

## **B- Before (Pre-Reading)**

### **Word Splash**

Word Splash is a fun activity that also engages students in writing while providing motivation for reading by setting a clear purpose for reading.

#### **How is it done?**

1. First, select 7-10 key words or phrases from the given text; use words that are both familiar and unfamiliar to the students.
2. Dictate the words to the students so that they have to try to spell the words.
3. Have students write a short story of at least seven lines using all the words.
4. Give students a chance to share their stories with a partner; then select several students to read their story aloud.
5. Read the given text to see if any student-generated story was similar to the text.

### **Key Words**

The Key Word activity is similar to the Word Splash Activity, however, instead of writing a short story with the given key word, students are asked to put the words into an informative essay as if they are writing to share their knowledge about the key words with someone else.

#### **How is it used?**

1. First, select 7-10 key words from the given text that may challenge the students.
2. Have words on the board for students to copy down or give them a list.
3. Students are to write an informative paragraph(s) using all the key words provided.
4. Allow students to share their essay with a partner; then select a few students to read their paragraph(s) aloud.
5. Read the given text to see how accurate the essays were.

### **Prewrite Questions**

Survey textbook and create questions that will probably be answered by the text. As students read, they look for information that will answer their questions.

#### **How is it used?**

An alternative is for students to try to anticipate the questions that a teacher might ask if he/she were planning to assess the students' comprehension. Then students read to locate the answers to such possible test questions.

### **Story**

The teacher chooses key words, phrases, or concepts from several chapters and lists them in the order in which they appear in the chapters. The list will normally consist of 10 to 15 items. Students should be

given enough words to form an impression of the chapters but not so many that they are able to create entire episodes that they will encounter in reading.

### **Pictures**

Students look at pictures/text box/sidebars and predict what text is about.

### **Do Now**

Do Now is a quick question or thought-provoking statement that the students are asked to respond to within a given time (usually 3-5 minutes). The Do Now question can be written on the board, shown on an overhead or duplicated and passed out. The object is to engage students in writing their thoughts without the pressure of being correct and to focus the students on the concept that will be targeted in class that day.

### **How is it used?**

"Do Now's" are most often used as "At the bell" activities to enable an efficient transition between hall time and class time, however, they can be used to:

1. Introduce a new unit or the next concept in the unit
2. Quickly review a learned concept.
3. Get thoughts on paper for later discussion or reflection

### **Think-Pair-Share**

Think-Pair-Share activity is a cooperative learning tool.

### **How is it used?**

1. Students are given a topic or open-ended question to think about, recording their thoughts on paper. The "Do Now" works well as a Think-Pair-Share activity.
2. Students are then paired up and asked to share their thoughts with a partner.
3. The partners are asked to create one concise statement combining both group members' thoughts.
4. The combined statements are shared with the class.

### **KWL Chart**

KWL Chart is a three-column chart that helps encompass the before-during-after components of reading a text selection.

K = What you know W = What you want to know L = What you've learned

### **How is it done?**

1. Create one as a class on the chalkboard or have students work individually on a template or a blank sheet of paper.
2. Create three columns labeled K, W and L.
3. A topic is introduced by name or title only.

4. Before reading some text, students complete the K column, listing everything they know about the given topic or title. This can be done silently or in unison, with teacher recording the ideas on the class chart.
5. Students are then to complete the W column, listing everything they might want to know about the given subject. This is done in unison at first; eventually students do this independently.
6. If done independently, have several students share their K and W columns aloud with the class before the text is read.
7. After reading the given text, have students complete the L column, listing everything they learned from their reading, especially paying attention to W questions that were answered by the text. Again, it is best to do this in unison the first few times. (The L column serves as a review of what was read and as notes to study later!)

### **I-Search**

I-Search is a user-friendly research project that capitalizes on the students' inquiry. Students begin with a broad-based, open-ended question that THEY want to explore. They then gather information in a variety of ways to find answers to their inquiry. Students reflect on their findings and report them by writing a paper on the information they've gathered. While I-search papers are similar to research papers they differ in that the procedures involve less material (e.g., note cards) and reduce the possibility of plagiarism. The students end up re-presenting what they've learned in a personalized, original text.

### **How is it done?**

1. Students first must choose a topic based on a broad and open-ended question they have about something.
2. Students complete a list of questions they have about their chosen topic.
3. Research a variety of sources to discover the answers to their questions. (A KWL chart would be a helpful tool for organizing their I-search paper)
4. Students begin writing the first section of the I-search paper by describing how and why they chose their topic.
5. The second section of the I-search completes a description of the search process the student used to answer the questions about the topic. (What sources were used, and where were they found?)
6. The third section of the I-search paper includes what the students discover about their topic. (What did they learn? They state it in the first person, so that it is their personal explanation)
7. The final section incorporates any conclusions the students reach about their topic.

For More Information: <http://www.edc.org/FSC/MIH/article.html.org/FSC/MIH/article.html>