjectives fit with the quote.

- Once the group has read all the adjectives, ask the class if any adjectives seem to not fit. Remember that there is no right or wrong answer; however, the group must support its thinking. (Why did you put ____ on your list?) The group explains its thinking and the next group presents.

Practice

- Use Character Quotes every three or four weeks. Each time you use it, the students develop a stronger understanding of character attributes as well as the intricacies of the character.

Applications and Examples

Here is an example of a set of quotes used for the character Leona in *Seedfolks*, by Paul Fleischman.

"I was thinking about her (Granny) one day, walking home from the grocery."

"Then I studied all the trash on the ground. Don't know why anyone called that lot 'vacant.' The garbage was piled high as your waist, some of it from the neighborhood and some dropped off by outside people."

"I marched on home. I've got two kids in a high school that has more guns than books, so I know all about complaining to officials and such about things that need changing."

"Next morning was Monday. At nine o'clock I drank me a tall glass of water. I knew I'd be having to say the same thing to 15 or 20 government folks."

I'm always amazed at the adjectives the students choose. They truly begin to play with the words. The more the students use the adjective list to study the characters, the more I hear the words used in their daily speaking.

Frayer Model

The Frayer Model (Frayer, Frederick, & Klausmeier, 1969) is a powerful strategy to help students intensely develop their vocabulary. It helps students understand the difference between attributes defining a word or attributes simply associated with the word, as well as develop a deep understanding of the word.

This strategy (see page 81) can be difficult as it requires teachers to do some thinking on their feet. It is imperative that the teacher work through the Frayer Model before presenting it to the class and have ample essential characteristics (what the concept must have), nonessential characteristics (what the concept can have), examples, and non-examples ready before modeling. The non-examples are important, but can be difficult for the students to develop. Keep in mind that non-examples must be related in some way to the target word. This will become clear as we work through the initial modeling.

See page 81

Pink: Symphony & Meaning

Wagner: Critical Thinking and Problem Solving, Initiative, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity

STEP-BY-STEP

Teacher Prep
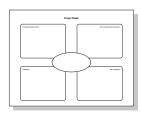
- Select a good word to teach. Remember that not every word fits the Frayer Model.

- Use a blank graphic and place the target word in the middle to begin making a few notes for yourself. (See page 81.)

- Write the essential characteristics, non-essential characteristics, examples, and non-examples in the appropriate squares. This will serve as your guide as you teach.

- Fill in the Notebook template/overhead with the word and the essential characteristics.

- Photocopy a blank graphic for each student.

Mary Says,
"Once again, be careful. Not all words work with the Frayer Model. Make sure that you can fill in the essential characteristics and non-essential characteristics before you present a new word to the class."

Explain

- Tell the class that today you're going to show them a useful way to learn vocabulary words and to develop a deep understanding of those words.

- Show the graphic on the SMART Board/overhead and briefly explain what goes in each square.

    - essential characteristics (what the concept must have),

    - nonessential characteristics (what the concept can have),

    - examples,

    - non-examples

Jane Says,
"Frayer trains students to think more deeply about words. If used consistently, the students can begin to use the Frayer Model in small groups."

Model

- Using an easy word, complete the model with the class. "Chocolate chip cookie" works well and allows the students to become familiar with the process without worrying about a new word. This takes about ten minutes and here's how it works. (The Notebook template for chocolate chip cookie is page one of the Notebook template.)

- After showing students the essential characteristics of chocolate chip cookie in the Notebook template, ask the students to think about the nonessential characteristics of chocolate chip cookie. Ask, "What is often in a chocolate chip cookie, but if it was not mixed in, it would still be a chocolate chip cookie?" Write each idea in the non-essential box as the students share. Some non-essential characteristics include oatmeal, coconut, M&Ms®, peanut butter, and walnuts. Move the box to reveal some possible answers after the students brainstorm a bit.

- Jump to examples and ask the students to list as many types of chocolate chip cookies as they can. A few that always come up are Mrs. Fields®, Famous Amos®, Chips Ahoy®, and Toll House®. Again, reveal after the brainstorm.

- Finally, ask the students for non-examples and write the answers in the non-example box. Almost every time, Oreo® is the first cookie to be shared. Other cookies could be peanut butter, oatmeal, and sugar. Students might share unrelated non-examples such as chair or pencil. It's important to explain that we're looking for non-examples that fit into the category of cookie. With this preparation, it's time to use the Frayer Model with a new concept.
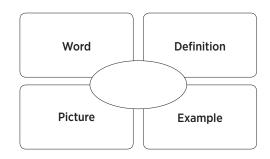
Guide

- Using a new word, complete the graphic with the class. Write the word in the circle on the Frayer Model graphic. Let's say our word is "mammal."

- Write the list of essential characteristics for "mammal": have hair on their bodies, feed their young with mother's milk, and have live births. These characteristics separate mammals from other groups of animals. It's important to spend time discussing the essential characteristics.

- Next, have the students list the non-essential characteristics and write them in the box. These are attributes that mammals share with other groups of animals. Some non-essential characteristics are: come in different sizes, have teeth, make sounds, and so on.

- Now, ask students to give examples of mammals and write them in the box. They might come up with dogs, cats, horses, humans, whales, and cows.

- Finally, move to non-examples and ask students to think of some. They might come up with birds, snakes, frogs, or alligators. Again, it's important that if a student suggests "bicycle," you explain that the non-examples must have something in common with mammals. If students are having trouble coming up with non-examples, be ready to suggest some. We're still modeling as we give guided practice!

Practice

- Use Frayer weekly.

- After you have used the Frayer Model oodles of times, students may be ready to practice in pairs. Continue with guided practice until students are proficient.

Applications and Examples

- Bring a batch of cookies for the class the day you introduce the Frayer Model. It will forever be known as the cookie strategy.

- One popular variation of the Frayer Model is Four Square. The graphic on the right shows you how to set it up.

- When you use Four Square, model and guide just as you would when using the Frayer Model.

- Here's another variation. Students write the target word in the middle of the graphic. Then they list examples, non-examples, and a definition in the appropriate boxes. They can fill in the boxes in any order and will most likely use the examples to help them come up with a definition. Conversely, they might use the definition to figure out examples and non-examples.

Word	Definition
Picture	Example

List-Group-Label

SMART Board Friendly

List-Group-Label gets the kids thinking right off the bat. The students quickly realize that much of their background knowledge can be applied to the new topic and they are very successful. They begin to see the relationships among many words and ideas. If the students have very little or no background knowledge, the use of pictures or word lists helps to spark their thinking.

For List-Group-Label, all that's needed is a new Notebook file and the interactive timer. The SMART board is very powerful here in that it allows groups to come up to the board and regroup words and explain why they grouped the words together. Choose the topic and write it on the new page. Pull an interactive timer from the gallery and set it for 1 minute (or whatever time you think is best for your students to think about the topic.) I would not go more than 2 or 3 minutes, but it will depend on the topic and your students.

Pink:	Story, Symphony, Empathy, Play, Meaning
Wagner:	Critical Thinking and Problem Solving, Collaboration Across Networks and Leading by Influence, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

This one has very little prep.

• Pick a topic, concept, or theme you are teaching and write it on a blank Notebook page/transparency/whiteboard. If you're using pictures, you'll need to collect a few.

• The very first time you use List-Group-Label, generate a list of words to be used to model the thinking. The Notebook template includes a sort on plants.

Explain

• Tell the students you want them to think silently about the word and write down any words that pop into their minds.

• Tell them that they will share this list with a partner and then with the whole class.

• Then they will group the words.

Model

• Write an easy word or concept on a blank Notebook page. Here's an example using the word "plant." (See Notebook template.)

• Usually the students generate the list of words, but for the modeling, provide the list for the students. Your purpose is to model the Group and Label steps of the strategy using Thinking Aloud.

• Here's the list of words: trees, roses, flowers, dirt, sun, green, weeds, maple tree, tulips, daisies, Christmas tree, rain, birch, buckthorn, pine tree, cedar, seeds, house plants, basil, daffodils, delphiniums.

• Share your thinking with the students as you move the words around attempting to group the words. Say something like, "Okay, I need to put these words into groups. Hey,

> **Mary Says,**
> "If you give the students the labels for the categories, you reduce the opportunity for higher order thinking. Let them struggle a bit. They will quickly become proficient at categorizing."

> **Jane Says,**
> "Call on every student in the class. They have had much time to think about the idea so they can be successful and this sets high expectations for participation. The students quickly figure out that they are in my class to think."

I'm seeing lots of names of trees. I'm going to group all the names of trees over here. Hmm, what would sun fit with? Why is sun up here anyway? Wait, I remember. Plants need sun. What else is up here that a plant needs to grow?" If you don't have a SMART Board, write the words on cards or cut up pieces of transparency.

• Continue to group the words until you've formed three categories. The Label step happens during the grouping process. Often the labels come to mind while the words are being grouped. The labels may or may not be part of the list of words.

• Write the labels near the grouped words as they come up in the modeling.

Trees	maple, Christmas, birch, buckthorn, pine, cedar
Flowers	roses, tulips, daisies, daffodils, delphiniums
What plants need to grow	dirt, sun, rain

• You will notice that not all the words fit into the categories. This is fine as long as the students can explain why they do not fit.

Guide

Now that you have quickly modeled, it's time for the students to generate the list for a new concept.

• Pick a word related to the lesson.

• Share two or three words that popped into your mind and write them down to get the students thinking. Explain to the students what you were thinking (Think Aloud, see page 3) when you came up with the words.

• Ask the students to start by silently thinking about the word and jot down any words that come to mind. Let this go about 30 to 60 seconds. Use the interactive timer.

• Have the students share all their ideas with a partner. I have the students do what I call the "ping-pong." One student shares, then the other, back to the first, ping-ponging their ideas until all the ideas are shared. I always challenge them to share the ideas as quickly as they can. After all the ideas are out, they can go back and elaborate.

• Pick two students to be the recorders at the SMART Board. The student can turn the words into text or leave them as handwriting. Either way, it works.

• Call on students to share ideas and have the recorders alternate writing the words. Often, I have the students working in pairs as we share. One student from each pair is the writer. The writer writes down each word shared on a separate piece of scrap paper. At the end of the share, each group will have a word sort that helps with grouping and labeling.

• Take all answers from the students. If the idea seems far-fetched, ask the student to explain his or her thinking. You may be surprised at how the thoughts connect.

• Ask each pair to categorize the words and write labels. Remind them of your "plant" example.

• There are just a few rules for categorizing. The groups must be able to support their reasoning for each group of words. They can delete a few words as well as put some words into two categories. The most important focus is that the students can explain their reasoning. "Just because" would not be considered reasoning.

• Facilitate a class discussion asking a few of the pairs to come to the board and share one of the groups. Remember to ask why.

Practice

• After they finish the reading, have the students refer to their categories to see if they can adjust the labels and/or add vocabulary to the lists.

Applications and Examples

• List-Group-Label can be used in almost any lesson.

• Think about starting a unit with this strategy and display the results in the classroom. The students can add information to the groups as they learn more about the topic.

Sequential Roundtable Alphabet

SMART Board Friendly

This simple but fun brainstorming activity is effective when students have a fair amount of prior knowledge on the topic. This is a great way to kick-start a new unit or review one. Students love it, and you can get a very clear idea of how much they know about a topic.

See page 83

Pink:	Story, Symphony, Play, Meaning
Wagner:	Initiative, Agility/Adaptability, Oral Communication, Accessing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

• There's not much prep here. Once you've selected your topic, you're almost there.

• Photocopy the alphabet chart on page 83, one for each student, pair, or group.

• Open up the Notebook template for yourself or make a transparency.

• You may want an interactive timer.

Explain

• Introduce the topic. For example, "Today we're going to begin our unit on the solar system."

• Give each student or group a blank copy of the Sequential Roundtable Alphabet chart.

• Tell students to think of related words or ideas that begin with each letter of the alphabet and write the word in the appropriate cell. Working in pairs gets the conversations going.

• Encourage them to fill in as many cells as possible within the time limit you set.

Model

• Open up the Notebook template.

• Fill in a few blanks. Some examples for the solar system are: asteroid, Earth, zenith, and Milky Way. Before you know it, students will be helping you!

Guide

• The first time you use the Sequential Roundtable Alphabet, you might choose to have the class help you with the entire alphabet. That would be great guided practice. The older the students, the less likely this is needed.

Practice

• This is not a difficult strategy. By making it part of your lessons at intervals throughout the semester, students will get plenty of practice activating and sharing their background knowledge.

• It's important to give students a chance to share their ideas with the whole class. This helps all students expand their background knowledge of your target topic and add to their chart. Invite them to the SMART Board to write an answer or two.

Mary Says,
"A first-year teacher I'm working with used the Sequential Roundtable Alphabet and had amazing success. She reported that even her most reluctant students participated with enthusiasm. Their charts were wonderful!"

Jane Says,
"Don't forget to encourage students to write more than one idea in each cell. Once they get the hang of it, they'll be eager to share!"

Applications and Examples

- After the chart is completed, students can write questions they want answered in the text or to be used for further research.

- Categorize the words and topics on the chart.

- You could use the Sequential Roundtable Alphabet at the end of a unit. Let it be part of a review.

- Here's an idea! Enlarge the chart and post it in your room at the beginning of a unit. Challenge students, pairs, or groups to see who can fill in the cells as the unit unfolds. Create a special signal for students to give when they have something to add to the chart. This will eliminate students dashing to the chart at inappropriate times. Make this a team or whole-class effort.

- Students can fill in blank cells or add words and ideas while they read.

Summary-Reflect-Predict

Summary-Reflect-Predict works well when the students have limited background knowledge or when the students aren't aware of the knowledge they have. The teacher displays and reads a summary of the material on the SMART Board/overhead and asks the students to generate questions. This sets a strong purpose for reading and the students seem to have more ownership in the lesson. Like an Anticipation Guide, if done well, Summary-Reflect-Predict can ignite an energized class discussion.

Pink: Design, Story, Symphony, Meaning

Wagner: Critical Thinking and Problem Solving, Leading by Influence, Initiative, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Write a summary of the material you will cover. This takes a little time and requires some prep prior to the lesson. The summary will focus on the main idea of the lesson or unit.
- Type each question into the Notebook template (see model section below).

Explain

- Tell the students that you want them to follow along as you read a summary on the SMART Board and to listen carefully.
- Tell them that after you finish reading the summary, you will ask them some questions.

Model

- Read the summary to the class. Reveal each line one at a time using the screen shade.
- Pull out the first tab on the Notebook pages to reveal the first question. These will need to be customized for the lesson topic.
  1. What do I know about the concepts or ideas presented here?
  2. Why is this information important?
  3. Of the concepts or information that have been presented, what don't you understand?
  4. What more do you need to know?
- If the topic is Earth Day, examples of customized questions could be:
  - What do you know about Earth Day?
  - Why is Earth Day important?
  - What don't you understand about Earth Day?
  - What more do you need to know about Earth Day to have a strong understanding?
- Conduct an energized discussion by asking numerous students to answer each question and to explain their thinking.

Jane Says,
"Often you can find a summary of the material in the teacher's guides. Don't assume it's a well-written summary. It's a great place to start and with a few changes you will have the summary you want."

Mary Says,
"I often refer to the student-generated questions as the unit unfolds. It helps to focus the students' learning. I often use Cataloging Questions along with Summary-Reflect-Predict."

- Don't forget follow-up prompts such as "Tell me more," "Why do you think that?," and "What are some examples?"

- When you get to "What don't you understand . . . ?" and "What more do you need to know . . . ?" have one or two students come to the SMART Board and record the student responses in the form of questions.

- After all the questions have been asked, read the questions on the SMART Board and ask the students which questions might be answered in the reading.

- Ask if they would like to add any questions.

Guide

- Use this strategy a few times a month. Students will begin to think about the questions they have as they approach the reading task.

Practice

- This is always a teacher-guided strategy, therefore there is no independent practice.

Applications and Examples

Summary-Reflect-Predict works well with unfamiliar content in social studies and science. Reading the summary builds and enhances background knowledge.

Here's an example of a Summary-Reflect-Predict activity (Ryder, 2003).

Step 1. The teacher constructs and then presents the following summary to the students:

Science fiction is a type of imaginative literature. Themes of this type of literature address topics such as space exploration, travel in the fourth dimension, and futuristic or amazing inventions. In science fiction, most themes are not fantasy. Generally, the themes can be supported from accepted theory of scientific practice. The beginnings of science fiction can be traced as far back as prehistoric myths, although modern science fiction began in the 1600s. Science fiction has been popularized in the past 20 years through such films as Star Wars and The Matrix and through a wealth of books.

Step 2. Students are asked to answer the following questions:

- What experiences do you have reading or viewing science fiction?

- Why do you think science fiction might be an important type of literature?

- From what you have learned from the summary, what don't you understand about science fiction?

- What additional things would you like to know or learn about science fiction?

Step 3. Students are asked to respond to the following question in an effort to construct some purposes for reading:

From what we have learned about science fiction, what questions about the nature and development of science fiction should we be able to answer when we finish reading?

Do you see a television screen in your mind when you're reading a novel? Do your students? Visual mapping is a fabulous tool that will enable students to recognize, organize, and remember details. Visual mapping helps students break text into manageable parts for effective comprehension. An added bonus is that it's fun! It includes reading, sketching, and writing. It works especially well with informational text that is written in sections or can be divided into sections.

Pink: Design, Story, Symphony, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Leading by Influence, Initiative, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Select a piece of text that has four clear sections.

- Preview the text you're going to use. If there are no section breaks, look for a topic change or a change in focus and mark those places as section breaks.

- In Notebook or on a transparency divided into four sections, draw an icon or sketch that represents the main topic for each of the first two sections. (You'll be asking students to draw a sketch for the third and fourth sections.)

Explain

- Tell students that they will be studying today's text using both words and pictures.

- Explain the idea of visualizing. Tell students to form pictures in their minds as you read to them.

- Let them know that you'll be stopping at four places and asking them to sketch the picture that's in their minds.

- Let the students know that they'll also be labeling and writing.

Model

- Remind students to visualize as you read the first section of text.

- Stop at the end of the first section and show your sketch for that section. Explain how your sketch represents what you read about.

- Write a label in a word or two under your sketch.

- Read the second section. Show your sketch and explain your thinking. Label your sketch.

Guide

- Now it's time to get the students more involved. Read the third section to them and ask them to draw an icon or sketch that represents the topic of the third section.

- If students are having trouble coming up with ideas, talk about some figures or icons that would be appropriate.

Jane Says,
"Blend modeling and guided practice when you introduce this strategy. It's not hard for students to pick up, and it's more fun that way."

Mary Says,
"The first couple of times you use visual mapping, read the text to the students so they can focus on getting the pictures in their minds."

- Ask one student to draw his or her sketch on the SMART Board or transparency.
- Talk about how the sketch represents the concepts in the third section.
- Now, let students label their sketches.
- Read the fourth section and continue as you did for the third section.

Model

- It's time to write! Model this before you ask students to do it. Show your first sketch and label in Notebook or on a transparency.
- Reread the first section to the students.
- Think aloud as you compose one sentence that sums up that section.
- Give guided practice as students reread each section and write a one-sentence summary that corresponds to their sketch and label.
- When you've finished all four sections, model good summary writing.
- Reread your four summary sentences and think aloud as you write a brief paragraph that sums up the whole text. (See Summary Topic Sentence, page 61.)
- The next time you use Visual Mapping, guide students through the process as they work in pairs.

Practice

- Use Visual Mapping at intervals over time and let students work either in pairs or independently.
- Be sure to vary the content area. Use Visual Mapping with social studies, science, and health.

Applications and Examples
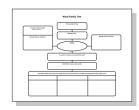
- Visual Mapping works for fiction, too. Let's say that you're going to read the short story *The Possibility of Evil* by Shirley Jackson. Students can use their visualization skills and sketch, label, and write after major scenes in the story.
- When you're studying plot structure, use Visual Mapping, but use a cartoon strip for the sketches. It's a nice variation and lets students include frames for exposition, conflict, rising action, and so on.

Word Family Tree

It's important to make the best use of time when teaching new or difficult words. Students remember and can use words you teach in-depth better than words they look up in a dictionary and use in a sentence. Here's a way to help students move new words into their working vocabulary by connecting those words to their origins and to related words. Word origins and related words provide memory clues and enrich students' understanding. Word histories can give interesting insights into today's meaning of the word. It's an intensive vocabulary strategy.

The Word Family Tree does take time, but the payoff is well worth it.

See page 85

Pink: Design, Story, Symphony, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Leading by Influence, Initiative, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Select a couple of words that will pique students' interest. These can simply be interesting words or key words in an upcoming unit of study. Check them out in a good dictionary—hard copy or electronic (www.dictionary.com)—and go to www.etymonline.com to find the words' origins.

- One word will be your model, so fill in a copy of the graphic on page 85 for that word. Use all the resources that will be available to your students. (A Notebook template for the word "pajamas" is completed for you.)

- Open the Notebook with a blank Word Family Tree template or display on the overhead.

- Photocopy one blank graphic for each student in your class.

Explain

- Pique students' interest by asking them if they know where we get some everyday words, like pajamas and gossip.

- Explain that pajamas comes from the Persian word for "leg clothing," and that gossip used to mean a close family member or a familiar acquaintance, especially to women, invited to attend the birth of a child.

- Introduce the Word Family Tree by showing a blank graphic on the SMART Board. You might relate this to the family tree that shows people and their relationships.

- Point out each part of the graphic and explain where they will find information to complete each section.

Model

- Project your completed graphic of the Word Family Tree. This is the one you have already filled in. It's important to do this modeling at a good pace.

- Explain what you wrote in each box and tell why you wrote it.

- Do the same for the boxes below the target word.

Jane Says,
"The kids have much more success if they start with the "Words that are similar" box in the upper right hand corner. I often tell them to study the synonyms and pick five or six words they are familiar with. They quickly develop a meaning for the word."

Mary Says,
"The 'Words that are relatives' box presents the greatest challenge to students. I like to minimize their frustration so I have a good list of words written in the box for them before I duplicate the sheet. After several uses of Word Family Tree, I let the students try this box."

Guide

- Now it's time for the students to get involved. Distribute a blank graphic to each student and project a blank one on the SMART Board.

- Write or type your second word in the middle oval and have students do the same.

- Proceed in the same order as you did before, but have students help by looking in the references you have for them to get information. The template is linked to dictionary.com and Online Etymology Dictionary. Model for the students how to pick good synonyms and word etymology. They often have trouble with the etymology. If you are not using a SMART Board, have a few students on computers or a few students using dictionaries and thesauruses.

- With your guidance and continued modeling, students can fill in each section of the Word Family Tree.

Practice

- Select some interesting target words for students to investigate on their own or with a partner.

- Have plenty of reference materials available for them to use. If you have Internet access in your classroom, all the better. Invite a few groups up to the SMART Board to be used as a station for the resources.

Applications and Examples

- Here are some words that might be interesting to investigate: enigma, gossamer, macabre, obsequious, pacific, pajamas, pariah, parley, waif.

- Find some words with Latin and Greek roots that are in your texts. These make excellent choices for the Word Family Tree. When students know these word parts, they can use that knowledge when they encounter new words.

- For more information and examples, go to www.weac.org/News/1999-00/oct99/read.htm

Word Sorts

Word Sorts give students an opportunity to categorize words and is a natural on the SMART Board. This strategy begins to train the brain to think more quickly as well as to generalize. The students also analyze the words' meanings. It's an introductory vocabulary strategy that does a wonderful job of exposing the students to the words.

There are two types of word sorts, open and closed. In a closed sort, the teacher decides on the categories and words. In an open sort, the teacher often gives the words and the students develop the categories. Occasionally, the students collect words from a reading selection. There are endless uses for a word sort, and they can take on many forms.

Pink: Design, Story, Symphony, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Leading by Influence, Initiative, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- The words for a sort can be picked by you or by the students. Either way, you want 10-30 words.

  You simply type each word in a new textbox and presto, you have a Word Sort. I want them to be talking about the words and grappling with them. As referenced in the previous paragraphs, sometimes the students generate the words via a List-Group-Label (see page 17.)

- If you're picking the words, create a large matrix with the words. Each pair of students receives a copy of the word sort to cut out and categorize.

- If the students are generating the list, provide scrap paper for the students to write each work on.

- Create an easy Word Sort to use during modeling (see Notebook template).

Explain

- For an open sort, tell the students you will give them a matrix of words that they will be sorting and putting into categories.

- For a closed sort, tell them the categories at this time. The categories for the Famous African Americans Word Sort are Actors & Comedians, Musicians & Singers, Scientists & Inventors, Social Reformers, and Held Public Office.

Model

- Have a simple word sort prepared on the SMART Board or on index cards taped to the chalkboard or written on small pieces of transparency to use with the overhead.

- Use a Think Aloud (see page 3) to show the students how you are placing the words into categories. Your Think Aloud might sound like, "Okay, I have 15 words here and my teacher tells me that they relate somehow, so I better start looking. They're all people,

Jane Says,
I can remember pre-SMART Board having to write all the unit words on index cards, and taping them to the chalk board. I would carefully fold back the tape at the end of the lesson and store them in an envelope for next year's lesson. Boy, am I glad those days are over. Now, it's all saved in Notebook software and ready for next year.

Jane Says,
"Blend modeling and guided practice when you introduce this strategy. It's not hard for students to pick up and it makes it more fun."

good. Hey, they're all African American. Okay, so if they're all African American people, how are they different?" continue with the Think Aloud for a few minutes.

Guide

- Place the students into groups of two or three. I like two as they seem to be more focused.

- Name and display the categories only if you are using a closed sort.

- Ask the groups to simply cut the words apart and begin moving the words around to form categories.

- Move around the room encouraging the students to talk about their thinking.

- After the students have had a reasonable amount of time, conduct a class discussion asking the students to explain their thinking as to why they sorted the way they did.

Sample Word Matrix: Famous African Americans

Bill Cosby	Billie Holiday	Maya Angelou	George Carver	Sidney Poitier
Bessie Blount	Condelezza Rice	B. B. King	Rosa Parks	Martin Luther King
Alice Walker	Nat Turner	Colin Powell	Zora Neale Hurston	George Henry White
Bobby Seale	Langston Hughes	Pearl Bailey	Sojourner Truth	Marjorie Joyner
Miles Davis	Barbara Jordan	Dizzy Gillespie	Stevie Wonder	Muddy Waters

Practice

Word sorts can be used over and over again in your classroom. They're only limited by your imagination. See Applications and Examples for a few ideas.

Applications and Examples

- Use the spelling list in an open sort and have the students discover the spelling patterns for the week.

- Give the students a word sort with words for a unit and have them sort by levels of understanding. Create a four-column sort sheet. The columns are labeled: (1) I am not sure what this word means, (2) I've heard this word, but I'm not sure what it means, (3) I know one definition. I could use it in a sentence, and (4) I know several ways to use this word. I use it often when I talk and write. (Notebook template available.)

- Ask the students to sort the words and then create a plan to learn the words that they sorted into the first two columns. This helps the students develop ownership in learning words and shows that many different levels of understanding occur.

- Use word sorts as a prereading activity to activate background knowledge and see what the students know. The African American people word sort could be used before a reading on this topic. The students would sort the names the best they could without being given categories. After a few minutes of grappling with the names, give the categories and see how well they do. Finally, have them read the article and complete the word sort.

- When using the SMART Board, you can simply write each word on the board. Make sure that you pause after writing each word, or the board will recognize the words as one word and then you can't move them separately. The trick I use is to move around the board as I write each word. You can also turn each word to text after you write it.

- Often I am writing the student responses on the board as they are sharing during a Think-Pair-Share. When we do this, I have my students in pairs and one of them becomes the writer. The writer has a stack of scrap paper and writes each

word that is shared on a separate piece of paper as I write each word on the SMART Board. So, when we are finished sharing, each group has as many pieces of paper as there are words on the board.

• At this point, I ask the pairs to label 3 or 4 categories with the words. This usually takes about 5 minutes. Next, I invite a group to the SMART Board to show one of the categories that they created. After they move the words together on the board, I ask the big brilliant teaching question: WHY did you group these words together?

• If the students are not accustomed to categorizing their thinking, often they will respond, "I don't know" or "Because they fit together." These are not sarcastic comments. They really don't know and this is where your Think Aloud becomes powerful. You might say, "Let me see. Were you thinking that these words go together because they all describe the texture of the soil or perhaps you put them all together because they all are necessary for healthy soil? Can you remember what you were talking about when you put these together?" As time allows, invite as many groups to the SMART Board to share a different category and ask them to explain why. As you use word sorts more consistently in your classroom, the students begin to see connects and relationships to words and ideas and their whys become more sophisticated.

Notes

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Word Wizard

SMART Board Friendly

Let's get students excited about words by making word-learning fun! The Word Wizard matrix is fun if you select words to learn that are important, interesting, and that students are likely to encounter.

After investigating the words with this strategy, students will be more likely to remember and use them. Once students are fairly familiar with the Word Wizard, they'll be able to use it in pairs and then on their own with unfamiliar, interesting, or intriguing words that they choose. It's a great precursor to Frayer.

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STEP-BY-STEP

Teacher Prep

- As you preread a text, select three meaningful words that are important, interesting, and/or appear somewhat frequently. It's just fine to use one or two words.

- Write one word in each Word box at the top of the matrix (see Notebook template).

- Write or type the sentence where you found each word in the box below the word. It may be helpful to also write the sentence that comes before or after the original sentence. You can also write your own contextual rich sentence. I find this is faster and seems to work better.

- Duplicate one copy of the Word Wizard matrix for each student (page 87).

Mary Says,
"Here's a note of caution. There is no one method or graphic that works for teaching all words. Please try out the words you select to be sure they fit this graphic."

Explain

- Just do a quick introduction to the Word Wizard matrix. Show the matrix on the SMART Board/overhead and briefly explain each cell in the first column.

- Move right to modeling and keep your presentation lively and at a reasonable pace. In other words, have some fun with it. (See Notebook template for a silly example.)

Model

- This is the important part. We suggest that you carefully model the first word and use a Think Aloud (see page 3) as you do. The stronger your Think Aloud, the more powerful the teaching.

- To begin, read the first word and read the word in context.

- Show students how you would use a thesaurus to find synonyms that you write in the next cell. The Notebook template is linked to dictionary.com. The synonyms should be words with which students are familiar. If you are not using a SMART Board, have a few students on computers and/or a few students with dictionaries and thesauruses.

- Use the context and your synonyms to write what you think the word means in the next box. Students will create their own definitions. Here's another excellent place to Think Aloud.

Jane Says,
"Try to avoid selecting words that represent unfamiliar concepts. Some background knowledge will help students be very successful using this strategy on their own."

- Now, find the word in the dictionary and compare the student created definition with the dictionary definition. Invite the students to revise their definition, being careful to keep it in their own words. Make sure the definition corresponds to the way the word is used in the sentence.

- The fun factor increases here. You get to draw a picture that represents the word. It doesn't have to be a work of art, but your sketch should be representative of the word's meaning in some way.

- And this is the best part—the memory clue. Write a key word or phrase that will jog your memory and cue you to the word's meaning. Your memory clue can be silly, serious, or personal. For example, if your word is "dilemma," your memory clue could be "two lemons." Di- means two, and a dilemma is two difficult, or sour, choices.

- Be sure to explain your rationale for your memory clue.

Guide

- Now move to the next word. Begin by reading the word alone, and then read the word in rich context.

- From this point, have the students help you. Ask them to find information or suggest what to write in each cell.

- Consider having students come to the SMART Board to write synonyms or draw the picture, and so on.

- Be sure the memory clue is explained clearly to everyone.

Practice

- Since this is a fairly straightforward strategy, students—working in pairs, perhaps—should be able to fill in the column for the next word with minimal guidance. Just circulate to lend a hand when needed.

- Don't forget to have students share their work! If you have a document reader, project student work for all to see.

Applications and Examples

- Add a "bonus" row that asks for the word's origin. Here, students can write the word's origin and what the word meant a long time ago. This often helps students remember how the word is used today.

- Check out the Online Etymology Dictionary website at www.etymonline.com

- Add a row where students write the word in an original sentence. This, of course, only happens after students have had plenty of opportunities to learn the word and all of its meanings. In other words, you shouldn't ask students to write a word in a sentence until they have a strong understanding of the word.

- Create a Word Wizard Wall where you display student-selected words. To get a word on the Word Wizard Wall, students have to fill in a column for their word. Challenge them to see who can find the most interesting words, bring them to class and add them to the Word Wizard Wall.

- Have students use the Word Wizard to teach their favorite words to the class.

During-Reading Strategies

❄

During-reading strategies are like lunch. We always read, but often do the same activity over and over. It's important to use a variety of during-reading strategies. This will enable you to help students develop the necessary skills to become successful lifelong learners.

We advocate silent reading because we believe it's the most frequently used reading activity in everyday life. However, many students don't have strong silent reading skills. Therefore, it's imperative to use many different during-reading strategies. With practice, students will internalize the strategies and improve their comprehension. Our goal is to help students become self-regulated, higher-level learners. During-reading strategies offer a smorgasbord of ideas that give variety to lessons.

Notes

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Cornell Notes

Are your students' notes a mess? Are they even hard for them to understand? The Cornell Note Taking Method is an easy way to take concise, organized notes that students can actually use. It's a system and a format whereby students write notes in the right column, cues in the left column, and a summary at the bottom. The result is a student-prepared study guide for a future quiz or test. No real magic for the board here. Use the blackline master to model the first few times and you are good to go.

See page 89

Pink: Story, Symphony, Meaning

Wagner: Critical Thinking and Problem Solving, Initiative, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep
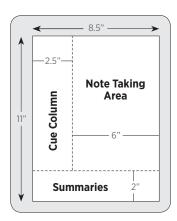
- Prepare a short lecture on a topic the students are studying.
- Display the blackline master on the SMART Board/overhead. (See Notebook template.)

Explain

- Show the format on the SMART Board/overhead and explain that you're going to show students how to take notes that will be extremely helpful when reviewing information.
- Tell students that they'll take notes in the right column as you present your brief lecture. After the lecture, you'll show them how to write questions and cues in the left column. Then, on the bottom, you'll show them how to summarize the notes.
- Distribute the form (page 89) to the students.

Model

- On the SMART Board/overhead, at the top of the note taking area, write the date and topic of the lecture.
- As you present your lecture, stop and take notes on the SMART Board in the column on the right, the note taking area. Use phrases, bullet points, and appropriate abbreviations.

Diagram: 8.5" wide × 11" tall page. Cue Column (2.5"), Note Taking Area (6"), Summaries (2").

- Leave space between points and phrases so you can go back and fill in gaps.
- Encourage students to take notes with you. They'll most likely copy what you write, but that's okay for now. You just want them to understand the format the first few times you use this strategy.
- After the lecture, go to the left column, the cues column. Explain that when students use Cornell Notes on their own, they write cues in this column after a lecture, in study hall or at home.
- Read your notes in the note taking area. In the cues

Mary Says,
"It's imperative to introduce students to structured note taking. We make the assumption that they know how to organize notes, but they are often lost."

Jane Says,
"Work as a team. The reading/language arts teacher can use the social studies text when teaching Cornell Notes. This way the content is relevant and the students are more engaged."

column on the left, show students how to jot down questions, keyword memory joggers, graphic cues, or anything that will help you remember your notes and relate the notes to other knowledge.

- Now go to the bottom, the summary area. This is where you use your cues to write a sentence or two to sum up the notes. Show students how to capture the main ideas.

- Here, you might explain that for longer lectures, it will take more than a page for note taking. Students write cues and summary statements on each page of notes.

Guide

- The next time you lecture, distribute the Cornell Note Taking forms or have students make their own in a spiral notebook. Use the Notebook Template, and during your lecture stop at important points. Have students suggest notes to put in the right column.

- Then have the students write memory joggers and cues in the left column. Let them share the ideas with other students. Circulate among students to help them as needed. Share some good cues with the class.

- Guide students through the summary writing statement. This will allow you to continue to model good summary writing.

- The next time you use Cornell Notes, give the students more responsibility. Perhaps have them write the summary statements and then share with the whole class. That way, everyone gets the benefit of your guidance.

- Be prepared to give a fair amount of guided practice so that students feel comfortable with Cornell Notes. Use them at intervals over time.

Practice

We suggest that you assign Cornell Notes as an independent activity only after students are fairly proficient with them. Don't be surprised when they make modifications to suit their own study styles! That's what good learners do.

Applications and Examples

- Typically, students complete a full page of notes before writing cues. However, if the students are struggling, write cues after each point while they're learning this technique.

- To study lecture notes, students can fold the note taking area back so all they see is the cue column. They can use the cues—questions, diagrams, and the like—to quiz themselves and make connections.

- Try using Cornell Notes with reading. It's a great strategy for taking notes on information text.

- Do you use videos as teaching tools? Cornell Notes work for them, too.

Fact-Question-Response

Fact-Question-Response is used as a during- and after-reading strategy and gets the kids smiling and laughing. It asks them to connect their background knowledge with facts they collect from the reading. It provides great practice in analyzing information and communicating with others.

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See page 91

STEP-BY-STEP

Teacher Prep

Fact-Question-Response requires very little prep. It takes four quick steps.

• First, pick the text to use.

• Next, pick two or three facts from the reading to be used while modeling.

• Third, open the Notebook template for Fact-Question-Response graphic or display on overhead.

• Fourth, copy the graphic, one per group (see page 91).

Explain

• Tell the students that today they will be working in pairs while reading. Pair students with similar reading levels.

• Show the graphic on the SMART Board/overhead and explain that the students will be recording facts, asking questions, and writing personal responses.

Model

• Write two or three facts from the reading in the "Facts" column on the Notebook template.

• The next step is a bit different, so your modeling is extremely important at this point.

• Write questions in the "Questions" column and Think Aloud (see page 3) to show the students how you came up with the questions. Explain that the question is not answered by the fact, rather it is a question that students have about the fact. This will become clear when the students see an example.

• Continue modeling your thinking to show students how you came up with the information for the "Response" column. It's very important to show that the response is not the answer to the question. It's something that pops into your mind as you read the fact. See the examples below to understand how to fill in each column.

Mary Says,

"It's great to see all the smiles on the faces of the students as they think about the response column. They really learn the facts when they connect them to their own experiences. Sometimes, I don't use the graphic and just have the students draw and label the columns in their notebooks."

Jane Says,

"I make sure I have the Fact Question Response graphic sheet run off at all times. When I feel the students need a little different approach to the textbook, I pull it out in a second. The kids love working in pairs, and I love the thinking and fun that occur."

Fact	Question	Response
George Washington was born February 22, 1732 in Westmoreland County, Virginia	Where is Westmoreland? What was the weather like on February 22, 1732?	My grandma lives in Virgina. My birthday is in February too.
He was president from 1789-1797.	Who was his vice president? Did he live in the White House?	I saw the president on TV last night. My uncle is the president of the Harley Riders Club.
Thomas Jefferson described him as "the best horseman of his age."	What is a horseman? How well did Thomas Jefferson know George Washington? Is it hard to ride a horse?	Jefferson was the third president. I want to ride a horse someday.

Guide

- Put students in pairs and give each pair a copy of the graphic.
- Write one new fact on the SMART Board.
- Ask the student pairs to come up with one question and one response.
- Call on students to share their questions and responses and check to see that the question is not answered by the fact. Then check to see that the response is a statement from the students' personal reactions.
- After you are comfortable with the students' information, tell them to begin reading orally with their partners to collect ten to fifteen facts and write them in the "Facts" column. These are facts the students might find interesting, silly, fun, odd, or important.
- After they've read and collected the facts, have the students fill in the "Questions" and "Responses" that correspond with the "Facts."

Practice

Use Fact-Question-Response on a weekly basis, maybe even twice a week. The students develop the skill of activating background knowledge by connecting the material to other material, their own lives, and the world (text to text, text to self, text to world).

Applications and Examples

- You can follow up Fact-Question-Response in a number of ways. For example, facilitate a class discussion, ask students to illustrate their favorite fact, or write a summary.
- When the students need to learn a lot of facts and the text is poorly written, this strategy works well.

Flip-Flop Review

Flip-Flop Review helps develop students' recall and synthesis skills. Additionally, it emphasizes the importance of pausing while reading to encourage metacognitive thinking. Students quickly realize what they understand and what they don't understand. Students are paired, asked to read a section of an article, and recall the facts. Once the article is read, they synthesize the material into a summary.

This one is very simple with the SMART Board. Search for the infamous timer in your gallery—it will be in the Interactive & Multimedia folder. Just between you and me, you really don't need the board for this one, but hey, if you have a board, why not use it. :)

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STEP-BY-STEP

Teacher Prep

There is very little prep for this strategy. You will need the reading material you planned for the lesson and a timer (Notebook template). The first time you use this strategy you will need an additional short paragraph for a demonstration. Yup, that's it.

Explain

• Tell the students that they will be working in pairs to complete today's reading.

• Explain that they will be reading today's text and talking about it with a partner in a very systematic fashion.

• Introduce the reading by activating students' background knowledge with the pre-reading strategy that fits best. Some possibilities are: Anticipation Guide (page 9), List-Group-Label (page 17), or Summary-Reflect-Predict (page 21).

Model

The first time you use this strategy it's best to demonstrate.

• Have the whole class read a short paragraph, silently or with a partner, and underline the important details.

• Pick two students for your demonstration. Have them sit in front of the class or in the center of a circle of students.

• Tell the other students that their job is to observe what each of the two students does and says. They will be listening for the details.

• Have the students decide who will start talking. This student talks about the article without stopping for 60 seconds. He or she points out main ideas and interesting facts. Feel free to shorten the times for the purpose of the demonstration.

• Next, the partner talks for 60 seconds mentioning more information, but may not repeat anything the first person stated.

Mary Says,
"Every now and then I ask my students to write their summaries. It gives them a chance to translate their thinking into writing and holds them accountable."

Jane Says,
"Students love talking. This strategy makes the talking productive. I use this strategy at least once a week, sometimes twice. When deciding which student will go first, I sometimes say, 'Whoever has a birthday that is closest to today will go first.'"

- The students take turns talking again; however, the time is changed to 40 seconds each. Neither student may repeat anything that was previously stated.
- Finally, the students summarize the article. Here the pattern changes because students will need to repeat main ideas for the summary. Each student has 30 seconds to verbalize the summary. Suggest that they use a Summary Topic Sentence (see page 61) to start out the summary. During the next 30 seconds of the summary, the second student starts where the first student left off.

Guide

- After the demonstration, students work in pairs.
- Have students read the article related to today's lesson. They can read silently or with a partner—your call.
- Have the students pick who will start talking.
- Set the timer for 60 seconds. Tell the first student to talk about the article for 60 seconds.
- Set the timer for 60 seconds again. Tell the second student to continue to talk about the article. Remind him or her not to repeat what was said.
- Set the timer for 40 seconds. Tell the first student to continue to talk about the article, again reminding that nothing may be repeated.
- Set the timer for 40 seconds again, and let the second student continue to talk about the article, not repeating.
- Set the timer for 30 seconds. Remember, this is where the pattern changes because students need to repeat main ideas. The first student begins to summarize the article. Explain that the Summary Topic Sentence (see page 61) is perfect in this situation.
- Set the timer for 30 more seconds and have the second student complete the summary.

Practice

Use this strategy weekly. When students have more experience with Flip-Flop Review, they begin to think more deeply and notice more details. They also become aware of what they know, what they don't know, and what they need to clarify. (metacognition)

Applications and Examples

Here's a follow-up idea to use when students have finished the Flip-Flop Review. Give the students an additional 60 seconds after the summary to make the following connections. They can use any or all that fit.

Text to text
It reminded me of when I read another article/book called _____, because _____.

Text to self
It reminded me of a time I _____.

Text to world
It reminded me of something I heard _____.
It reminded me of what I read in the _____ (e.g., newspaper) yesterday.

Jigsaw

The Jigsaw strategy is a way of grouping students with the purpose of completing a task, extending their thinking, and dealing with large chunks of text. It effectively involves each student by requiring the students to become the "experts" on their section of reading and then teach it to their small groups. This strategy will help students hone their communication skills.

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STEP-BY-STEP

Teacher Prep

- Look at the reading material, and divide it into three sections. Label each section—A, B, C.
- Make copies of the text for each group. If you are using a book, write the section breaks for each group on the SMART Board/whiteboard.
- Prepare an Expert Guideline Sheet. Below are some suggestions for the sheet. This will be used to guide discussion in the Expert Groups.

   - This part was unclear to me. Who understood it?
   - I didn't get this part.
   - I didn't understand the part about _____. Who got it?
   - I really understood _____. Let me explain it.
   - I am not sure about _____. Let me try and explain it and you tell me if I get it.
   - I think this part is important for everyone to know.
   - We can't forget to teach about _____.
   - Here is a great example for _____.

- Assign students to triads (groups of three).

Explain

- Tell the class that they are going to read an article, and each of them will only have to read one-third of the material and learn it really well. They will be in triads and each group will decide who reads which section—A, B, or C.
- Explain that once the reading is complete, all the students who read the same section (A, B, or C), get together and discuss the material. The goal is to become an "expert'" on the section. That's why we call these groups the Expert Groups. This is the time for the students to ask clarifying questions, point out important information, and share ways of explaining the material.
- It's a good idea for the "experts" to take notes at this point or perhaps create small posters or visuals to use when explaining their section to their triad.

Mary Says,
"When you form groups, keep students with similar skill levels together. It's not a good idea to partner very high-achieving students with your lowest achievers."

Jane Says,
"I love Jigsaw. When I teach college level courses, all the reading for the semester is done using Jigsaw. The students love it because their reading is reduced, and I love it because they always do their reading. Also, set a time limit for Expert Groups and triads to meet. If you think they can do their jobs in ten minutes, give them eight!"

- Finally, students go back to their triads. Each "expert" teaches his or her section to the group starting with A.

Model

- The first time you use Jigsaw, it is best to model the process with the students. Pick three students and have them sit in a triad. With the rest of the class watching, guide these students through the process of choosing the section. Any decision-making model can be used; for example, rock-paper-scissors or number closest.
- Next, the students walk over to their Expert Groups. For this demonstration, there will not be any other students at this location, but it shows that the students will be relocating.
- It's imperative that you model the thinking that you want the students to demonstrate while in the Expert Group. Distribute the Expert Guideline Sheet and ask students to read the questions and statements silently. Tell them to use the sheet as a guideline for their Expert Group discussion.
- Bring the three experts back to the triad and let them do their stuff! This is where each expert teaches the content of the section he or she read.

Guide

- Now it is time to get all the students involved. Assign them to their triads and have them move to their work places.
- Ask each triad to decide who will read Section A, Section B, and Section C.
- Provide time for the students to read silently. Encourage students to take notes and/or highlight as they read.
- Designate three areas in the room for each expert group to meet, and ask all the A's to move to their area, the B's to their area, and the C's to their area.
- Hand out the Expert Guideline Sheet to each group and remind them that the purpose of this group is to become an expert on their section and plan a short and effective presentation for their triads. This should take five to fifteen minutes, depending on the length and difficulty of the text. Display the Expert Guideline Sheet on the SMART Board.
- At this point, your role is to walk around the room, listen closely to the discussions, and guide as needed. Be careful not to dominate the discussions. Allow the students to work through any issues as independently as possible. Only if the discussions regress or go off-task should you intervene.
- Once all of the experts have completed the discussion of their sections, give a signal for everyone to move to their triad groups. Each student teaches his or her section to the rest of the group. It is the other students' responsibility to ask clarifying questions and take notes on the material. All students are responsible for knowing all sections of the reading.

Practice

Use Jigsaw at intervals throughout the school year. You can expect your students to gain confidence and skill in asking clarifying questions, understanding the important information in the text, and learning the content of the lesson.

Applications and Examples

Jigsaw works well with math assignments.

- The teacher divides the math assignment into thirds. Each student in the group does one-third for homework.
- The next day, Expert Groups meet to compare answers and come to consensus.
- The students then meet in triads and work through a few problems from each group to be handed in to the teacher.
- Meanwhile, the teacher is circulating and recording homework from individuals.

Reciprocal Questioning

Reciprocal Questioning trains students to pick main ideas, engage in metacognitive thought, and think critically while reading. Initially, it is a verbal exchange between the teacher and the students. Eventually, the students work independently in pairs following the same questioning pattern. For the students to become independent, use Reciprocal Questioning often. This strategy requires the teacher to have strong questioning skills.

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STEP-BY-STEP

Teacher Prep

- Select a well-structured text for the lesson. Read it carefully. Preparing possible questions before the lesson is a necessity. Copy the first few paragraphs to the SMART Board/overhead.
- Imagine how the questioning will go in your classroom and think about what questions the students might ask.
- Write the questions down and use them as a springboard during the lesson.

Explain

- Tell the students that today they are going to practice asking questions while they read.
- Say that you will read the first paragraph (depending on the reading) and ask them to ask a question about it and you will answer.
- Then it will be your turn to ask a question which they will answer.

Model

- Read the first paragraph of the article orally as the students follow along on the SMART Board/overhead. I use the screen shade here and pull it down line by line to better focus the students.

You need to consistently model the questioning and thinking. Each time you assign reciprocal reading, display some of the text on the SMART Board/overhead. Now you get to do some amazing modeling for your students. Read the first paragraph to the class pausing in the reading to Think Aloud (page 3). It is imperative that you model. This is the meat of the strategy. The more you model, the higher quality thinking the students develop. As you pause and Think Aloud, write the questions that come to mind on the SMART Board/overhead near the text that inspired the question(s).

Move to the next paragraph displayed on the SMART board/overhead and again model via model via quality Think Aloud questions, remembering to model three or four for the paragraph if time allows. Don't go over 10 minutes, as the students might get antsy.

Finally, the students can continue in their pairs reading through the material. As the

Mary Says,
"Always model more than one question for each paragraph. You do not want the students to think that there is a 'right question' that you are looking for."

Jane Says,
"I write all my possible questions in the margin of the text to help me focus the questions and discussion. It is well worth the time to master Reciprocal Questioning as it truly trains the kids to think."

students are reading or after they are done, ask the groups to record any questions that could not be answered in the text. These will be added to the Notebook pages to be used as references as the unit progresses.

• Share a few questions about the reading that popped into your mind while reading, and why you might have come up with them. It might sound like this: "So, as I am reading this paragraph a few questions pop in my mind. I know sea turtles are endangered, but I don't know why, so my question is, Why are sea turtles endangered? Another question that comes to mind is, Where do sea turtles live?"

• Use these questions as a guideline to Think Aloud:

> Did you use your background knowledge?
>
> Did you know it from another text or reading?
>
> Was it answered in the text?
>
> Did I combine what I read in the text with something I already know?

• A Think Aloud might sound like: The answer is _____. I know this because I just read an article in the newspaper last week about _____.

• In the beginning, you will need to coach the students to clarify. Use questions such as:

> Why do you think that?
>
> Can you elaborate?
>
> Tell me more.
>
> Can you give me an example?
>
> Explain how _____.
>
> Why is _____ happening?
>
> What if _____?
>
> What conclusions can I draw about _____?
>
> What is the best _____ and why?
>
> How does _____ affect _____?
>
> How does _____ relate to what I've learned before?
>
> What is the difference between _____ and _____?
>
> How are _____ and _____ similar?
>
> What are the strengths and weaknesses of _____?
>
> What is another way to look at _____?
>
> What is a new example of _____?
>
> What are the implications of _____?
>
> Why is _____ important?
>
> How does _____ apply to everyday life?

• Continue this process, moving through the article and remembering to keep it short. The students are often ready to work with partners on the first try.

Guide

• It takes much practice for the students to master Reciprocal Questioning. The skills of picking main ideas, engaging in metacognitive thinking, and thinking critically cannot be mastered in a short time. Many exposures and experiences are needed.

Your role is to model great thinking for two or so paragraphs and then let the students at it. While the students are reading in pairs, you walk around the room, listening with keen teacher ears, encouraging powerful discussion among your students. Be careful to guide and not control.

Some questions cannot be answered in the paragraph, and need to be saved. Here, have the students save the questions on a new Notebook page or poster. The questions can be referred to at the beginning of each lesson to remind the students that the class is still wondering about the idea and connection. The teacher might say something like, " Class, yesterday as we read the article on leatherback turtles in Costa Rica, we asked some questions that could not be answered in the article. Here they are again."

- Tell the students to read the first paragraph and have one student ask a question. The other student answers the question to the best of his or her ability. Remind the students to clarify their answers. Have the students jot down the questions.

- After the first paragraph, pull the class back together and tell students to share their questions. At this point, you are assessing the quality of the questions to know if the students are ready to continue in pairs. If they are, allow them to continue for two more paragraphs. If they aren't asking good questions, continue as a class and model.

- If the students are somewhat successful, let them continue for three or four paragraphs and have the students silently read the rest of the article.

Practice

As the students get closer to mastery, allow the pairs to work through an article or text on their own.

Applications and Examples

- Make a chart of the clarifying questions above. Post it in your room to encourage student questioning.

- To assist with differentiation, assign reading partners. Create three (3) sets of partners with similar reading levels (A List, B List , C List), for example,

A List - Jane & Bob   **B List** - Jane & Jenny   **C List** - Jane & Joey

This way the students change partners, but still work with someone on a similar reading level.

- You will run across the strategy Reciprocal Teaching. It is very similar to Reciprocal Questioning in that all the steps and modeling stay the same. The difference comes with the dialogue between the teacher and the students. In addition to questioning, the teacher guides the students to summarize, clarify, and predict.

- Have the students master Reciprocal Questioning before you introduce Reciprocal Teaching.

- To get text in Notebook software, you simply need an electronic version of the text that the students are reading. Finding a website on the topic is the simplest way to get electronic text. Always remember to cite your website on the Notebook page. This can be done very simply by copying the website address in the web address bar and pasting onto your Notebook page. This creates an active link on the Notebook page.

Notes

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Use This Strategy
Before Reading

Use This Strategy
During Reading

Use This Strategy
After Reading

After-Reading Strategies

After-reading strategies are like dessert. Gourmet lessons are simply not complete without strong after-reading strategies. They serve many purposes. The strategies enable students to synthesize and organize information. They provide opportunities for your students to grapple with the meaning of the text and to clarify what they know and understand and don't know and don't understand. These strategies also become the framework for processing information at a higher level. Synthesizing different sources, applying information beyond the lesson, comparing material, and creating new knowledge are a few possible processes. After-reading strategies are the dessert that brings smiles and deep thinking to many.

Notes

	48

Discussion Web

🖥 SMART Board
Friendly

The Discussion Web gives structure to students' thinking and their participation in discussions. It includes a graphic aid that helps students clarify their thinking on the central issue of the discussion. To begin, students work with a partner. When they move to a whole-group setting, students will be ready to share their ideas and support their opinions on the topic.

Pink: Design, Story, Symphony, Empathy, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Collaboration Across Networks and Leading by Influence, Initiative/Entrepreneurialism, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

• Select the text or topic that students will study. Identify the central concept or issue and write a thought-provoking question or statement with which students can agree or disagree.

• Write the discussion question in the center of the graphic. (See Notebook template.)

• Make a copy of the graphic for each pair of students (see page 93).

• Assign students partners and decide which pairs will agree and which pairs will disagree.

• It's imperative that you use a prereading strategy to introduce the text to spark interest, introduce new vocabulary, and set a purpose for reading.

Explain
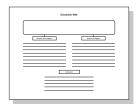
• Tell the students that after they have completed the reading, they're going to have an in-depth discussion on the topic.

• Explain that they will be working in pairs and will be assigned to agree or disagree with the question.

Model

• Distribute the Discussion Web graphic and introduce the discussion question on the SMART Board.

• Assign pairs to either agree or disagree.

• To help them get started, model one agree and one disagree response to the question.

Guide

• Allow time for students to discuss their side of the question with their partners and write key words or phrases on the appropriate side of the graphic.

• Circulate among groups to give assistance, direct them to additional resources, or clarify points of confusion.

Mary Says,
"Discussion Webs are powerful because they give students a structure and a format for great discussions. You can use the web not only with any of the subjects you teach, but also with any issue that students are buzzing about."

Jane Says,
"I think the greatest benefit of the Discussion Web is that students learn to look at issues from multiple perspectives."

- Now form small groups of four that consist of one agree pair and one disagree pair. Let them compare notes and thinking (a bit of a Jigsaw).

- Explain that disagreement in groups is encouraged as long as everyone keeps an open mind and honors others' thinking.

- Next, in a whole-group setting, groups present their positions on the question. Once these positions are presented, students are encouraged to debate, refine, or clarify their responses. Display talking points on SMART Board.

- Finally, ask students to form a conclusion to the original question, taking into account the various points of view and information presented in the discussions.

Practice

- Bring the Discussion Web back at intervals throughout the semester.

- Continue to give as much guidance as students need. With practice, students will become fairly independent using this strategy.

Applications and Examples

- To teach the students to engage in Discussion Webs, you can begin with a statement unrelated to text, but designed to allow students to agree or disagree. Try something like this statement: Things like cars, toasters, and computers are designed to become obsolete or to break.

- Here's an example of a Discussion Web for a sixth-grade social studies unit on freedom.

**Do we have more freedom in the US
than in any other country?**

Reasons not to support	Reasons to support
The poor have less freedom.	People come here to be free.
Computers are reducing our freedom.	People can still express their opinions.
Government controls our lives more than in the past.	We can choose where we might live or what we believe in.

Conclusion:

Althrough it seems that people in the US don't have as much freedom now as they did in the past, we still have more freedom in the US than people in other places.

Framed Paragraphs

Do you have trouble getting your students to retell what they've read? Do they have trouble writing summary paragraphs, or any paragraphs for that matter? Framed Paragraphs to the rescue! Framed Paragraphs provide a structure for retelling stories or recalling information. They are teacher-made, fill-in-the-blank paragraphs that support reluctant writers. An added benefit is that your Framed Paragraphs serve as models for paragraph organization. They include topic sentences, transition words, and conclusions. This can be created in a blank Notebook page. Once you have created the Framed Paragraph, you can easily save it for next year.

Pink: Story, Symphony, Meaning

Wagner: Agility/Adaptability, Oral and Written Communication, Accessing and
           Analyzing Information

STEP-BY-STEP

Teacher Prep

- After you read the students' text, write a Framed Paragraph. The Framed Paragraph is a paragraph with parts left blank. Students will finish it using information from the text. Here's what to do:

    - Write a topic sentence.

    - Use transitions such as first, next, then, and finally.

    - Write a conclusion.

    Your paragraph should summarize or simplify the original text.

- Display the framed paragraph on the SMART Board/overhead (see the goal setting example in Notebook templates).

> All living things are made of cells. For example, _____ ,
> _____ , _____ , _____
> and _____ , are all made of cells. Cells vary in size
> from _____ to _____ . All cells
> have 3 parts: _____ , _____ , and _____ .
> Every cell's DNA has two functions: _____ , and
> _____ . The cell is the fundamental sturctural unit
> of all living organisms.

Mary Says,
"Use Framed Paragraphs as a springboard to writing! Teach mini-lessons about writing topic sentences and writing conclusions. After a bit of practice with Framed Paragraphs, students will be writing better paragraphs without the frame."

Jane Says,
"Use a variety of Framed Paragraphs in all subjects, but be careful not to overuse them. Reluctant writers flourish with the security of a Framed Paragraph. You know you've been successful when the students say, 'Let me try this on my own.'"

Explain

- There's not a lot to explain here. However, you might want to establish some ground rules for completing the Framed Paragraphs. For example, you might tell students that the information they write must be accurate according to the text and class discussion.

Model

- By the time students reach the middle grades, they've had experience filling in blanks. However, in a Framed Paragraph, they need to write more than a word or two in many cases.
- Read your short text aloud to the students.
- Show the Framed Paragraph on the SMART Board/overhead. I use the screen shade here and reveal the framed paragraph line by line. It helps keep the students focused.
- Fill in the blanks with the correct information and show students where the information is in the text and how you paraphrased. This is important because they may need to synthesize information in order to correctly finish the sentences in the Framed Paragraph.
- Have students copy the Framed paragraph and fill in the blanks in their own words.

Guide

- The next time you use Framed Paragraphs, have students read silently or with a partner.
- Display the Framed Paragraph on the SMART Board/overhead and read your topic sentence.
- Have the students help you fill in the first blank or two.
- Let students finish filling in the blanks either independently or with their partners.
- Call on students to share what they wrote in the remaining blanks and write the best responses on the SMART Board/overhead. Here, you can check for accurate information and help students revise their writing when necessary.

Practice

- Prepare Framed Paragraphs that go with simple text and let students fill them in on their own. A short story or chapter in a novel is a good place to start.
- Use Framed Paragraphs with a variety of subjects.

Applications and Examples

- Use Framed Paragraphs at intervals over time. Give only as much guidance as the students need. Eventually, they'll become more independent.
- There are endless uses for Framed Paragraphs. Here is an example of one that you can use for goal-setting (also available in a Notebook template).

Title _____ Name _____,_____

Author _____ Date _____

This is a story about _____

The most important character is _____ because

_____

I know this because the author said _____

_____

The problem begins when _____ . Then,

_____ . Next, _____

_____ . After that, _____

The story ends when _____

IDEAL Problem Solving

Here's a strategy that's designed to encourage students to solve problems on their own. It's great because you can use it in a wide variety of circumstances and a number of content areas.

The IDEAL Problem Solving Strategy (Bransford & Stein, 1984) consists of five stages: (1) identifying the problem, (2) defining the problem, (3) exploring strategies to solve the problem, (4) acting on ideas to solve the problem, and (5) looking for the effects of one's thought process. Display the steps on the SMART Board. (See Notebook template.)

Pink: Design, Story, Symphony, Empathy, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Collaboration Across Networks and Leading by Influence, Initiative/Entrepreneurialism, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Come up with a few "practice" problems to use when you introduce IDEAL. Here are two:

  - It's 11:00 on Saturday morning. I told my best friend that I'd meet him at the mall at noon. My mom comes into my room and sees that it's a disaster. She says that I have to clean it before I can leave for the mall. I want to meet my friend, and I don't want to disrespect my mom.

  - I want to send an email to my friend. But when I click "send", the email will not send.

- Display IDEAL steps on SMART Board or overhead.

Explain

- Say something like, "Today, I'm going to show you a way to solve problems that you'll be able to use on your own for all kinds of situations."

Model

- Select a relatively easy problem to solve. Let's use the example that email will not send. There is another example, "I forgot my lunch," in the Notebook template.

- Go through the IDEAL Problem Solving Strategy.

  Identifying the Problem
  Identifying the problem is often quite easy. In the email example, the problem would be: the email will not send.

  Defining the Problem
  Defining the problem is a bit harder. You need to dig a little to figure this out. Sometimes it is easier to think of it as: what is the real problem? Often the question "why" helps. Why isn't the email leaving the outbox? The problem might be in the outgoing mail server (SMTP). Perhaps it is mistyped.

  Exploring Alternative Approaches
  In this step, the students brainstorm possible approaches to solving the problem. They are to come up with as many approaches as they can. Some possible approaches

Mary Says,
"Cooperative learning and IDEAL can go hand-in-hand. Set up cooperative groups to solve problems that you create or problems students face in their own lives."

Jane Says,
"This strategy works well when students come to you with a playground problem. Let them use IDEAL to solve the problem on their own."

to the email problem are: retype the SMTP, rerun the setup wizard, call a technician, or toss the computer out the window.

Acting on the Plan

Select your best possible solution and try it out. Students can adapt the plan if necessary. "Since it is a bit too expensive to toss the computer out the window, I think I will try retyping the SMTP and see if that works. Oh no! It didn't work."

Looking at the Effects

This step involves deciding if your plan of action is reasonable. Does your plan of action make sense in the problem? You also review how you carried out your plan. Was the plan effective in solving the problem? Do you have to make any adjustments? If the first approach you select doesn't work, try another one. "If I had picked toss the computer out the window, hopefully I would have decided that this is not a reasonable solution! I retyped the SMTP and the email still didn't send, so I reran the setup wizard and presto, I had email again. This seemed to be the wise solution."

Guide

- Now try something a bit more rigorous. Let's say that you're going to read "The Most Dangerous Game" by Richard Connell. Before reading, present this problem: A man has been invited to a small island that's covered with thick jungle vegetation. He learns that his host, who is tired of hunting wild game, wants a bigger challenge. The host wants to hunt a human, the invited man. He has a three-hour start. The killer is well armed and has trained hunting dogs, and the man has only a knife. What can the man do to try to save himself?

- Guide the students, step-by-step, through the IDEAL Problem Solving Strategy to come up with a solution. Have the students work in groups of three or four, and record each step. Allow a set number of minutes for each step and then bring the class back together to discuss.

  Identifying the problem

  The host is trying to kill the man.

  Defining the problem

  The man must outwit the host in order to survive.

  Exploring alternative approaches

  The man could negotiate with the killer to discover why he wants to kill him and come to a compromise. He could find a cave and hide. He could capture the dogs, and use them against the killer. He could set false trails to confuse the dogs and circle back to the host's camp to get his arms.

  Acting on the plan

  He decides to negotiate with the killer.

  Looking for the effects

  He approaches the killer who is unwilling to negotiate, so he is now running and looking for a cave.

Practice

- After students have worked in small groups to solve some problems, let them try using IDEAL on their own. Start them with a problem that's not too complex. You want them to be successful.

Applications and Examples

- If you're going to use The Most Dangerous Game, stop after acting on the plan and read the story. Once the story is read, go to looking for the effects. Let students compare their plan of action with the character's plan of action.

- Here's an example of a social studies practice problem:

  You're a Confederate officer during the Civil War. Your troops are camped for the night and you're having a meeting with some of your men in order to plan your next offensive move. You strongly suspect that one of the men at the table is a Yankee spy. How can you prevent the spy from giving your plan to the Yankees?

- How about one for math? Be sure to have students explain their choice and their thinking in writing!

Magnet Summaries

Students have a lot of information to learn and to remember. You can help by teaching them how to use Magnet Summaries (Buehl, 2004). Magnet Summaries engage students in finding key words and details, then synthesizing information to write a summary. This kind of grappling with text establishes memory clues and enhances comprehension. Moreover, students learn to verbalize their understanding of key words without parroting the text. The SMART Board is a great place to explain and model Magnet Summaries and have students display their work.

Pink: Design, Story, Symphony, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Initiative, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Select a short piece of text for students to read.
- Gather enough index cards to give four or five to each student.

Explain

- Tell the class that learning information can become clearer if they use Magnet Summaries.
- Explain briefly how Magnet Summaries work:
   - Tell them that they will read the text and find key words, or magnet words, and details. Key words are like magnets that details are attracted to.
   - They'll use this information to write summaries.

Model

- When you teach Magnet Summaries, you'll model the various steps as you guide students through the process. Use the Notebook template to model. A few examples are provided.

Guide

- Ask students to read the text and look for magnet words. Remind them that some magnet words will be in headings or bold print, but not all headings and bold print are magnet words.
- After reading, use Think-Pair-Share (see page 3) to get students thinking and talking about the magnet words in the text.
- Call on several students to suggest magnet words. Write them on the board. Have students write each magnet word on a separate index card. The Notebook template has index cards for you to use.
- Choose one word to model how to select details and write summary sentences. See Notebook template for examples.

> **Mary Says,**
> "When you use Magnet Summaries as a small-group activity, students are actively engaged in thinking, paraphrasing, and synthesizing. The more they use Magnet Summaries, the better they'll get!"

> **Jane Says,**
> "It's fun to hole-punch the cards and connect them with a loose-leaf ring. This becomes a wonderful study guide and the cards do not end up scattered on the bottom of a locker."

```
┌─────────────────────────────────────────┐
│  forest                      prevailing  │
│                                 climate   │
│                                           │
│                  biome                    │
│                                           │
│                                           │
│  habitat                  distinct plants │
│                              and animals  │
└─────────────────────────────────────────┘
```

- Ask students to recall details (in a word or phrase) for the magnet word and write one in each corner of the card. You write the details on the board.

- Model how you would write a summary sentence. This is a great place to Think Aloud (see page 3). It might sound like this: "Hmmm. Biome. Biome. How can I write a sentence(s) using all of these words? This is hard. Okay, I'll try. 'A group of distinct plants and animals with a prevailing climate create a habitat such as a forest.' Hmmm. That's not bad. Let me try again. I think I can make it better. 'A biome is a habitat that has a prevailing climate where certain plants and animals grow and live. A forest, is a good example.' Now, that's much better!"

- Select another magnet word and ask students to brainstorm words and phrases.

- Have students, in pairs, read the index card to synthesize information and write a summary sentence for the word on scrap paper.

- Have students share their summary sentences.

- Based on class feedback, have them revise their sentence and write it on the back of the index card.

- Repeat this process until you feel comfortable with the students selecting details and writing sentences as time allows. The students will need lots of practice and this can be many lessons. Practice makes perfect.

- When all index cards are complete, it's time to model again. Show students how to take all their summary sentences and organize them so they can be used to write a summary. Use the Notebook template. You may need to make more revisions so your summary flows smoothly and is coherent.

- Give time for students to draft, revise, and edit their summaries.

Practice

- To help students use Magnet Summaries independently, assign Magnet Summaries at intervals throughout the semester.

- After much guided practice, students will be able to write Magnet Summaries in pairs and on their own.

Applications and Examples

- Students can use the index cards to quiz each other on the facts.

- Use the index cards to make a word sort. It's a fun way to review the facts.

- Share good drafts of summaries by posting them on the bulletin board.

- Use Magnet Summaries in a variety of subjects.

Do you want to give your students a fresh approach to writing? RAFT is an exciting writing strategy with a format that falls between formal essay writing and free-writing creative pieces. RAFT stands for the four main things a writer needs to consider: Role, Audience, Format, and Topic. This great strategy integrates reading and writing in a non-traditional way and can be used with fiction as well as non-fiction. When students use this very flexible format, they write a unique piece that shows their depth of understanding of what they've read.

Pink: Design, Story, Symphony, Empathy, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Initiative/Entrepreneurialism, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Prepare some RAFT examples you can use when you first model this kind of writing. If you read a news article about the restoration of a historic building, your role can be the chandelier in the foyer, your audience can be the demolition carpenters, your format can be a persuasive letter, and your topic can be the preservation of original artifacts.

- Have a blank Notebook page open or a transparency ready.

Explain

- Introduce the reading in a lively way that activates background knowledge and motivates students to read.

- Tell the class that after reading they will be writing from a new perspective using the RAFT strategy.

- Briefly explain the RAFT strategy.

  Role of the writer: Who are you as the writer? Are you Clara Barton? Are you a homeless person? Are you a character in a novel? Are you a coffee table? Are you an endangered snow leopard in Nepal?

  Audience: To whom are you writing? Is your audience the American people? Is your audience the mayor of your city or a group of conservationists?

  Format: What form will your writing take? Will you write a letter? Will you write a speech, a television commercial, or a tweet?

  Topic: What is the subject of this piece? Is it a call for stricter gun laws? Is it the use of public land? Is it free medical care for children under age 18?

- Ask students to read independently or with a partner. Remind them to keep in mind that they will be writing after they finish reading.

- The first time you use RAFT, it is best that you assign the Audience, Format, and Topic. Let each student decide the Role.

> **Mary Says,**
> "As you brainstorm various roles, audiences, formats and topics, keep lists. Use them to make a poster to display. Leave room for ideas to be added. Check out www.readingquest.org for some RAFT ideas. Want more ideas? Just Google RAFT."

> **Jane Says,**
> "I always choose the format for the students. They need experience writing in different formats, not just text messages!"

Model

- As you demonstrate the RAFT strategy, model the entire process.

- Let's say that you've read a section in your social studies book about the Civil War. Let the students hear your thinking as you select your Role, a cannon. "Okay, it's my job to select a Role. Hmm . . . I can pick anything. I wonder how a cannon would have felt being dragged all over the place. I'll bet it saw a lot of terrain and all kinds of different roads. It must have heard a lot of the soldiers talking about what's going on. A cannon! I think I'll be a cannon when I write."

- Assign these to the students:

  Audience: a soldier

  Format: a memoir

  Topic: the hardships of war

- Now model writing a memoir from the cannon's perspective on the board.

Guide

- On the board, write:

  Role: _____   **Audience:** a soldier   **Format:** a memoir   **Topic:** the hardships of war

- Tell students to select their own roles. If they have trouble coming up with ideas, take a few minutes to brainstorm with the whole class. Don't be surprised if several students take the role of a cannon!

- Give students time to write. The format will determine the amount of time students need. A memoir might take some time. Circulate to lend a hand and answer questions.

- When students are finished, let volunteers share what they've written by reading aloud to the class.

- Use the RAFT strategy with various subjects and continue to give guided practice. Change the choices you give students and, over time, give more choices.

Practice

- When students have had considerable guided practice, they'll become more independent and will most likely be able to write RAFT papers on their own.

Applications and Examples

Here are some RAFT examples. We've included ideas for each part of RAFT.

- If you're studying the thirteen colonies, your role can be an indentured servant, your audience can be the governor of the colony, your format can be a petition, and your topic can be individual freedom.

- You've just finished reading Chapter 29 in Crispin (Avi, 2002). Your role can be an advertising agent, your audience can be the citizens of English villages, your format can be a travel brochure, and your topic can be the Midsummer Day festival in Great Wexley.

- In science, your role can be a veteran red blood cell, your audience can be a new red blood cell, your format can be a travel journal, and your topic can be moving through the circulatory system.

- Try this! **Role:** harmonica, **Audience:** grandchildren on a front porch, **Format:** a song, and **Topic:** the influence of African American culture on music.

How many times have your students read to the bottom of a page and didn't have a clue about what they just read? It happens a lot. Save the Last Word for Me is a strategy that will not only give your students a clear focus during reading, but also give them an opportunity to reflect on what they read and discuss the reading with classmates. Students will be responding while they read and after they read. Other benefits are that students can make personal connections to the text, discuss varied opinions, and listen to multiple interpretations. The SMART Board can help you explain how it works.

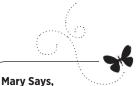|	
Pink:	Story, Symphony, Empathy, Play, Meaning
Wagner:	Critical Thinking and Problem Solving, Initiative, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Select an interesting story or article for the students to read.
- Gather enough index cards so you have four or five for each student.
- Divide your class into groups of three or four.
- Type the first few paragraphs of the article on the SMART Board/overhead to model part of the strategy. If you have the text electronically, you can simply copy and paste. Always remember to reference your work.

Explain

- Introduce the reading material to the students and tell them that you're going to show them a new strategy called Save the Last Word for me. (See Notebook template.)
- Here's how it works: As you read, look for five statements and tag them with sticky notes. Look for statements that you:
    - agree or disagree with
    - have heard of before
    - found interesting; want to talk about
    - or other reactions you create on your own
- After you finish reading, write each statement on an index card. Use one card per statement.
- Flip to the back of each card and write the comment you would like to talk about with your group.
- Explore your thinking for picking the statement.
- Once everyone has finished writing comments, get together with your group and decide who will go first. If you like, you can roll the dice to see who goes first. (See Notebook template.)

Mary Says,
"I love alternatives to Round-Robin Reading. This one is fabulous!"

Jane Says,
"Save the Last Word for Me is a powerful strategy that holds students accountable. They are much more focused in the lesson when they know they will be sharing statements and commenting on others."

- That person reads the statement on the front of one card, but does not read the comment on the back of the card.

- Each group member makes a comment about the statement expressing their thoughts about the statement.

- After everyone has made a comment, the statement reader gets the "last word" and reads the comment on the back of the card.

- The next student reads a statement and the process continues until all group members have taken turns reading their statements one at a time.

Model

- Display the first few paragraphs of the article on the board and read the text aloud.

- Demonstrate how you would use a sticky note to mark a statement that you, let's say, disagree with. You can highlight on the board as well.

- Mark another statement that you found interesting or want to say something about.

- Read one statement and ask a few students to make a comment about your statement.

- Share your comment about your statement with the class.

Guide

- Ask the students to continue reading the text silently and pick three or four ideas to comment on.

- Review the procedure if necessary.

- Have the students read silently and mark four or five statements.

- Give each student four or five index cards and allow time for students to write their statements on one side and their comments and thoughts on the other side.

- Group the students and ask them to select a student to read one statement. I show my students how to sit in a group to have the best discussions. The Notebook template has a diagram that I use the first few times.

- Remind them to take turns making comments and that once their turn is over, they remain quiet until the next round.

- Ask the students to continue, in turn, reading a statement and making comments.

Practice

- Give plenty of practice.

- Each time you use Save the Last Word for Me, students' increasing depth of understanding will be reflected in the statements they select and the comments they make.

- Plan to use this strategy at intervals across the semester.

Applications and Examples

- Make a poster students can use for reference. Look for statements that you:
  - agree or disagree with
  - have heard of before
  - found interesting; want to talk about
  - or other reactions you create on your own

- This strategy is extremely powerful in science and other content areas. It encourages comprehension and it enhances listening skills, communication, and cooperation.

Picking what's important, finding main ideas, and summarizing are three extremely difficult skills for students to learn to do well. You can help students learn to summarize by teaching them the Summary Topic Sentence. You show them how to "name it," "verb it," and "finish it" (Auman, 2002). Once students can do that, the rest of the summary becomes much easier for them. See page 4 for Rules of Summarization.

Pink:	Design, Symphony, Meaning
Wagner:	Critical Thinking and Problem Solving, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information

STEP-BY-STEP

Teacher Prep

This is another strategy that doesn't require much preparation.

• Select a relatively short, straightforward text for students to read and summarize.

• Copy the Summary Topic Sentence Verbs for the class (page 63).

• Write your example Summary Topic Sentence and summary. You'll use this when you model. (See Notebook template.)

Explain

• Tell students that you're going to show them how to write a good summary by starting with a clear topic sentence.

• Explain the three steps to writing a Summary Topic Sentence:

Name it.	Name what you are summarizing.
Verb it.	Add an accurate verb from the verb list.
Finish it.	Tell the main idea of the summary.

• Here's an example of the Summary Topic Sentence and an outline of phrases for a section on thunder and lightning from *Storms* (Simon, 1992).

The section on thunder and lighting in *Storms* by Seymour Simon explains how thunder and lightning are related.

- see lightning almost instantly
- sound of thunder travels one mile in five seconds
- measure the distance of lightning by the sound of thunder

• Next, have the students copy the topic sentence and select the essential details from the article.

Name it	Verb it	Finish it
The section on thunder and lightning by Seymour Simon	explains	how lightning and thunder are related.

> **Jane Says,**
> "My students had the verb list taped to their desks for easy access. I also had bright posters of the verb list hanging in the room."

> **Mary Says,**
> "This strategy can be used frequently in your teaching. Every time you ask your students to write a summary it should have a Summary Topic Sentence."

Model

- Ask students to fold a piece of loose-leaf paper into thirds. They then trace the two folds and the top blue line to form three columns.

- Label each column: Name it, Verb it, Finish it. See example on the previous page. Show on SMART Board.

- Begin in the first column by telling the students there are many ways to Name it. Some ways are better than others. We always work for the most specific Name it.

    - Here are some examples that are just okay: the book, the poem, or the article. These do "name," however, not specifically.

    - Here are a few that are a bit better: the book by Simon, *Storms*, or the book about storms.

    - Ideally, the Name it is as specific as possible. The section on thunder and lightning in *Storms* by Seymour Simon is an ideal Name it. Usually there are only one or two stellar Name its.

- Next move to the Verb it column. Ask the students to look at the list of verbs and pick a few that would work for the summary. Not all verbs work for every summary. "Explains," "shows," "tells," or "describes" would all work well for the summary. Pull up each verb to the Verb it column as the students share.

- Finally, you move to the Finish it column. Here the students write the big idea or main idea of what they are summarizing. There could be more than one correct answer.

- Encourage your students to write three or four Finish its. They seem to get better with each try.

- Once the Summary Topic Sentence is written, the students pick out the essential supporting details and list them below in phrases. (See Notebook template.)

Guide

- Now that the students have a strong Summary Topic Sentence and phrases of supporting detail, ask them to write a summary paragraph starting with the topic sentence and translating the phrases into clear sentences using transitions. (See Notebook template.)

- Ask students to share their summaries either in pairs or with the whole group.

Practice

Once you have modeled the Summary Topic Sentence many times, the students become increasingly proficient. All they need is the list of verbs. Have the verbs posted in your room and sheets available at all times.

Applications and Examples

This strategy can be used frequently in your teaching. Every time you ask your students to write a summary, it should have a Summary Topic Sentence.

Summary Topic Sentence Verbs		
tells	explains	compares
describes	gives	presents
lists	shows	defines
acknowledges	evaluates	classifies
adds	explores	confuses
advises	expresses	defends
asserts	features	depicts
assures	furnishes	encourages
blames	identifies	entertains
confirms	names	illustrates
confronts	offends	invites
considers	offers	judges
contrasts	predicts	misjudges
critiques	proposes	praises
demonstrates	provides	recommends
denounces	traces	simplifies
discourages	answers	solves
entices	captures	supports
enumerates	clarifies	teaches

Notes

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Before-, During-, & After-Reading Strategies

✳

Many strategies can be used in more than one section of a lesson. Sometimes it's the teacher's choice where to use the strategy. Other times the strategy drives where to use it. Teacher choice would include Classified Questions, Concept Map, Expectation Grid, and Semantic Feature Analysis. Teachers can use these strategies before reading only, or extend them to other parts of the lesson. You are limited only by your creativity. K-W-L-Plus and SQ3R, on the other hand, are designed for use in all parts of the lesson. These strategies systematically guide the students through the before, during, and after sections of the lesson.

Notes

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Classified Questions

Classified Questions is a powerful tool that can improve students' high-level thinking and questioning skills. When we show students how to differentiate between various types of questions, they not only become good question askers, but also good question answerers.

Like all truly effective strategies, Classified Questions takes time to teach but is worth the time and effort. Instruction must be scaffolded over time with plenty of guided practice.

There are many benefits to using this strategy. The questions and categories can be used to set a purpose for reading/studying. They can be the basis for mini-lectures or further research. (Refer to the Questioning section in the Introduction, pages 4-5.)

We are going ask the students to classify questions, so the SMART Board is a natural.

Pink: Design, Story, Symphony, Empathy, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Collaboration Across Networks and Leading by Influence, Initiative, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

Jane Says,
"Take every opportunity to explain and model asking high-level questions, and do that as part of your normal teaching."

STEP-BY-STEP

Teacher Prep

• Select a topic that students will be studying.

• The important idea is for you to be very familiar with the strategy before you begin.

• Gather marking pens and either blank sentence strips, large sticky notes, scrap paper, or index cards—whatever's around.

Mary Says,
"Start small. Select a topic that's somewhat limited in scope so you don't become bogged down with too many questions to manage."

Explain

• Tell students that today they will begin to study, let's say, Westward Expansion. Tell them that we need to list all the questions we have about Westward Expansion.

• Tell the students that as we brainstorm questions, you'll write them down and later you'll help them put the questions into categories. Explain that the questions and categories will help focus learning.

• It's basically a word sort, except with questions. (Powerful stuff!)

Model

• Let's get started. Ask students to think of questions that could be asked about the topic. If students have trouble getting started, ask a question or two to model for them.

• Brainstorm without judgment. Accept all contributions. The goal is a large number of questions. Write each question on the SMART Board. Be careful not to pause as you are writing it so the board recognizes it as one textbox. If it does, just group the words.

• If students come up with a statement, show them how to turn it into a question. Encourage students to build on others' ideas and encourage unusual and unique questions. For example: What was it like to live in a wagon train? Who fed the horses? Why would anybody want to move to the wilderness? Whom did the people meet during their journey?

- The next step is the categorizing. First, have the students work in pairs to categorize. Next, invite a student up to the SMART Board and ask the student(s) to move questions to show which questions go together.

- Ask students to name the categories. Examples might be people, hardships, economy, and reasons.

- To have students think deeply about questions, ask them which questions seem to be the easiest and the hardest. Then ask what it is about the questions that make some easy and some hard. This is where you can introduce concepts such as fact questions, inference questions, imagine questions, what if questions, and why questions.

Guide

- The guided practice comes perhaps the next time you use Classified Questions. While you still direct the activity, let students take more responsibility for asking questions and categorizing. When this is finished, let groups share their categories and explain their thinking on the board.

- Continue to give information about question types so students become familiar with high- and low-level inference questions and evaluative/application questions.

Practice

After students are comfortable with asking questions and putting them into categories, ask them to write specific types of questions before reading. For example: Write four "what if . . ." questions. Write two inference questions and one "imagine" question. For example, if you were reading *The Three Little Pigs*, a "what if . . ." question might be, "What if the first little pig had a house of brick?" An inference question might be, "Why was the straw house so easy to blow down?" An "imagine" question might be, "Imagine you were the wolf. What would you have done differently?"
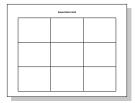
Applications and Examples

- When you begin to categorize questions and have a large number of them, ask students to identify the high-level and low-level questions. Students will learn that at first there are many low-level questions, but only a few high-level questions. This insight encourages students to ask more high-level questions.

- Introduce a short story, set a purpose for reading, and ask students to read the story independently. Ask them to write three inference questions when they finish reading.

- Select a sub-topic in your science text. Form small groups of students to write and categorize questions before reading the text and engaging in other learning activities.

- When you give a reading assignment for homework, let students form questions for the next day's discussion.

- After reading, ask, "What is the most interesting question that the reading didn't answer?" "What question was the author trying to answer?"

An Expectation Grid is a matrix that prepares students for reading by letting them think and talk about ideas they expect to encounter in their reading. Using the grid helps students predict categories of the main idea and helps set a purpose for reading. Another benefit is that it provides a place to take notes and can be used in follow-up discussions, in summarizing, or creating new connections. After you've modeled the Expectation Grid a couple of times, students should be able to independently create one for most reading material.

See page 95

Pink: Design, Story, Symphony, Meaning

Wagner: Critical Thinking and Problem Solving, Collaboration Across Networks and Leading by Influence, Initiative/Entrepreneurialism, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

• As you preview the text, look for categories of the main idea and jot down four or five. For example, if your main idea is dogs, some categories might be types of dogs, training, and service dogs.

• Create a 3 x 3 matrix and write the main idea in the center cell.

• Write the category headings in empty cells. Leave some cells blank.

• Photocopy one grid for each student and display Notebook template on SMART Board or make a transparency for you to use (page 95). An option is to make the grid on chart paper.

Explain

• Show the Expectation Grid to the students on the SMART Board or an overhead or on chart paper. Explain that you've created the grid to help them find and remember important information in the reading. "Good readers think about what they expect to learn from a piece of text. To help you get started, I've prepared a grid that has the main topic in the middle cell and a few categories of information you'll find in the text."

• Tell students that as they read, they should look for information related to the category headings and jot down key words in the appropriate cell.

• Point out the empty cells. Tell the students that these are for them to note any other interesting categories and facts they find as they read.

• See an example of a simple Expectation Grid on the next page. Of course, you'll make larger cells!

Model

• Read a segment of the text with the students. When you come to information that fits in a cell, show students how you would decide on key words and write them in the appropriate cell. Think Aloud will be powerful here.

Jane Says,
"Did you ever ask students to write a summary and feel disappointment because the summaries were awful? It's not fair to ask students to do something you haven't taught them to do. Be sure you show students how to do whatever you ask them to do. Provide a mini-lesson on summary writing and Summary Topic Sentence (see page 61)."

Mary Says,
"It's important that when students start using the Expectation Grid independently you choose text that is not too long and has some rather obvious categories. You want them to experience success!"

- If students have difficulty identifying key words, help them by supplying reasonable key words and explain why they are good choices.
- Do this a couple of times so the students see and hear you thinking through this process. It won't take much for the students to catch on.

Guide

- Read the next segment of text with the students and ask them to tell you what to write and in which cell. Be sure to ask students to share their thinking and give a rationale for their choices.
- Again, you'll probably only need to do this a couple of times. As the students become more familiar with the Expectation Grid, they become more independent.
- At this point, have students continue reading with a partner and filling in the Expectation Grid.
- Circulate to lend a hand when necessary.
- The next time you use an Expectation Grid, have the students predict five or six categories and write them in blank cells. Now, as they read, they take notes in the cells and add new and interesting facts in the blank cells.

Practice

- After students are comfortable with the Expectation Grid and have successfully used several of them, you can ask them to work independently.
- Give students the 3 x 3 matrix with the topic written in the center cell.
- This is a good time to let students work in small groups; let's say two or three students in a group.

Applications and Examples

As a follow-up to completing an Expectation Grid and moving to higher-level thinking, you have many choices. Here are a few:

- Write a summary paragraph on the topic.
- Have a class discussion about why students chose various categories and listed certain facts or key words.
- Generate questions that lead to further research.
- Make predictions related to the next sections in the textbook.
- Create a unique solution to a problem.
- Debate critical issues.

Sample Expectation Grid

Causes	People	
Effects	The Boston Tea Party	Location
		Importance

K-W-L Plus

K-W-L, simply put, means What I KNOW, What I WANT to know, and What I LEARNED. Donna Ogle developed this strategy in 1986 as a way to help teachers become more aware of the students' background knowledge when reading information text. Later, she added the Plus. This lets students review what they have learned and it lets teachers evaluate students' progress. Teachers use K-W-L Plus often because it's a terrific strategy and it works!

See page 97

Pink: Design, Story, Symphony, Meaning

Wagner: Critical Thinking and Problem Solving, Initiative, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

• Preview the text students will read and identify the main topic.

• Display the K-W-L graphic on SMART Board (see Notebook template).

• Write/type the topic in a word or two on top of the K-W-L Plus graphic.

Explain

Since you'll be working with students every step of the way, you probably won't need to explain the strategy before you begin. Moreover, students have most likely used K-W-L in the past. But you do need to get them ready to think, read, and learn.

Model

• Let's start by asking students to do a free-write about the topic for a couple of minutes. Remember the SMART Board timer. You write, too. Everyone writes words and phrases that pop into their heads when you announce the topic. Use a blank Notebook page for this.

• Now, ask students to tell you what they know about the topic. Write their facts in the "K" column. The students fill in their sheets too. (See template page 97.)

Guide

• If any facts are incorrect, you might say, "Why do you think that?" "We'll have to see if that's what our article says." or, "When we read, we might find different information."

• Include facts that are incorrect in the "K" column and deal with them after reading.

• If you're not sure of a student's fact, ask, "How do you know?" or "Where did you learn that?"

• Move to the "W" column. Ask students what questions they have or what they want to learn about the topic.

• Write questions in the "W" column. You might have to help students with the wording.

• Feel free to include higher-level questions that you want to ask.

• Reread all the questions and tell students to look for information to answer the questions as they read. This sets a clear purpose for reading.

Jane Says,
"Another way to get started is to brainstorm and make a Concept Map before filling in the 'K' column. Or you can use Think-Pair-Share! (see page 3). That gives students time to think about what they already know."

Mary Says,
"When you use this strategy, it's best to start with the whole group even if you think students can do it independently. Doing the 'K' and 'W' columns together activates and enhances background knowledge. Students benefit from each others' contributions."

- Ask students to read the text, silently or with a partner. Jigsawing the material could work well here.

- After reading, turn to the "L" column. Ask students to tell you what answers they can give to the questions. Start at the top and go right down the list.

- This is when we add the "Plus." After you've discussed answers to questions in the "W" column, have students write a summary paragraph about the topic. Remind them to use Summary Topic Sentence (see page 61).

- Decide whether you will model the writing of a class summary or if your students will write their own summary paragraphs. Base your decision on the students' proficiency at summary writing.

Practice

- After students have done some K-W-L Plus activities with your modeling and guidance, you can get them started on more independent practice by just doing the first two columns with them.

- Then students can read, fill in the "L" column, and write the summary paragraph.

- To further scaffold this strategy, you can do just the "K" column and have students do the rest independently or with a partner.

Applications and Examples

- In place of a summary paragraph, consider illustrations with captions, a diagram, or a matrix of facts.

- An interesting next activity would be a List-Group-Label (page 17) that includes what students already know and newly learned facts.

↩ ⬤ ↪ Use This Strategy
Before, During & After Reading

🖥 SMART Board
Friendly

SQ3R (Robinson, 1961) is an old, tried-and-true study strategy. It's one of those strategies that you can teach students to use independently. It's great for nonfiction and works well with most readings. When students use SQ3R, they will be more likely to learn and remember the content.

Pink: Symphony & Meaning

Wagner: Critical Thinking and Problem Solving, Initiative, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Select a text that has clearly marked sections, preferably with bold-print headings.

- Go to www.teach-nology.com and create an SQ3R chart. It's free and very helpful.

- Print and copy one for each of your students.

- Make a handout, a bookmark perhaps, that includes the steps in SQ3R. It will come in handy now and when students are using SQ3R on their own.

- This strategy requires intensive thinking and this thinking must be modeled. Use your Think Aloud skills here (see page 3).

Survey – Look over bold print headings: charts, pictures, and illustrations.

Question – Write questions from titles or headings. Who, What, Where, When, and Why?

Read – and find answers to questions.

Recite – Reread questions and answers. Record key facts.

Review – Write summary.

Explain

- Begin explaining the purpose of SQ3R and tell how it will help students learn from text.

S   Survey. Look over the bold-print headings, charts, pictures, and illustrations. Get acquainted with the topic. This is a good way to activate and share background knowledge of the topic in the selection.

Q   Question. Think about the main topics from the survey. Write questions for the titles and headings. You can use Who, What, Where, When, and Why? questions to get started.

When students are more comfortable with SQ3R and questioning, encourage them to write higher-level questions (see page 4).

R   Read. Have students read the text with the goal of finding answers to the questions and writing them on their SQ3R chart. See how easily you can set a purpose for reading!

Jane Says,
"Don't be surprised when students become proficient using SQ3R and then modify it to suit their needs."

Mary Says,
"A college student of mine—who was an English Second Language learner— sang the praises of SQ3R. He learned it when he first came to the university and claimed that without knowing how to use SQ3R, he would not have passed his undergraduate courses. That's quite a testimonial!"

R   **Recite.** Reread questions and answers. Record key facts related to the topics in the text and concepts that were learned.

R   **Review.** Have students close the text and notes. Now have students write a summary paragraph of what they learned (see Summary Topic Sentence, page 61).

Model

• Distribute the text, SQ3R handout, and chart for note taking.

• Draw students' attention to each heading and title (see Notebook template.) Think Aloud (see page 3) to show how the headings and titles can be used to predict what's going to be in the reading and then write a question. If there are no headings, read the first sentence in each paragraph.

• Write questions on the SMART Board, a transparency or on the board.

• Read that section of the text aloud to the class. Then Think Aloud about how the question can be answered and write the answer on the board or transparency.

• Repeat this question-read-recite process until you've completed the text.

• Have the class look at the questions and responses on the SMART Board/transparency and show them how this information can be used to write a summary paragraph with a Summary Topic Sentence (see page 61). Once again, Think Aloud about reviewing information as you demonstrate writing a summary.

Guide

• The next time you use SQ3R, it could be a cooperative activity that gives the students more responsibility in the process.

• Begin by having students review the steps in SQ3R and then survey the headings or first sentences of paragraphs if there are no headings.

• Ask students to give you questions about the headings and write them on the SMART Board/ transparency. This is a good time to ask students to explain how they came up with the questions and what clues they used.

• Point out that the questions serve as the purpose for reading. Have students read to find answers to the questions.

• Write the answers they come up with on the SMART Board /transparency. Ask students to share their thinking. Conduct a discussion on what students learned.

• Finally, students write a summary paragraph on the topic in the text.

• Since more guided practice is needed before students can use SQ3R independently, you can have students work in cooperative groups. Assign roles to each member and circulate among groups to give guidance as the students use SQ3R.

Practice

• You can assign students to study sections of their textbooks using the SQ3R strategy either in class or for homework. The important thing to remember is that unless you've given sufficient guided practice, students are not likely to be successful using SQ3R independently. However, once they've got it, they'll be able to use the strategy to learn from all kinds of nonfiction texts.

Applications and Examples

If you don't want to use a pre-printed SQ3R chart for notes, students can use loose-leaf paper. They fold the paper lengthwise to form a three-inch column on the left. This is where they write their questions. Remind them to leave plenty of space between questions. On the right side, students write their answers and will need the extra space.

Semantic Feature Analysis

SMART Board Friendly

Semantic Feature Analysis graphically displays relationships among words and ideas on a matrix. It allows students to study related concepts by comparing their attributes. This strategy provides rich and thorough instruction. It can be a before-, during-, and/or after-reading strategy.

See page 99

Pink: Design, Story, Symphony, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information

STEP-BY-STEP

Teacher Prep

- Read the text and list related words/concepts from the text.
- Write a list of attributes that could be used to compare the words.
- Display graphic on SMART Board/overhead. Write in the words on the vertical axis and the attributes on the horizontal axis of the Semantic Feature Analysis (see page 99).
- Here is an example of Semantic Feature Analysis (Ryder, 2003).

Typical Characteristics

Roadways & Walkways	Narrow	Wide	Paved	Unpaved	For Walking	For Driving
Path	✔	—	—	✔	✔	—
Trail	✔	—	—	✔	✔	—
Road	✔	✔	✔	✔	—	✔
Lane	✔	—	✔	✔	✔	✔
Boulevard	—	✔	✔	—	—	✔
Freeway	—	✔	✔	—	—	✔
Turnpike	—	✔	✔	—	—	✔

Explain

- Tell the students that you're going to have a look at some of the words that will be in the reading and discuss how they may or may not be related.
- Show the graphic on the board, give a brief explanation, and move right to modeling.

Model

- Read the first word on the vertical axis.
- Next, read each attribute orally and ask the class if the attribute applies to the word. If it does, move a check in the cell, and if it doesn't, move a dash. If on an overhead, just use your marker.
- If the students don't know whether or not the attribute applies, leave the cell blank. Students can fill in the cell while they read or after they read.

Jane Says,
"I like to use this strategy at all three points of a lesson. As students read and after they read, we return to the chart and fill in missing checks and dashes."

Mary Says,
"Sometimes students disagree and you have a fabulous opportunity to facilitate a lively discussion. Remember to have the students back up their opinions with facts or evidence."

Guide

- Pair the students.

- Tell the pairs to look at the next word on the vertical axis, and to move through the attributes marking a check or dash in each cell. Remind the students to leave the cell blank if they're not sure.

- Ask the students to share their answers. This is when you check to see that they are correct.

- Still in their pairs, have the students complete the Semantic Feature Analysis by reading each word, discussing the attributes and marking check or dash.

- Once the students have completed the chart, whether it is before, during, or after reading, it is imperative to discuss the analysis. Conduct a class discussion based on the chart and ask the students to explain why they made their decisions.

- Each time you use Semantic Feature Analysis, the level of guidance you need to give depends on the difficulty of the words/concepts and the students' familiarity with them.

Practice

- Students can use Semantic Feature Analysis on their own after they've had sufficient exposure.

- A good time to pull up this strategy is after reading. It is a great way to review and reflect .

Applications and Examples

- A fun alternative for Semantic Feature Analysis is for the students to come up with the attributes on their own or as a class. This needs much modeling as well as some background knowledge on the topic. It's a natural next step in thinking, as we always want our students to see the relationships among words and ideas.

- Semantic Feature Analysis has endless applications. Two ideas that pop into mind are genre studies and properties in science.

- After completing a grid, summarize what you've found and what information is still unclear.

Textbook Activity Guide TAG, You're IT!

SMART Board Friendly

Textbook Activity Guides, or TAGs (Davey, 1986), emphasize student involvement that can help them become active, flexible, more effective readers of textbook materials.

TAGs have three components: questions and activities about the subject matter, cues about the processes to use to respond to these, and cues for self-monitoring. Students work in pairs using strategy and self-monitoring codes to complete the guides. Each question or activity directs the student to the relevant pages in the text. Check out the sample on the next page to see the strategy and self-monitoring codes that Davey suggests. Only parts of the text relevant to the learning objectives are focused on the TAG and only the strategy codes applicable to the tasks are suggested.

Pink: Design, Story, Symphony, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Collaboration Across Networks and Leading by Influence, Initiative/Entrepreneurialism, Agility/Adaptability, Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination

STEP-BY-STEP

Teacher Prep

- Identify the learning objectives.
- Identify sections of the text, headings, diagrams, and so on that are relevant to the learning objectives.
- Select and sequence parts of the text that will be used in the TAG.
- Select a study guide task that corresponds with each objective. Some objectives are best met through having the students discuss among themselves, others through drawing a diagram, and others through listening.
- Identify a strategy code that signals how to respond to each question and activity. Sometimes more than one strategy code is used for particular tasks. Write the tasks, strategy codes, and lines for the students to use for self-monitoring on the guide. (See example on the following page.)
- Type the guide (next page) and make a copy for each student.

Explain

- The first time you use a TAG, you'll need to spend some time to explain it to the students. You want them to know what to do and what's expected of them.
- In addition to explaining the TAG, use an appropriate method to activate students' background knowledge of the key concepts in the text.
- When students are more familiar with TAGs, just a quick introduction will be sufficient.

Jane Says,
"What's tough about Textbook Activity Guides is that they can take a fair amount of time to write. What's good about them is that once you have one written, you can use it again next year with little or no revision."

Mary Says,
"A good TAG offers a variety of activities that keep students focused and engaged."

Model

The important things to model are the strategies you include on your TAG. For example, if you want students to write a response to a question, show them how you would do it. Show students how to write a response, how to make a semantic map, and how to use headings to make predictions.

Guide

Since students work in pairs, guide them as you move around the room and help partners when they are off-task or if they encounter a roadblock.

Practice

You can give students practice at this kind of learning activity by using TAGs at intervals throughout the semester and school year.

Applications and Examples

SAMPLE TEXTBOOK ACTIVITY GUIDE

Bluegrass Music

Names _____   Date(s)_____

Strategy Codes

P = Discuss with your partner.

WR = Provide a written response on your own.

Map = Complete a semantic map of the information.

PP = Predict with your partner.

Self-Monitoring Codes

____ I understand this information.

____ I'm not sure if I understand.

____ I do not understand and I need to restudy.

PP	Pages 332-340: Look over the headings, pictures, and charts. What do you think you will learn about in this chapter?
P	Pages 332-335: Read the first two sections and discuss the most important information in each.
WR, P	Pages 337-338: Read the third section and jot down the differences between Bluegrass and Country music.
WR	Pages 338-340: Read the fourth section and answer the question at the end. Be prepared to discuss your answer.
Map	With your partner, make an outline of the development of Bluegrass music.
P	Pages 340: With your partner, listen to the two songs on the tape. Which most clearly is an example of Bluegrass music? What is your opinion of this song?

Character Quotes

Adjective List

happy
blessed, blissful, captivated, cheerful, chipper, chirpy, content, contented, delighted, ecstatic, elated, exultant, glad, gratified, jolly, joyful, joyous, jubilant, laughing, light, lively, merry, overjoyed, peaceful, peppy, perky, playful, pleasant, pleased, satisfied, sparkling, thrilled, tickled, up, upbeat

determined
bent on, constant, decided, decisive, driven, earnest, firm, fixed, intent, obstinate, persevering, purposeful, resolute, resolved, serious, set, set on, settled, single-minded, solid, steadfast, strong-minded, strong-willed, stubborn, unfaltering, unflinching, unhesitating, unwavering

cold
aloof, apathetic, cold-blooded, cool, dead, distant, emotionless, frigid, frosty, glacial, icy, impersonal, imperturbable, indifferent, inhibited, inhospitable, joyless, lukewarm, matter-of-fact, passionless, phlegmatic, reserved, reticent, spiritless, standoffish, stony, unconcerned, undemonstrative, unenthusiastic, unfeeling, unimpassioned, unmoved, unresponsive

blah
dull, boring, dim, dreary, humdrum, lifeless, monotone, monotonous, pedestrian, plodding

genuine
honest, artless, candid, earnest, frank, heartfelt, known, natural, open, positive, real, reliable, righteous, sincere, true, trustworthy, unaffected, unimpeachable, unquestionable, up-front, well-established

boring
uninteresting, characterless, colorless, commonplace, drab, drudging, dull, flat, ho hum, humdrum, insipid, irksome, lifeless, monotonous, repetitious, spiritless, stale, stodgy, stuffy, tame, tedious, tiresome, trite, unexciting, unvaried, vapid, wearisome

energetic
forceful, active, aggressive, animated, driven, dynamic, enterprising, forcible, fresh, high-powered, industrious, kinetic, lively, peppy, powerful, snappy, spirited, sprightly, spry, tireless, unflagging, vigorous, vivacious, zippy

bothersome
troubling, aggravating, annoying, distressing, disturbing, exasperating, inconvenient, irritating, tiresome, troublesome

entertaining
amusing, absorbing, captivating, charming, cheerful, clever, compelling, delightful, enchanting, engaging, engrossing, enjoyable, enthralling, enticing, exciting, fascinating, funny, humorous, impressive, inspiring, interesting, lively, moving, pleasant, pleasurable, poignant, priceless, restorative, witty

funny
humorous, absurd, amusing, clever, comical, entertaining, good-humored, hilarious, humdinger, hysterical, joking, jolly, laughable, ludicrous, merry, playful, priceless, rich, ridiculous, silly, slapstick, sportive, waggish, whimsical, witty

benevolent
kind, all heart, altruistic, beneficent, benign, big, big-hearted, caring, chivalrous, compassionate, considerate, generous, helpful, humane, humanitarian, kind-hearted, liberal, magnanimous, philanthropic, tender-hearted, warm-hearted, well-disposed

sad
unhappy, bereaved, bitter, blue, cheerless, dejected, depressed, despairing, despondent, disconsolate, dismal, distressed, doleful, down, downcast, forlorn, gloomy, glum, grief-stricken, grieved, heartbroken, heartsick, heavy-hearted, hurting, languishing, low, low-spirited, melancholy, morbid, morose, mournful, pensive, pessimistic, somber, sorrowful, sorry, troubled, weeping, wistful

condescending
snobby, arrogant, disdainful, egotistic, lofty, lordly, patronizing, snobbish, snooty, supercilious, superior, uppity

absent-minded
unaware, absent, absorbed, abstracted, bemused, daydreaming, distracted, dreaming, dreamy, engrossed, faraway, forgetful, inattentive, lost, preoccupied, remote, removed, spacey, unobservant, unthinking, withdrawn
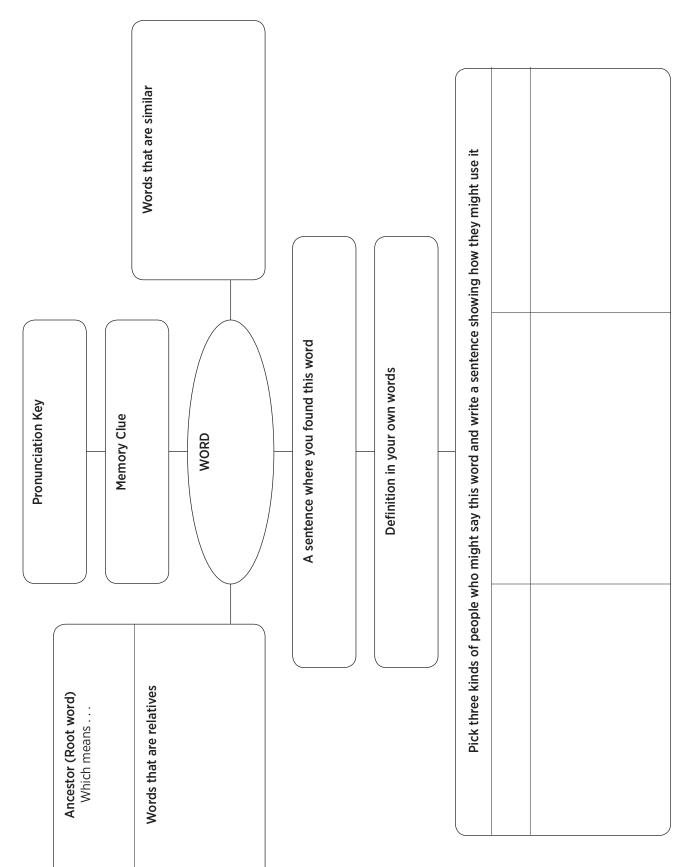
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Frayer Model

Non-essential Characteristics

Non-examples

Essential Characteristics

Examples

Notes

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Sequential Roundtable Alphabet

Topic

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Notes

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Word Family Tree

Pronunciation Key

Memory Clue

WORD

Words that are similar

Ancestor (Root word)
Which means . . .

Words that are relatives

A sentence where you found this word

Definition in your own words

Pick three kinds of people who might say this word and write a sentence showing how they might use it

Notes

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Word Wizard

	Word 1	Word 2	Word 3
Word in context			
Synonyms			
What I think it means			
What it means			
Picture			
Memory Clue			

Notes

Cornell Notes

Title _____

Cues	Notes

Summary

Title _____

Cues	Notes

Summary

Fact - Question - Response

Fact	Question	Response

Notes

Discussion Web

Reasons to support

Reasons not to support

Conclusion

Notes

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Expectation Grid

Notes

K-W-L Chart

Topic

What I already know	What I want to find out	What I have learned

Plus

Notes

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Semantic Feature Analysis

Notes

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