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INDIVIDUAL
PAIRSSMALL GROUP
WHOLE GROUP

Anticipation Guide

Textbook Talk-back
Notes

Explanation:

The Anticipation Guide is an excellent strategy for motivating students to read the textbook by activating prior knowledge and setting purposes for content-area reading. Students engage in a lively discussion by reacting to statements before reading.

Directions:

1. Write 6 to 10 statements (fact, fiction, opinion, or any combination of these) regarding a topic or a section of the reading your students will be doing in their textbook.
2. Give each student a copy of the statements and ask him/her to indicate with a check mark whether he/she agrees or disagrees with each statement. Accept all answers; there are no right or wrong answers at this point.
3. Activate a lively discussion around the statements and the students' answers. One way to do this would be to ask for a show of hands about how they voted on each statement.
4. Follow with another discussion about why they voted the way they did. Encourage students to give reasons why they support or challenge other students' answers.

Anticipation Guide		
LIONS		
Agree	Disagree	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Lions are not meat eaters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. A Spiky of Lion is called a pride.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Lions live like kings.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	4. Most of today's lions live in South America.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. Baby lions weigh over two pounds at birth.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	6. It is easy for a lion to survive.

Teacher Tips:

1. To prepare an Anticipation Guide, you need to identify major concepts from the textbook selection that students will be reading and then craft the statements accordingly.
2. After students read the selection from their textbook, have them revisit the statements in their Anticipation Guide and decide if they have changed their minds about any of the statements. If so, ask them to note the page number from the text that supports each of their responses.
3. For a Pair-and-Share activity, have each of a pair of students create his/her own individual statements for an Anticipation Guide. Then have them trade and fill out each other's guides. Afterward they can discuss why they made the choices they did.

Textbook Talk-back Notes

**INDIVIDUAL
PAIRS**
**SMALL GROUP
WHOLE GROUP**

Explanation:

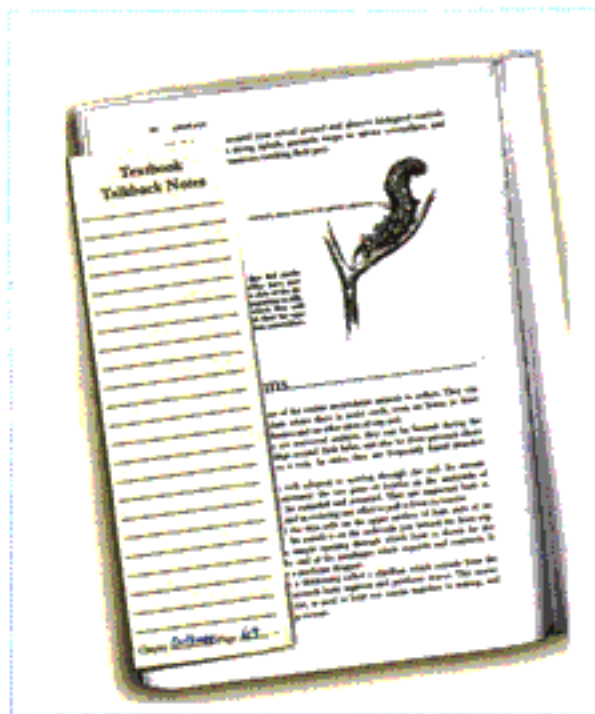
Learning and comprehension can improve when students are actively involved with reading materials. With Textbook Talk-back Notes students make notes in their own words, which results in a more personal connection to the text.

Materials:

- Textbook Talk-back Notes reproducible (see page 136), or purchase as sticky notes (see page 150)
- Nonpermanent tape

Directions:

1. Provide enough copies of the Textbook Talk-back Notes so each student will have one for each page of his/her reading.
2. Have students attach a note strip in the margin of each textbook page using nonpermanent tape.
3. Encourage students to think aloud and to write their thoughts or questions concerning the text on the note strips as they read each page.
4. Have students save these notes so they can review them while answering their homework questions on the material.



Teacher Tips:

1. When students finish each chapter, have each staple his/her Textbook Talk-back Notes together so they can be used later when reviewing for exams.
2. Give left-handed students the option of taping their strips to the margin on the left side of the page.

R.S.V.P. (READ-SUMMARIZE-VERIFY-PREDICTION CORRECTIONS)

**INDIVIDUAL
PAIRS**
**SMALL GROUP
WHOLE GROUP**
**Textbook Talk-back
Notes**

Explanation:

R.S.V.P. is used to activate students' prior knowledge as well as assess their understanding of a topic. This strategy promotes active reading (which means they are thinking about what they are reading) and motivates students by having them predict what they think the text will be about.

Directions:

1. Give students a list of 10 to 12 words, terms, or phrases in the order in which they appear in the textbook passage they are going to read.
2. Have each work independently or with a partner to think of connections or clues in the list and then write a possible summary of the text. Students must keep the words in the order in which they received them when writing their versions of the textbook passage.
3. Ask the students to read the textbook and compare it to their versions.
4. Have them verify and/or correct their initial predictions by rewriting their summaries after they have read the text.

R.S.V.P.

Name Timothy Selby

1. George Washington
 2. Potomac River
 3. Oct. 1791
 4. Nation's capital
 5. chose an area of low wetlands and woods
 6. building
 7. easily get to
 8. measured the land
 9. planned the city's streets and buildings
 10. capital
 11. where lawmakers meet

Write a possible summary of the text you will soon be reading using all of the words in the above list. When writing you need to use the words in your summary in the exact order they are listed above.

1. George Washington chose the Potomac River in
 2. Oct 1791 to get to the nation's capital.
 He chose an area of low wetlands and wood
 to build a building where he could easily
 get to food. He then measured the land and
 planned the city streets and buildings. This
 soon became the capital where lawmakers
 met. — The end

Teacher Tips:

1. Prepare your list of words, terms, or phrases ahead of time.
2. If you want your students to work in pairs, refer to Chapter 1 for quick and easy grouping strategies.

Hearing the Text: Onomatopoeia

INDIVIDUAL
PAIRS

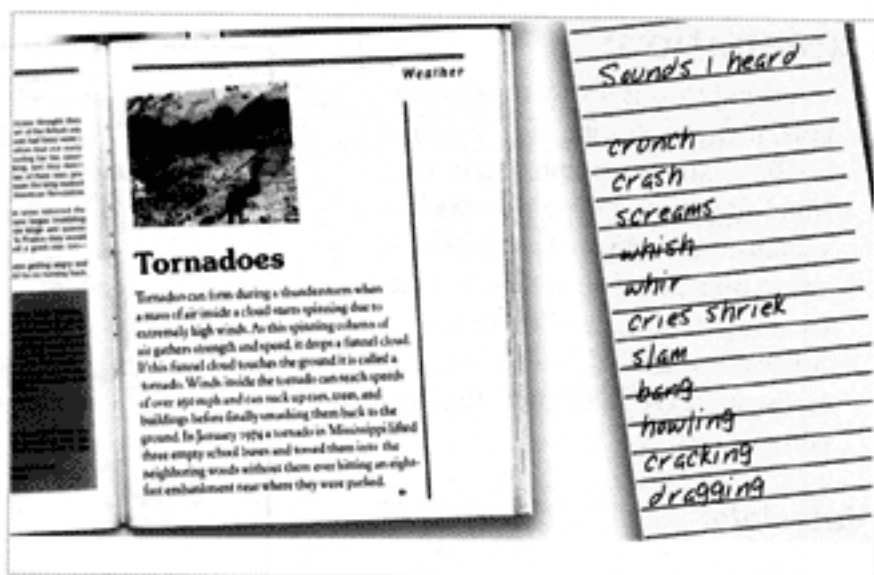
SMALL GROUP
WHOLE GROUP

Explanation:

To increase your students' visualization of the setting or event that is being described in their textbook, have them try to "hear" what they have read.

Directions:

1. Have a class discussion about the meaning of the word "onomatopoeia," starting with its definition in the dictionary: the naming of a thing or action by a vocal imitation of the sound associated with it, such as "buzz" or "hiss."
2. Share a few sound words with your students and ask them to come up with others.
3. Read a paragraph from the text. When you are finished, ask the students to imagine they were putting background sounds to your reading—as if they were working on a radio or television program or on a movie. Discuss some of the choices they come up with. Depending on their prior knowledge, the "sounds" they hear could vary a great deal.
4. Have the students continue to work on their own, writing sound words that they "hear" after they read different sections of the text.



Teacher Tips:

1. Choose a letter of the alphabet and see how many sound words beginning with that letter your students can write in one minute.
2. Practicing using sound words will, it is hoped, cross over to make student writing come alive and be more interesting.