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 IDENTIFIERS *Reading to Learn Model; Virginia

ABSTRACT

The Virginia Reading to Learn Project is a state-wide project designed to help content area teachers at the middle school and secondary school levels teach their students how to comprehend their content area textbooks. Teachers learn instructional strategies and techniques within the framework of the total reading process incorporating reading, writing, and oral communication skills. In turn, the teachers show their students how to apply these strategies and techniques in order to monitor their reading and learning. The project consists of three components: (1) a pre-institute session held one afternoon in May which focuses on course requirements and an overview of the structure of the summer institute; (2) an 8-day summer institute; and (3) a one-hour follow-up course in the fall. (Extensive appendixes--90% of the document--include the program for the summer institute, a collection of favorite lesson plans developed by the participants, and additional resources.) (RS)

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PROPOSAL FOR ACEI WORKSHOPS AND CONCURRENT SESSIONS

1. **Presenter:** Mary Ann Dzama
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George Mason University
4400 University Drive
Fairfax, VA 22030
703-323-2541 or 703-764-6101
2. **Title of the Session:** "The Reading To Learn Project: Learning Strategies In The Content Areas (6th Grade and Beyond)"
3. **Section and Subsection:** Middle School/Jr High School and Intermediate Grades
4. **Audience:** Teachers, parents, educators, college/university teacher educators
5. **Category:** Practitioner/Intercultural
6. **Brief Description:** The purpose of this presentation is to discuss a successful state reading project that trains content area teachers in middle school and beyond to incorporate reading, writing and oral communication strategies into their particular content field (Social Studies Math, Science, English, Business, Home Economics, Drama, Health and Physical Education). Teachers learn that reading is a process within a process. It isn't the mastery of a few skills, rather it's an active process that involves Pre-Reading, During Reading & Post-Reading activities. (Pre-Reading involves the reader's prior knowledge about a topic; During Reading is the comprehension the reader exhibits while reading the material and Post Reading involves the reader . . . adding this new information and experience to his/her prior background knowledge and applying it to other situations.)

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Mary Ann
Dzama

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Teachers are taught Pre Reading, During Reading and Post Reading strategies that can be modeled in their content field. These teachers also learn that when they model reading strategies in their content field they enable their students to change their behavior about reading and reading to learn. Thus, when the teacher assigns an assignment, the reader is influenced by his/her own prior experiences (background knowledge), motivation, the text and purpose for reading. Finally, the reader must make connections between prior experiences and the new information gained from reading. **Research and national reports (WHAT WORKS, THE REPORT CARD and A NATION AT RISK)**

substantiate that teaching students to become independent learners that monitor their own reading (comprehension) and utilize their prior knowledge enables them to learn any content field. The presenter will share the strategies that Project teachers found most successful as reported in a questionnaire taken after applying the strategies of their choice for a minimum of an academic semester.

7.Main Thrust: A session that reviews the Virginia Reading To Learn Project, its philosophical premise and shares some of the strategies that teachers have indicated as successful.

8.Audio-Visual: Overhead Projector

9.Length of Time: 1 hr & 15 min. I request to speak on 4/7/89.

10.Subject Area; Reading/Writing/Thinking; Late Childhood/Early Adolescence and Intercultural.

**"The Reading to Learn Project: Strategies In the Content Areas
(6th Grade and Beyond)"**

Overview of the RTL Project

The Virginia Reading to Learn is a state-wide Project designed to help content area teachers (Middle School and Secondary School) teach their students how to comprehend their content area textbooks. Teachers learn instructional strategies/techniques within the framework of the total reading process (Reading/Writing/Oral Communication Skills). In turn, the teachers teach their students how to apply these strategies/techniques in order to monitor their reading and learning. (See Appendix A). The Project was one of 8 finalists (out of 600 applicants) to the Council of State Governments' Innovations Transfer Program for 1988.

The Project is a cooperative venture between the Virginia State Department of Education, seven universities at six sites (see Appendix B) and local school divisions. Together we are addressing a long term program to meet the mandate for providing remediation to the "at-risk" (reading and writing) in the bottom quartile on the Virginia Literacy Test.

The Project began at the state level in 1982 when a state-wide committee was formed to address the needs identified in a study of the status of secondary reading in the Commonwealth. The results of this study were reported in the Governor's Commission On Excellence in Education. The report identified the following needs: 1) secondary students need help in making the transition from learning to read to reading to learn in all content disciplines; 2) school divisions needed assistance in developing comprehensive reading programs beyond the elementary level; 3) remedial reading students needed assistance in the transferring specialized reading instruction to application in their classes; and 4) school divisions needed assistance in training content area teachers to fulfil these needs. The state-wide committee composed of representatives from the State Department of Education, Reading/Language Arts Supervisors and University Professors discussed the need for implementation of staff-development and in-service education with state funding. The state-wide committee was dissolved and the State Department of Education developed a \$12,000 grant as seed money for the Language Across the Curriculum Project. Six consortium sites were established with seven state universities. Each site received \$2,000. In 1984-85 the six sites were given \$10,000 to develop the model In-Service/Staff Development Project via the State Department of Education Budget. In 1985-86, the Virginia Legislature established annual state funding for the Reading To Learn Project with \$20,000 per site. Beginning in 1988-89 the RTL Project became a line item in the State Department of Education budget.

The Role of the Advisory Board in the GMU Consortium Site

Initially five Reading/Language Arts Supervisors of Northern Virginia agreed to form the RTL Advisory Board with the RTL Director. As a Board we planned and implemented the Project to consist of three components:

- Component #1: A Pre-Institute Session
- Component #2: Summer Institute
- Component #3: Fall Follow-Up

Additionally, the Board 1) developed the philosophical premise, the flyer, guidelines for participation, the requirements and evaluation; 2) annually selects Project guest speaker; and 3) revise/refine the Institute and Fall Follow-Up. Finally, the Board selects the teams/individuals that attend the Project from their respective school divisions.

The major scope of the Project is to provide the participating school divisions in Northern Virginia with school-based learning teams consisting of content area teachers and a reading specialist who understands the current research regarding language and learning. The purpose of this team is to facilitate the incorporation of reading and writing strategies in content classes in order to help secondary students comprehend their texts. (Seven school divisions will work in the project during 1989).

PURPOSE/OBJECTIVES

The major purpose of the summer institute is to help each participant learn more about reading as a process. The institute is designed to train content areas teacher to:

- * recognize the importance of student knowledge and background experience prior to reading content area texts, lab manuals, fiction, or primary sources.
- * enhance participants' understanding of reading as a process which involves the phases of prereading, during reading, post reading, and metacognition.
- * examine the role of reading in their classroom.
- * Incorporate reading/writing strategies appropriate to their content field.
- * Utilize strategies that improve students' comprehension of content.
- * foster a community of learners among teachers by sharing ideas, suggestions, and strategies that are effective with diverse student populations.
- * assist teachers in observing and recording what happens in their classroom and the factors that influence classroom dynamics.
- * survey professional literature in their content field with a critical eye towards the utilization of the reading process in their field.

In addition to the above purpose/objectives, the Reading To Learn staff is to:

- * increase their effectiveness in working with their school staff.
- * gain insight into different content fields as they provide assistance or support during the school year.

- * refines their skills as group facilitators and learn how to encourage audience participation and lecture skills.
- * conduct workshops/sessions which enable the participants to produce useful materials.
- * increase their knowledge and understanding of the reading process and the current literature regarding research and classroom application.
- * heighten their leadership skills.

Delivery of Training

The project will consist of three components:

- * Component #1: A pre-institute session is held one afternoon in May. During this session the course requirements and overview of the structure of the summer institute are explained. A guest panel of speakers (former RTL participants) discuss their experiences prior to the Institute, during the Summer Institute, during the Fall Follow-up and after completing the Project.
- * Component #2: Summer Institute are held eight days during late June and early July. During this institute participants will participate in a series of presentations conducted by the reading staff covering a variety of strategies usefull at the secondary level. A guest speaker presents a workshop on reading theory and practical applications of the new research in reading.
- * Component #3: One-hour follow-up course are held during the Fall. This course gives each school team an opportunity to implement and practice the strategies presented during the Summer Institute. Additionally, they will share their findings with their teammates.

READING TO LEARN PROJECT PARTICIPANTS REQUIREMENTS

SUMMER INSTITUTE

READING TEACHER PARTICIPANTS

- * Serve as Assistant Instructors
- * Maintain a log/journal
- * Do a 1 1/2 to 2 hour presentation
- * Read assignments
- * Circulate among the groups during the Institute
- * Attend pre-Institute meetings to plan the Institute & a Post-Institute meeting to discuss the Institute

CONTENT AREA TEACHER PARTICIPANTS

- * Write a position paper "What is the Role of Reading in My Classroom"
- * Maintain a log/journal
- * Read assigned articles
- * Answer an Anticipation Guide for Pre and Post Observations about reading
- * Prepare units/strategies for use in the Fall (1989-90 academic year).
- * Plan a Workshop/In-Service/Information Session for their school or school division

Examples of the Summer Institute Schedule for 1986, 1987, 1988 and 1989 are included in Appendix C. Also, (Appendix D) the Anticipation Guide utilized during the Summer Institute is attached.

Fall Follow-Up Course

The Fall Follow-Up Course provides the content area participants the opportunity to practice strategies they learned during the Summer Institute. Participants are visited twice during the semester by the Site Director and have the opportunity to discuss their successes and concerns regarding use of the strategies.

It provides the participating school divisions with peer staff development sessions and in early December the participants exchange ideas, successes and concerns in the final RTL Project Session.

FALL FOLLOW-UP COURSE

CONTENT AREA PARTICIPANTS' REQUIREMENTS

- * Maintain the log/journal
- * Work with the Reading to Learn Staff Person (representing the school division)
- * Utilize strategies (those you think are appropriate for your students and content area)
- * Share your successes, questions and/or disappointments about the strategies with the Director during the school "Site Visits."
- * Prepare a copy of your favorite strategy for distribution via the Strategies Handbook- collation of "favorite strategies" RTL Summer Institute (all participants)
- * Participate in the Workshop/In-service/Information Session at your school/school division
- * Write a Post-Position Paper on the topic "The Role of Reading in My Classroom Now"
- * Attend the Final Session of the RTL Institute in December

READING TEACHER PARTICIPANTS' REQUIREMENTS

- * Attend a pre-planning meeting in early September
- * Work with their content area teachers
- * Serve as the Liason between the Director of the Institute and the content area teachers when planning the Director's Site Visits
- * Work with the content area teachers in presenting a Workshop/In-service/Information Session within the school division

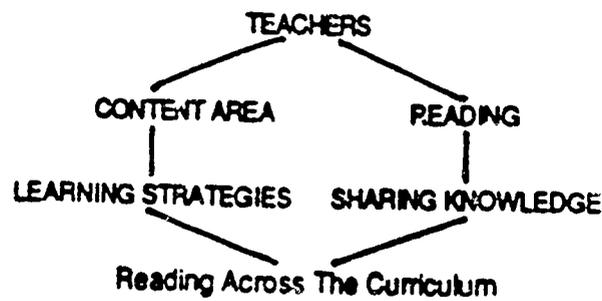
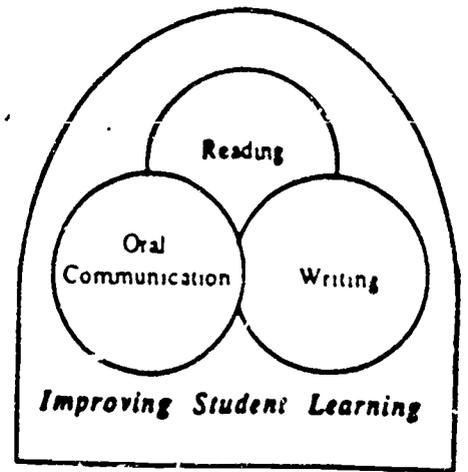
An example of the "Strategies Handbook" (collation of favorite strategies of all RTL Summer Institute participants) is included in Appendix E.

Annually during the final session (of the Fall Follow-Up Course) participants share stories of how students have begun to : monitor their reading, to comprehend their textbooks, think critically and creatively about what they are reading/learning and how to communicate effectively.

In summary, teaching teachers to model and utilize strategies that show students "how to read to learn" efficiently and effectively helps to improve literacy...a local state and national goal. Additional resources are provided in Appendix F

APPENDIX A

Sponsored by: **READING TO LEARN PROJECT**
Virginia Department of Education

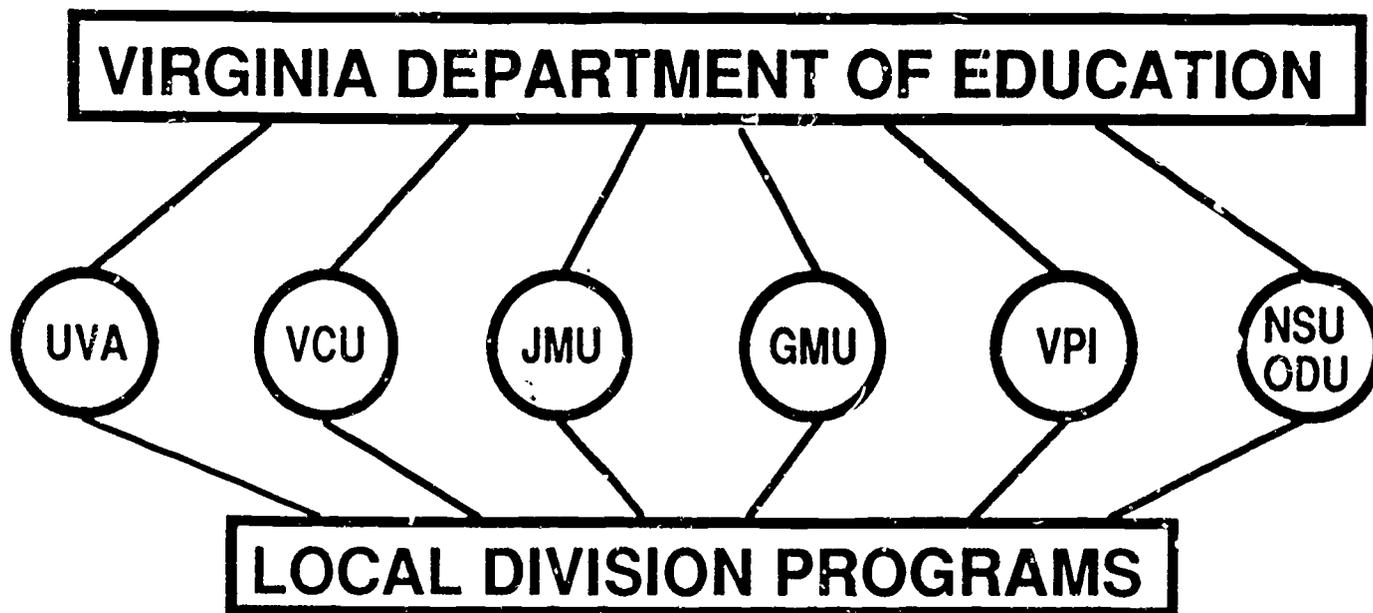


NORTHERN VIRGINIA CONSORTIUM INSTITUTE

GEORGE MASON UNIVERSITY

**Participants : Content Area and
Reading Teachers from Northern
Virginia School Divisions**

THE VIRGINIA READING TO LEARN PROJECT



Long-term Programs
and
Teacher Consultants
in
Reading Across the Curriculum

Summer Institute
1985-'86

Day 1 Introduction and Rationale
Review of the Pre-institute Session (Dr. Beth Davey's Presentation) A Framework for Facilitating Reader Comprehension (Heller's, Jones', Davey's articles)
Content Presentation: Language Arts/English
Anticipation Guides
Cognitive Modeling
Reader's Response Log

Group Work Session according to Content Area

Day 2 Presentation: Text Inventory (the role of text in comprehension process)
Content Presentation: Social Studies
PORPE (Predict, Organize, Rehearse, Practice and Evaluate) Strategy
Answering Essay Question
Mapping
Precis Writing
Contemplation (Questions about what has been happening thus far and other related questions)

Work Session

Day 3 Presentation (for all content areas)
Brainstorming
Vocabulary Development (Word Sorts/Categorization)
Marginal notes
Cloze Procedure for Evaluation Purposes

Sharing Session: Vocabulary Development (Strategies for pre-teaching vocabulary, teaching concepts via vocabulary, and vocabulary development)
Work Session

Day 4
Work Session
Sharing Session regarding specific strategies for working with other populations and grouping
Content Presentation: Science
Mapping as a pre-reading activity
Glossing
Mapping as a post reading activity

Day 5 Text Comprehensibility (the role of text in the comprehension process)
Criteria for selection of textbooks
Teacher's role in using textbooks to meet stated objectives
Specific teaching strategies to meet the learning needs of students (interest, motivation, etc.)
Specific Strategies for note taking/research skills
Specific strategies for thinking and questioning
Selection of topic for action research for the fall follow-up

Presentation: Importance of prior knowledge (metacognition) in teaching a curriculum based upon learning/thinking strategies

Work Session in school teams regarding plans for the fall follow-up course (1986)

It is expected that this format and emphasis will be incorporated into the 1986-87 summer institute.



NORTHERN VIRGINIA CONSORTIUM AREA-- GMU

1987 READING TO LEARN INSTITUTE

JUNE 22 - 26, 1987

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|--|---|--------------------------|
| <p>Introductions of Staff Review and Sharing of Position Papers Overview of Institute Presentation - Academic Journals - Writing to Learn</p> | <p>Presentation - Brainstorming Margin Notes 1st Person Summary Journal Writing</p> | <p>Presentation - SQJR Journal Entry</p> | <p>Sharing Session - Strategies That Work Work Time to Generate Lesson Plans</p> | <p>Staff Meeting</p> |
| LUNCH LUNCH LUNCH | | | | |
| <p>Presentation - Anticipation Guide Herringbone Techniques Post Anticipation Guide Journal Entry - What did you learn? How will you use it in your class?</p> | <p>Presentation - Mapping As a Pre-reading, During and Post Reading Activity Journal Entry Readers' Response Log</p> | <p>Discussion of Assigned Article Question Session Work Time to Generate Lesson Plans</p> | <p>Guest Speakers - Reading/Writing Connections Journal Entry Overview of Second Week</p> | |

NORTHERN VIRGINIA CONSORTIUM AREA GMU

JUNE 27 - July 2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|---|--|---|--|---------|
| A. M. | Presentation - Pyramiding Journal Entry | Presentation - Text Comprehensibility Presentation - Text Inventory Journal Entry | Presentation - DRTA Journal Entry | Presentation - K-W-L Journal Entry | Holiday |
| | LUNCH | LUNCH | LUNCH | LUNCH | |
| P. M. | Vocabulary Exchanges Worktime | Presentation - Cognitive Modeling Group Session - Discussion of Article and Questions Journal Entry | Worktime | Worktime Discussion of Plans for the Fall Follow-up | |

THE 1988 READING TO LEARN INSTITUTE

JUNE 27-JULY 1, 1988

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|---|---|-----------------------------------|
| <p>Intro. of the RTL staff & any Board members present</p> <p>Overview of Institute</p> <p>Review & sharing of Position Papers</p> <p>Presentation- Academic Journals- Writing to Learn</p> | <p>Presentation- K W L</p> <p>Journal Log ENTRY</p> | <p>Presentation- Text Comprehen- sibility</p> <p>Journal Log ENTRY</p> | <p>SHARING TIME <u>Vocabulary Strategies that work</u></p> <p>WORK TIME to Generate Lesson Plans</p> | <p>STAFF MEETING 9 am to NOON</p> |
| LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| <p>Presentation- Graphic Organizer Precis Writing Sentence Summary</p> <p>Journal Log ENTRY</p> <p>What did you learn? How can you use it?</p> | <p>Presentation- Anticipation Guide Herringbone Technique Summary</p> <p>Journal Log ENTRY</p> | <p>Discussion of Assigned Article</p> <p>Question Session</p> <p>WORK TIME to Generate Lesson Plans</p> | <p>Presentation- Reciprocal Questioning</p> <p>Journal Log ENTRY</p> <p>OVERVIEW OF THE SECOND WEEK</p> | |

TENTATIVE SCHEDULE
READING TO LEARN INSTITUTE

JULY 4-8, 1988

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------------------------|--|--|---|---|
| JULY 4th HOLIDAY | Presentation- Free-Response Opinion-Proof RAFT Assignment Sheet Journal Log Entry | GUEST SPEAKER Dr. Ruth Garner U of MD ADMINISTRATORS AND PROJECT PARTICIPANTS | Presentation- SQ3R & Its Variation KNESS Journal Log Entry | Presentation- Cooperative Learning Journal Log Entry |
| | LUNCH | LUNCH | LUNCH | LUNCH |
| HOLIDAY | Presentation- Study Skills and Test Taking Tips Discussion of Assigned Article | Presentation- * Presentation- RT L participants ↓ Brainstorming Advanced Organizers Doer's Profile Journal Log Entry | GUEST SPEAKER in content areas to demonstrate the Reading/Writing Connection WORK TIME to Generate Lesson Plans | GENERATE IDEAS FOR THE FALL SCHOL TEAM PLANNING FOR THE FALL COURSE WORK TIME to Generate Lesson Plans |

*GUEST SPEAKER
 WORKSHOP FOR
 ADMINISTRATORS ONLY

Monday June 26th, 1989

WELCOME, INTRODUCTIONS & 'HOUSE HOLD TASKS'

GET ACQUAINTED ACTIVITY

KWL

CATEGORIZING

HOT GEMS

ALL DAY

JOURNAL WRITING

Tuesday June 27th, 1989

GRAPHIC ORGANIZERS/MAPPING

HERRINGBONE TECHNIQUE

A.M.

FREE RESPONSE (JOURNAL ENTRY)

SQ3R

QAR

P.M.

GRAPHIC ORGANIZER

JOURNAL ENTRY

Wednesday June 28th, 1989

DO'ERS PROFILE

A.M.

JOURNAL ENTRY

INSTITUTE PARTICIPANTS WILL HAVE A 'WORK SESSION' P.M.

Thursday June 29th, 1989

PARTICIPANTS LARGE GROUP 'TOPIC SHARING'

A.M.

TEXT COMPREHENSIBILITY

P.M.

JOURNAL ENTRY

Friday June 29th, 1989

COOPERATIVE LEARNING

THINK-PAIR-SHARE

A.M.

JOURNAL ENTRY

WORK SESSION FOR ALL INSTITUTE PARTICIPANTS
(GENERATE PLANS & MATERIALS)

P.M.

DISMISSAL FOR THE 4TH OF JULY WEEKEND!

Wednesday July 5, 1989

ANTICIPATION GUIDE

ORTA

JOURNAL ENTRY

GUEST SPEAKER: DR. JUDIE THELAN

P.M.

Journal Entry

Thursday July 6th, 1989

WORK SESSION for all Institute Participants
(Generate Lesson Plans & Materials)

P.M.

Friday July 7th, 1989

GUEST SPEAKERS in various Content Fields

A.M.

PLANNING THE SCHOOL DIVISION FALL FOLLOW-UP
(participants will work in School Based teams)

P.M.

'Now What Did We Learn'- POST RTL ANTICIPATION GUIDE

APPENDIX D

ANTICIPATION GUIDE

BEFORE

AFTER

AGREE -DISAGREE

AGREE-DISAGREE

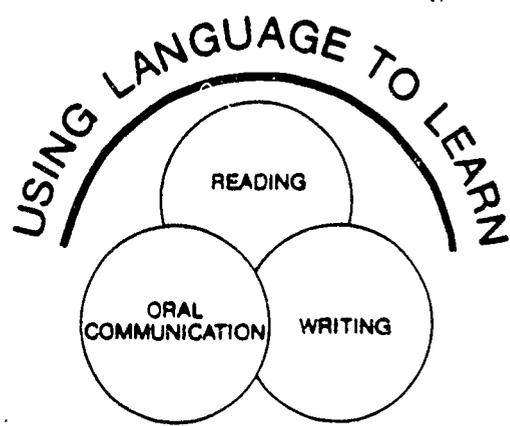
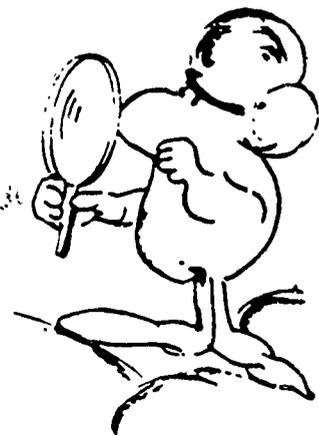
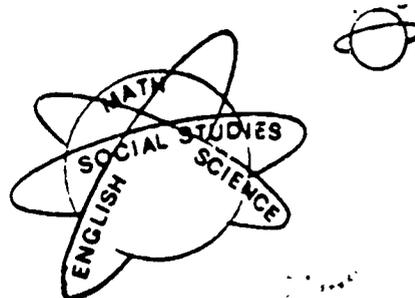
- _____ 1. Students read effectively _____
when the teachers explain what
they are expected to learn and
demonstrate the steps needed to
accomplish a particular academic
task. (What Works p.35)
- _____ 2. Public opinion of the status _____
of literacy in America suggests
that there is no need for improve-
ment in the reading curriculum.
(Kappan {19th Public Opinion Poll}
vol. 69, # 1 p. 17+)
- _____ 3. Recent reports indicate that _____
students at the 12th grade level
have improved significantly in
the area of reading over their
7th grade performance. (What Works.
p.20 & 40; The Report Card (1985)
and A Nation At Risk p. 8-9.)
- _____ 4. In all of the report on improving _____
education one central theme suggests
that critical reading and thinking is
an essential part of the curriculum.
(Becoming A Nation Of Readers p.92;
What Works p. 38, and A Nation At
Risk p. 26-27 {item #8})
- _____ 5. Children's understanding of the _____
relationship between being smart and
hard work changes as they grow. (What
Works, p. 33)

Northern Virginia Consortium Institute

GEORGE MASON UNIVERSITY



READING TO LEARN PROJECT



Improving Student Learning

**FALL - INSTITUTE
FOLLOW - UP**

1988

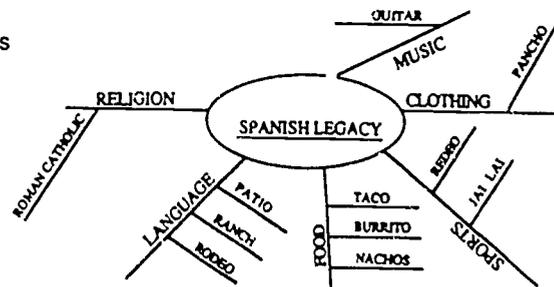
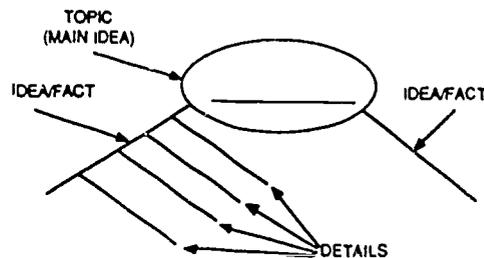
TECHNIQUE/STRATEGY: Semantic Mapping

OBJECTIVES: The semantic mapping process is used to meet the following objectives:

- a) Assess the student's prior knowledge.
- b) Extend vocabulary knowledge by displaying, in categories, words related to a specific content area word or concept.
- c) Develop an organized graphic study guide.
- d) Self assess recall of information presented in the unit.

RATIONALE: Students will use their prior knowledge to describe many of the contributions from the past which today comprise the Spanish legacy in North and South America.

- PROCEDURE:**
1. In capital letters, print the topic or main idea of the lecture, discussion, chapter, or section in the center of the page. Circle it.
 2. Whenever you hear or read an important idea or fact, print it on the page, on a line that's connected to the circle around the topic.
 3. If there are details to be included in the map, print them on lines which are connected to the ideas which the details describe



REMEMBER: When you are mapping, be sure to connect all notes to some other note in a way that makes sense to you. Then, when you finish, you'll have all of your notes already organized.

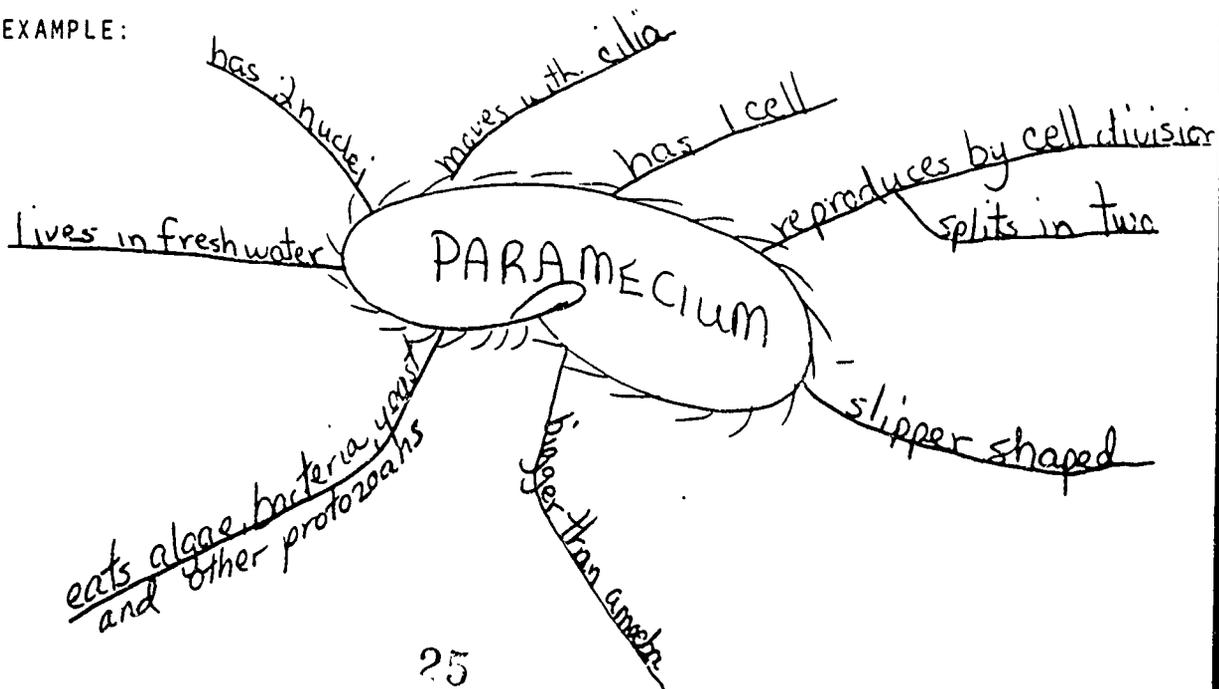
TECHNIQUE/STRATEGY: Webbing

OBJECTIVE: To identify characteristics of protozoa

RATIONALE: Many students have difficulty in remembering the individual characteristics of the amoeba, paramecium, and euglena. This technique gives them a way to pick out the important characteristics of each protozoan and to organize the information in their notes.

- PROCEDURE:
1. The students will use their notes on the Protist Kingdom as well as the information in their science book.
 2. To prepare the students the teacher does a web using the overhead projector. The example web was on the human and their characteristics.
 3. The teacher divides the class into 3 groups of 8. One person in each group is responsible for writing.
 4. Each group gets 1 large piece of newsprint paper and 1 black magic marker. All work must be planned on a piece of notebook paper first, then transferred onto the big piece of paper.
 5. Each group is given the name of a protozoan, either the amoeba, paramecium, or euglena.
 6. Each group completes a web on their protozoan.
 7. When finished the student who did the final copy had to present the protozoan and its characteristics to the class, using their web. The whole group was responsible for answering any questions from the students.

EXAMPLE:



- Technique/Strategy: Anticipation Guide
- Objective: Motivate the student to use preexisting knowledge to critically evaluate new information prior to reading.
- Rationale: The more knowledge students bring to a reading assignment, the more they will gain from it. By making predictions, prior to reading, students will be motivated to investigate their ideas to prove their validity.
- Procedure:
1. Read the text and identify the major concepts prior to presenting the lesson.
 2. Select key concepts which will challenge or support the students' beliefs.
 3. Write three to five statements which will challenge or support the students' preexisting knowledge of the concepts. It would be appropriate to include some common misconceptions.
 4. List the statements on an overhead transparency, or ditto sheet.
 5. Discuss each statement and have the students give support of their opinions. Discourage simple yes or no responses.

Example: Anticipation Guide

Directions: Before reading the article titled "Stay Healthy Eat Vegetables" take a moment to read each of the following statements. Put a check marking whether you agree or disagree with that statement. Now read the article. After reading the article, check whether you agree or disagree with the statement. Be prepared to defend your decision.

BEFORE READING

Agree Disagree

- | | | |
|-------|-------|--|
| _____ | _____ | 1. We should eat about the same amount of vegetables as meat. |
| _____ | _____ | 2. Meat-eating can cause cancer. |
| _____ | _____ | 3. We need meat for strength and energy |
| _____ | _____ | 4. Vegetables rather than meat should be the main part of your diet. |

AFTER READING

Agree Disagree

1. _____

2. _____

3. _____

4. _____

Marilynn Davis
Fauquier County Schools
Taylor Junior High
Reading 7-9

TECHNIQUE/STRATEGY: K.W.L.
(K-know, W-want to learn, L-Learn)

OBJECTIVE: To activate background knowledge and teach students to categorize information they have generated.

RATIONALE: Many students have difficulty in processing information. These students are unaware of basic techniques such as identifying key ideas and summarizing.

- PROCEDURE:
1. Select key word from content of the article students will be reading.
 2. Direct students to brainstorm about the stimulus word.
 3. List words on poster board.
 4. Have students suggest category titles.
 5. Divide into small groups.
 6. Direct students to list words on their own paper under appropriate categories.
 7. Have students think of questions to be answered.
 8. Each group reads the article silently, stopping at any time to discuss answers they may have found.
 9. Each group should discuss and record what they learned about the topic.

TECHNIQUE/
STRATEGY:

COOPERATIVE LEARNING
Crossnumber Puzzle Checkmates

OBJECTIVE:

To use a crossnumber puzzle in Math for reinforcement of skills taught.

RATIONALE:

Frequently students need additional practice in math, using a game or puzzle for motivation. They often are unwilling to complete the DOWN portion of the puzzle because they feel that they "already have the answers". The use of this technique enables the student to appreciate the value of a crossnumber puzzle providing a self-checking technique. The cooperative learning is accomplished through peer tutoring and the instant feedback is available from their partner.

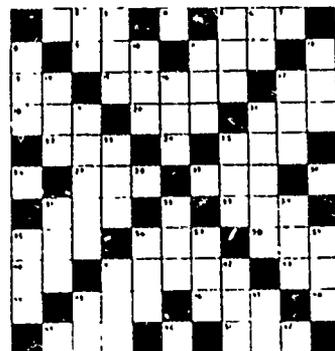
PROCEDURE:

1. Pairs of students may be established by the teacher, or students may select a checkmate.
2. One copy of the puzzle is to be distributed to and shared by each pair of students.
3. Students need to arrange their desks to work comfortably together.
4. The teacher explains that the procedure is for one student to work the problems ACROSS, while the partner solves the DOWN section.
5. Students may fit their answers into the puzzle after they have reached an "agreed upon" answer which matches their partner's.
6. If the DOWN and ACROSS digits do not match, the student has immediate feedback about accuracy. They may have help from their partner if they are unable to find their own error. Peer tutoring is taking place at this point.
7. Follow-up activities can include regrouping with four students to compare answers or to discuss the kinds of errors which were frequently seen and how to avoid them.

ACROSS

1. 3^3
2. 2^3
3. 4^3
4. $4^3 \cdot 40$
5. $3^3 \cdot 2^3$
6. $4^3 \cdot 2^3$
7. 1^3
8. $12^3 \cdot 6^3$
9. $10^3 \cdot 1^3$
10. $6^3 \cdot 3^3$
11. $16^3 \cdot 9^3$
12. $2^3 \cdot 1^3$
13. $17^3 \cdot 4^3$
14. $3^3 \cdot 1^3$
15. $22^3 \cdot 2^3$
16. $3^3 \cdot 16$
17. $16^3 \cdot 3^3$
18. $40^3 \cdot 4^3$
19. $14^3 \cdot 8^3$
20. $15^3 \cdot 21^3$
21. $20^3 \cdot 10^3$
22. $2^3 \cdot 2^3$
23. $13^3 \cdot 20^3$
24. 16^3
25. $30^3 \cdot 9^3$
26. $50^3 \cdot 45^3$
27. $2^3 \cdot 1^3$
28. $3^3 \cdot 11^3$
29. $100^3 \cdot 10^3$
30. $3^3 \cdot 11^3$
31. $10^3 \cdot 10^3$
32. $2^3 \cdot 10$
33. $2^3 \cdot 2^3$
34. $10^3 \cdot 16^3$
35. $7^3 \cdot 2$
36. $100^3 \cdot 10^3$

DOWN



1. $4^3 \cdot 2^3$
2. $25^3 \cdot 5^3$
3. 18^3
4. $24^3 \cdot 70$
5. $8^3 \cdot 26$
6. $4^3 \cdot 3^3$
7. $4^3 \cdot 33$
8. $29^3 \cdot 30$
9. $60^3 \cdot 120^3$
10. $11^3 \cdot 6$
11. $2^3 \cdot 33$
12. $14^3 \cdot 10^3$
13. $31^3 \cdot 5^3$
14. $4^3 \cdot 40$
15. $1^3 \cdot 1^3$
16. $12^3 \cdot 1^3$
17. $2^3 \cdot 17$
18. $2^3 \cdot 2^3$
19. $20^3 \cdot 35$
20. $10^3 \cdot 2 \cdot 3$
21. $30^3 \cdot 10$
22. $15^3 \cdot 2^3$
23. $30^3 \cdot 2^3$
24. $14^3 \cdot 1^3$
25. $10^3 \cdot 2$
26. $1^3 \cdot 2^3$
27. $10^3 \cdot 2$
28. $4^3 \cdot 2^3$
29. $9^3 \cdot 2$
30. $2^3 \cdot 2^3$
31. $4^3 \cdot 2^3$
32. $9^3 \cdot 3^3$
33. $2^3 \cdot 2^3$
34. $10^3 \cdot 16^3$
35. $2^3 \cdot 8^3$
36. $2^3 \cdot 24$
37. 3^3
38. $1^3 \cdot 1^3$
39. $1^3 \cdot 2^3$
40. $2^3 \cdot 2^3$
41. $9^3 \cdot 3^3$
42. $2^3 \cdot 2^3$
43. $10^3 \cdot 16^3$
44. $2^3 \cdot 2$
45. $12^3 \cdot 24$
46. 3^3
47. $100^3 \cdot 10^3$
48. $2^3 \cdot 10$
49. $2^3 \cdot 2^3$
50. $3^3 \cdot 11^3$
51. $10^3 \cdot 10^3$
52. $2^3 \cdot 10$
53. $2^3 \cdot 2^3$
54. $10^3 \cdot 16^3$
55. $7^3 \cdot 2$
56. $100^3 \cdot 10^3$

Math Awareness Month, 1992
© Glencoe Publications, 1992

Technique/ strategy: Word splash

Objective: To sensitize learners of new vocabulary

Rationale: Many students have a difficult time working with vocabulary in chemistry. Most of the time, they freeze up when reading the text without applying what they have known from other courses. This technique allows them to evaluate the new vocabulary without being frightened by the text. This helps them to think of other meanings of the words outside of chemistry and to be able to relate to those meanings when reading the text.

- Procedure:
1. The teachers scan through the chapter to decide on the list of words to be used.
 2. The words are written on newsprint or on the blackboard with different colors. The words are written in random.
 3. The word that describes the main concept should be placed in the center.
 4. Students are given 2 minutes to look at the list.
 5. Students are asked to write what each word means to each of them. (This can also be done in pairs.) (This can also be done orally.)
 6. Whole class will share a few students' definitions in class.
 7. Assign reading.
 8. Follow up with a class defining each term in the context of chemistry.

By Irene Feller

Toni Faibisy
Fairfax County Public Schools
George C. Marshall High School

Technique/Strategy: **Acrostic Poem**

Objectives: Expand and refine vocabulary concepts
Stimulate creative thinking
Aid in retrieving information

Rationale: Students often have difficulty moving beyond the surface level of vocabulary meaning. This strategy aids students in deep processing of content vocabulary. As students use the acrostic poem framework they visualize, verbalize, and reformulate information.

Procedure:

1. Choose content vocabulary words that are important for concept development.
2. Write the letters of the word in a row down the page.
3. Begin each line with the first letter in sequence of the spelled word.
 - A. The lines can be of various lengths.
 - B. You can end a sentence and begin another one within a line.
 - C. Include facts or details which demonstrate conceptual understanding of the target word.
4. If desired, illustrate your acrostic poem.
5. Share your poem with the class. If asked, provide supporting evidence for a given line.

Source: Roots in the Sawdust: Writing to Learn Across the Disciplines, Ann Ruggles Gere, Editor, (NCTE, 1985).

Student Examples:

| | |
|-----------------------|----------------------------|
| Double trouble!! | Prediction of |
| Indecision!!! | Rain and snow |
| Lost in solutions!!!! | Early in the day |
| Even | Might foreshadow |
| Many | Or indicate |
| More | Necessary equipment. |
| Alternatives????? | Insights about the weather |
| | Told over the radio |
| | Indicate snow |
| | Or rain by |
| | Noon. |

Awfully hot and dry. Full of
Remarkable palm trees. This place
Is always
Dehydrated - thirsty for moisture.

TECHNIQUE/STRATEGY: Mapping

OBJECTIVE: To identify and organize major relationships of concepts after reading a selection.

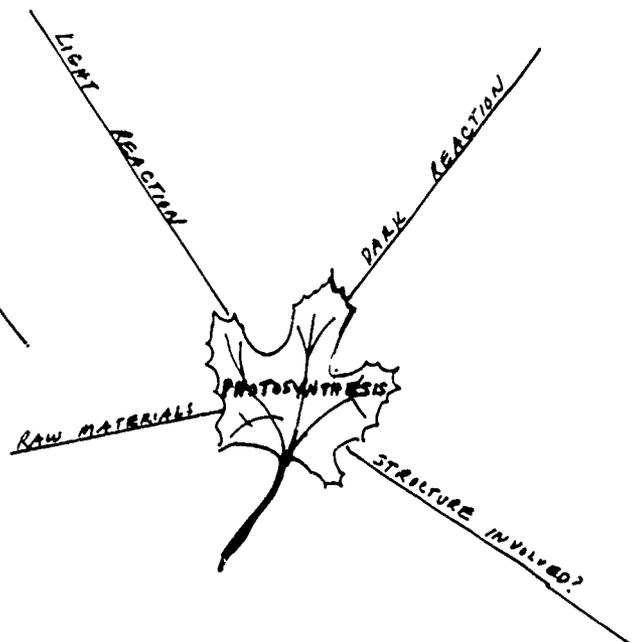
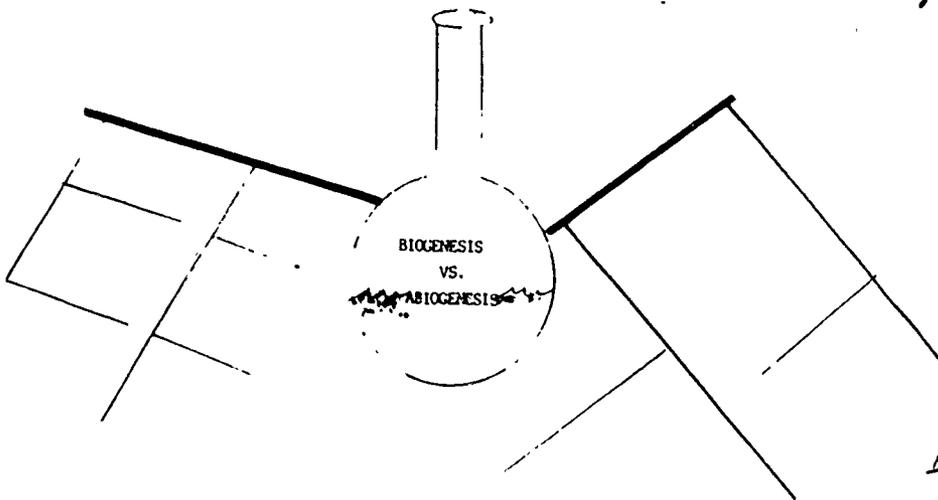
- PROCEDURE:
1. Teacher identifies the concept to be addressed.
 2. The mapping procedure is modeled by the teacher.
 3. Emphasize that the main topic or idea of the selection or chapter should be printed in capital letters in the center of the page. (Preferably in a design related to the topic- examples below).
 4. Print important points from your reading on a line connected to the main topic.
 5. Add details or supporting facts to the sub-topics
 6. Key vocabulary words could be printed at the top or bottom of the page.
 7. Post activities may include a discussion as to "why" they selected those particular points and topic design and to identify difficulties they encountered.

SAMPLES

BIOLOGY
 CHAPTER 2

NAME _____
 PERIOD _____

*Make a Chapter Map for pgs 111-116 for PHOTOSYNTHESIS!
 Using the Chapter Map Samples around the room*



Carol Secord
Prince William County Schools
Potomac Senior High School
Reading Teacher

TECHNIQUE/STRATEGY: Graphic Organizer/Summary Writing

OBJECTIVE: To formulate a visual structure displaying the sequence to be used in writing a summary of an assignment.

RATIONALE: Because of the variety of styles in the materials read, students need guidelines to follow in writing a summary. Sequencing is one basic way of following the organization of materials. A visual image of events can be used to aid in identifying the order.

- PROCEDURE:
1. Review sequencing by having students brainstorm words which indicate time (exa. then, now, before, next, finally, after, while). List these and discuss how they show a time relationship in sentences. Compose sentences and have students explain how these clue words influence the sentence parts.
 2. Introduce a story and have students read silently, paying attention to the clue words for the order in which events occur.
 3. Using the board or overhead projector, record phrases students give to indicate events of the story in any order.
 4. Give students a graphic organizer (stair-step design). Have them transfer listed events in complete sentences on the organizer. This moves them from phrases to complete sentences as they are putting events in correct sequence.
 5. Once the organizer has been completed, have students check for accuracy by going over the order of events together as a class or in pairs or groups.
 6. Finally, have the students take the step-by-step organizer, rewrite in a summarizing paragraph, and add 3-5 sequence clue words as transitional words. The summary will basically have been accomplished on the graphic organizer. Rewriting can be done through changing words, adding the transitions, or taking away words. The important idea is that the events are in correct order and the paragraph is not dull. This strategy is especially helpful for reluctant writers.

Ideas for story, order, and paragraph writing taken from "Skills Master" by Charles L. Allen, Scholastic Scope, Teacher's Edition, Scholastic Inc., January, 1981.

Sue Coryell
Thoreau Intermediate School

TECHNIQUE/STRATEGY: KWL - Used with GT 8th graders for the story "Life and Death of a Western Gladiator", the story of a diamondback rattler who survives many natural enemies through strength and cunning and lives to an old age in the American West, only to be killed by man.

OBJECTIVES:

1. To activate background knowledge and stimulate interest and understanding
2. Through categorizing information to induce expectations and enhance awareness of story structure
3. To anticipate and relate information from other sources
4. To teach students to monitor their own reading
5. To think critically about information and apply what they have learned to writing

RATIONALE: Students may build on their knowledge of gladiators from previous reading ("The Lady or the Tiger" was read last week) and use vocabulary and questions to increase understanding for discussion and writing.

PROCEDURE:

1. Discuss the meaning of gladiator as in "Lady or Tiger"
2. Discuss WESTERN
3. Pass out vocabulary sheet (attached). Go over words. Ask for deductions about the kind of gladiator from the vocabulary. (Students will probably come up with the idea that the gladiator is bad, evil, dangerous, and deadly because of the vocab. words virulent, viper, toxic, stealthy. Some may actually deduce the gladiator is a snake because of the words rattle and molt.) If nobody gets the snake idea, read the first five paragraphs of the story aloud and then ask who the gladiator is.
4. Use a KWL chart to record answers to questions written on the board. Place questions in the K or the W column, depending on whether the student knows the answers or wants to know.
 - a. Where are rattle snakes found?
 - b. What causes the rattle?
 - c. How keen are a snake's senses?
 - d. Are they aggressive to humans?
 - e. Who are a snake's enemies?
 - f. What are its weapons/defenses?
 - g. How do snakes move?
5. Instruct students to read the story silently. As they read, look for answers to questions listed in the W column. Write these answers in the L column.
6. Discuss in small groups using the KWL charts.
7. Optional) Write on board:
How is a snake like a gladiator? }
How is a snake not like a gladiator? } Choose one, web, write a paragraph based on the web.

RESULTS: Of 23 students in the class, 15 said the KWL was helpful. When asked for specifics, students gave the following kinds of responses: "It helped me know what to look for when I read." and "I looked for answers to my W column as I read."

Of 12 students who followed through on the KWL chart and received a grade of A for the chart, all 12 got 100 percent on the story quiz, a factual quiz given the next day.

K

① Snakes are found in moist, damp places, under stuff.

② They are kinda keen. → Very keen

③ They move by slithering

④ They use heat tissue at the end of their tail, and it... they shake it at... rattle

⑤ It's natural... they are... that aggressive toward humans... other animals, it is... active.

⑥ It has fangs, it has venom, it can warn off with certain movements + sounds

W

A

How keen are they? Very keen

How do they move? Have small things on their skin they use as feet.

There is a button at the end of their tail as they grow, more come. Soon there are enough "rattle"

They are aggressive against predators, + prey; though.

L

Snakes live together in large areas, snakes can kill very easily. They don't really care about their kin like other animals. They really have no protection except for their fangs. I didn't know they could get so big and fat. They live longer than 20 years! They have natural instincts. They don't have to be shown what to do.

Name:
Class:
DATE:

"The Life and Death of a Western Gladiator" p. 71

VOCABULARY

1. dehydration 71 a, 3
2. eminently 71 b, 2
3. virulent 71 b, 2
4. nemesis 72 a, 6
5. transverse 72 b, 1
6. locomotion 73a, 1
7. formidable 73 a, 2
8. sinuous 73a, 5
9. stealthy 73a, 5
10. castanet 73b, 2
11. molt 73b, 4
12. diabolically 73b, 6
13. direly 74a, ln. 3
14. toxic 74a, ln. 3
15. venom 74a, ln. 3
16. pulsations 74a, 3
17. vipers 74b, ln. 1
18. lair 74b, ln. 1
19. heedless 74b, 6
20. writhing 75a, 2
21. extermination 75a, 6
22. sporadic 75a, 6
23. portals 75b, 3

II READ THE STORY p. 71

III. "Getting at Meaning" In complete sentences answer #1, 2, 4, 6, 7.

JANE E. GEBHARDT
MANASSAS CITY SCHOOLS
DEAN MIDDLE SCHOOL

TECHNIQUE/STRATEGY: COOPERATIVE LEARNING

OBJECTIVE: Students will brainstorm to generate a list of ideas to be used during a writing workshop.

RATIONALE: Many students, in remedial reading classes, are not self-motivated. They also lack self-esteem and sometimes are shy about answering questions, orally. By encouraging students to think about a question and sharing the answers with a partner, before sharing orally, will help build self-esteem and confidence.

PROCEDURE:

A. As the students enter the class they draw a playing card from the pile.

B. The teacher models appropriate topics for writing. These topics should be something the students know about.
"I could write about visiting Europe, because I have vacationed in Europe. I could write about building a new house, because I have lived through the experience. Could I write about competing in the summer Olympics?"
"No!"
"I have never competed in the Olympics. This writing should be personal.

C. The teacher sets the timer for 5 minutes while everyone lists on a sheet of paper all the ideas they could write.

D. After the timer rings the students find another person who has the same playing card. These two students will be partners.

E. Set the timer for two minutes. One person in each team will read their list to their partner. After the timer rings they switch roles for two more minutes.

F. The class comes together as a group to share.

G. The teacher sets the timer for five minutes a more depending on the size of the class.

H. Each students shares or idea from their list. The teacher lists then on the board or overhead. Students record new ideas that they don't have on their paper.

I. One student will also serve as a scribe to record a class list.

J. Personal lists would be kept in the students' writing folders to use as reference when writing.

K. The class list may be posted to also use as a reference.

Tricia Gibbons
Reading Resource Specialist
George Washington Junior High School
Alexandria, VA 22301

STRATEGY: Roundtable & Memory techniques

OBJECTIVE: To activate prior knowledge

LESSON OBJECTIVE: To introduce students to the country of Australia
To teach students the 7 states of Australia &
their capital cities

PROCEDURE:

1. Divide students into groups of four.
2. Each group is to have one sheet of paper and one pencil.
3. Have students in each group count off from 1 to 4.
Person number 1 should have the paper and pencil.
4. Remind students that we are beginning a unit on Australia.
Ask them to think for one minute about anything that comes
to mind when you think of Australia.
5. Starting with person number 1, students then compile a list
of answers, each writing one answer and then passing the
paper to the person on his or her left. The paper should
go round the table until time is called. (I used 3 minutes).
6. Debrief by collecting answers from each group and explaining
further bringing in such information as settled by the British,
Queen Victoria, Lord Melbourne.
7. On the overhead, provide a blank map of Australia showing the
seven divisions and capitals.
8. Locate Australia on the world map and point out directions.
9. Starting with the Northern Territories and continuing in a
counter clockwise direction, introduce the 7 states of Australia.
Ask students to repeat aloud, give continual quizzes and relate
to the history of Australia and directions. (Northern Territories,
Western Australia, South Australia, Victoria, New South Wales,
Queensland, and Tasmania) Students are not write the words
yet.
10. After students feel confident about the states of Australia,
introduce the seven capital cities with the following mnemonic
device: Dear PAM Should Be Here. (Darwin, Perth, Adelaide,
Melbourne, Sydney, Brisbane, Hobart).
11. Discuss the memory devices used to remember the information.
(Prior knowledge, history, repetition, order, map or graphic,
mnemonic device)

12. Students may then write the 7 states of Australia and their capitals for future reference.
13. As a warm-up activity, you may want to review the 7 divisions, capitals and what we know about Australia.
14. National Geographic, February 1988 issue was used as the basic text for gaining information.

This lesson was based on the idea that "teaching is showing how." This was a fun activity which could be applicable to a number of lessons for introducing a unit of study in geography, world cultures, social studies or science lessons.



Technique/Strategy: Scattering & Topic grouping

Objectives: To review for a division of decimal
but with rounding

Rationale: Many students can divide a
decimal by a whole number or a
decimal when answers are exact.
These same students will have a
difficult time when asked to
round answers. These strategy
shoulds students these two are
very much alike.

- Procedure:
1. On over head place sheet one.
 2. Ask students for any words, actions
or anything they think has to do
with division.
 3. Write 1st one on over head
sheet. (Sheet #2) outcome.
 4. Students must copy on own paper.
 5. Place over head sheet three on
glass.
 6. Have students place words
in correct area (Sheet #4)
(over)

7. One student will always state that the two types of divisions are all more than division.
8. Follow with a few practices

DIVISION

dividend

divisor

Quotient

decimal

approximate sign (\approx)

check

THINK

Whole #

DIVISION

Estimate

place value

round

remainder

times (x)

subtract

decimal point

moved decimal pt.
add ZEROS

Straight up

bring down

Sheet #3

Sandra K. DeBen

**EXACT
Quotient**

**Rounded
Quotient**

Both

Quest #4

THINK

to the library

EXACT
Quotient

Rounded
Quotient

check

{ remainder
approximate
sign (\approx)
round
place value }

Rounded

Both

dividend (# inside)
divisor (# outside)
Quotient (answer)
decimal number
bring down
straight
multiply (times)
whole number

moved deci pt.
add ZEROS
DECI. pt.
estimate
subtract

Judy O'Neill
Fairfax County Public Schools
Marshall High School

TECHNIQUE/STRATEGY: Anticipation Guide
Vocabulary in Context

OBJECTIVE: To develop listening and critical thinking skills
To expand vocabulary

RATIONALE: The ANTICIPATION GUIDE provides students with a purpose for listening to a tape (or reading a selection) as they become actively involved with predicting and supporting their opinions.

Students are repeatedly exposed to and become familiar with the pre-selected VOCABULARY when they hear words used in context, determine meanings through context clues, complete the matching exercise, and use the words in their own writings.

PROCEDURE:

ANTICIPATION GUIDE:

1. Determine the focus of the selection to be studied (ex: character motivation, results of conflict, key concepts)
2. Determine an appropriate place to stop the tape or reading.
3. Write three to five statements, based upon the focus of the reading, on an overhead transparency, chalkboard, or worksheet for student predictions.
4. Introduce the Anticipation Guide as a "prediction exercise" that does not necessitate a "right" or "wrong" answer since verification of predictions occur after the selection has been completed. Emphasis is placed upon inductive reasoning skills based upon opinions and prior evidence.
5. Discuss each statement by encouraging students to state and support their opinions or predictions.

VOCABULARY IN CONTEXT:

1. Pre-select vocabulary words from the selection the students will be studying.
2. Create or extract sentences from the selection that contain context clues for each vocabulary word.
3. Instruct students to write a short definition or synonym for each word used in context.

FOLLOW-UP ACTIVITIES: Verification of predictions again emphasizing critical thinking skills
Vocabulary Writing Extension.

Adapted from: Moore, Readence, and Rickelman. Prereading Activities for Content Area Reading and Learning.

Judy O'Neill
Fairfax County Public Schools
Marshall High School

Science Fiction Unit: "The Fox in the Forest"

I. **ANTICIPATION GUIDE:** The statements below pertain to the conclusion of "The Fox in the Forest." Read each statement carefully and place an "X" in the **BEFORE** column beside each statement with which you agree. Think about the **REASONS** for your answers, and be prepared to support your decisions.

BEFORE AFTER

- | | | |
|-------|-------|--|
| ----- | ----- | 1. When Bill tells the police that he lost control of the car he was driving, they believe him. |
| ----- | ----- | 2. Now that Bill and Susan are free of Mr. Simms, they are <u>eager</u> to watch Joe Melton film some scenes. |
| ----- | ----- | 3. When Bill tells Melton about life in 2155, Melton offers to help the couple escape from the "Searches". |
| ----- | ----- | 4. Bill and Susan accept Melton's offer to screen test Susan in Hollywood since the change in location would make it difficult for any more "Searches" to find them. |
| ----- | ----- | 5. Bill and Susan Travis (Roger and Ann Kristen) return to the year 2155. |

II. **VOCABULARY IN CONTEXT:** Read each of the sentences below to determine the meaning of each vocabulary word. Underline the word(s) which might provide clues to its meaning. Write a synonym or short definition in the space provided.

1. **sanity**

"We lived in a world that was like a great black ship pulling away from the shore of **sanity** and civilization."

sanity means _____

2. **detection**

"We guarantee to teach you any language you need to move freely in any civilization, in any year, without **detection**."

detection means _____

3. **preliminary**

"We're here for some **preliminary** shots for the film. The rest of the crew arrives tomorrow."

preliminary means _____ 47 _____

Judy O'Neill
Fairfax County Public Schools
Marshall High School

4. **evade**

"The police are afraid some people might evade the draft, run off and hide in the Past.

evade means_____

5. **resent**

"The inhabitants of the Future resent you two hiding out here. Dying people love to know that others die with them. Death loves death, not life.

resent means_____

III. **VERIFY YOUR PREDICTIONS:** Reread the statements in the Anticipation Guide (Section I). Place an "X" in the AFTER column next to each true statement.

IV. **VOCABULARY MATCHING:** Match each vocabulary word with the dictionary definition. Write your answers in the spaces provided.

- | | |
|-------------------|--|
| _____ sanity | A. to dodge or avoid |
| _____ detection | B. preparing for or leading to the main part; introductory |
| _____ preliminary | C. to feel angry or bitter about; take offense |
| _____ evade | D. healthy mental state |
| _____ resent | E. discovery of the true character; exposure |

V. **VOCABULARY EXTENSION/WRITING:** Write a paragraph using the five new vocabulary words. Use your IMAGINATION and be CREATIVE!

READING TO LEARN

Pat Rusk
Thoreau Intermediate

TECHNIQUE/STRATEGY: Graphic Organizer

OBJECTIVE: To organize the various fields of work in a systematic manner.

RATIONALE: Students often have a difficult time visualizing the various groups jobs are categorized in when they are administered the COPS, (Career Occupational Preference System), interest inventory. Many of the job categories are unknown or unfamiliar to them. This technique will help provide background knowledge before the inventory is administered.

PROCEDURE:

1. Students are asked to read pages 386-390 in Civics text book.
2. Students are instructed to fill in the blank squares on the attached graphic organizer using the material in their text assignment.
3. The teacher goes over the graphic organizer orally with students to insure they have categorized the major groups of workers correctly.
4. Students are asked to provide examples of specific jobs listed under each category in the graphic organizer.
5. Students will finally define the four main categories, (white-collar, blue collar, service and farm), in the space below the graphic organizer.

SUMMARY: Students will have an organized picture of the four main job categories before them; samples of specific jobs in each category; and background information for exploring their interest in specific careers in the world of work.

FOLLOW UP: The movie, "It's Your Future", is shown to students. Students will be asked to list jobs mentioned in the movie using the attached graphic organizer format.

THE WORLD OF WORK

Directions:

NAME _____

Fill in the blanks with the different worker groups described in the reading assignment, pages 386-390 in your Civics text book. Some blanks have been filled in to help you in organizing the World of Work.

_____ FARM WORKERS

PROFESSIONAL _____

_____ HEALTH

_____ LABORERS

SALES OR CLERICAL

DEFINITIONS:

Technique/Strategy: Class Academic Journal

Objective: To organize information and to maintain a quality, up-to-date reference of classroom instruction.

Rationale: Frequently students need help in organizing their notebooks. The Academic Journal is kept up-to-date and maintained by all students, and is an example of team building on a full-class scale. Students can see both good and bad examples of note-taking.

Procedure: 1. Students are assigned a number which relates alphabetically to their position in the gradebook.

- 1e. #1 Adams, Jane
- #2 Barker, Bob
- #3 Carter, James
- etc.

In this example, Bob Barker is assigned the responsibility of keeping the class journal on the second day of each month (Sept. 2, Oct. 2, etc.).

- 2. The student writes his name, the date, all appropriate notes and examples, and the day's homework assignments on the pages provided.
- 3. The journal is a source for students to use, in case of absence(s), for getting clarifications and assignments.
- 4. Student can copy-over necessary notes into their own notebooks or have the pages xeroxed by the teacher.

NAME _____

DATE _____

NOTES:

[Empty rectangular box for notes]

HW:

DIANNE S. NICHOLSON
L.D. RESOURCE/CONSULTANT
GEORGE WASHINGTON JR. HIGH SCHOOL
ALEXANDRIA CITY PUBLIC SCHOOLS

WHEELS FOR WRITING SHORT STORIES:

I. OBJECTIVE:

To provide the student with a method of organizing his thoughts before beginning a writing assignment

II. PROCEDURE:

Note: Students will need to be introduced to this strategy through teacher modeling, whole class writing, and structured individual use as deemed appropriate.

Rationale: Students often complain that they "don't know where to start," "don't know where to go from there," or "can't put the story in order" when given a writing assignment. The value of this strategy is that it requires the learner to take an active role in developing a strategy specific to his needs.

1. The learner draws five wheels (ovals) on a sheet of paper. He writes the following titles inside the wheels: CHARACTERS, SETTING, PROBLEM, MAIN EVENTS, and SOLUTION.

2. The learner brainstorms either alone or with a partner or teacher, filling in spokes around each wheel.

3. When all the ideas are filled in around the wheels, the learner goes back and numbers them in the order he will write about them.

4. The learner writes one paragraph for each wheel. (As skills progress and less structure is needed, wheels can be combined or eliminated.)

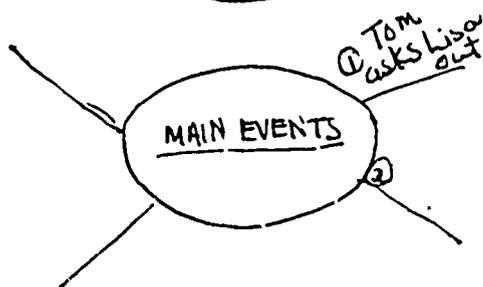
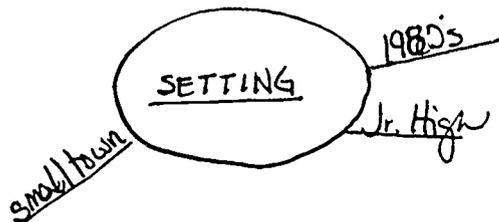
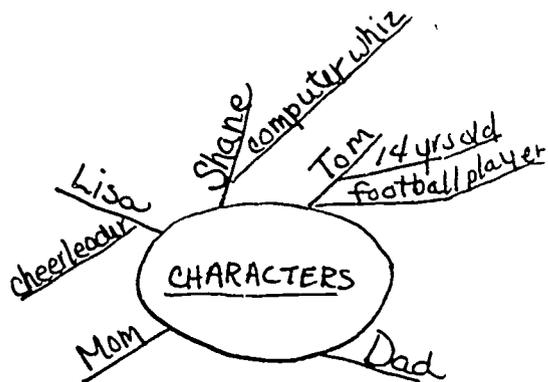
III. SAMPLE:

(See other side)

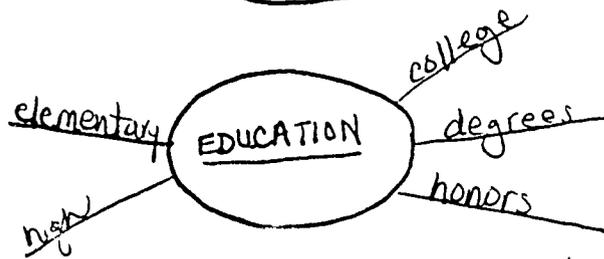
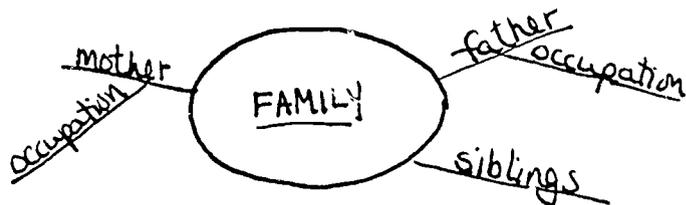
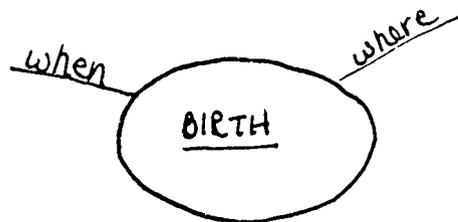
Other uses include preparation for writing answers to essay questions, paragraph writing, research papers, and book reports

Adapted from Dr. Karen Rooney's Independent Strategies for Efficient Study, J.R. Enterprises

WHEELS FOR STORY WRITING



WHEELS FOR A BIOGRAPHY



Lesson Plan - Reading to Learn, Summer, 1988 Margaret Mara
ESL 4

1. Pre-reading homework assignment - Make a word splash on the subject AIRPLANE. Get help from friends.
2. Share word splash with group mates and then with entire class.
3. Anticipation Guide - Agree/Disagree
 - A. The airplane has changed civilization.
 - B. The first airplane was built at the beginning of the twentieth century.

4. Brainstorm Prior Knowledge - What do you already know about airplanes?

5. New Vocabulary Introduction

| | |
|--------------------|--|
| flight | when a plane flies |
| published material | books, newspapers, magazines |
| success | a good result |
| air pressure | weight or force of air |
| wing surfaces | the outside of the plane's wing |
| wind tunnel | a long room shaped like a tunnel where air is forced into to test planes |
| exhibitions | shows |

6. Read story in groups. One student reads aloud while others listen and follow. Change readers each paragraph. Encourage questions and discussion after each person reads.
7. When the students have read the selection, they will each summarize, herringbone, outline or map one paragraph and share with the group. They are just beginning to prefer one or other technique so will be able to choose what is their favorite. Each student will receive an individual grade for this activity and then each group will earn four group points for 100% participation.
8. Evaluation - Three fill in the blank exercises taken directly from the text. The first is a review of "if clauses" studied earlier in the chapter; the second, vocabulary; and the third, chronological order. This is an individual grade activity.

Vocabulary

Nouns: automobile, civilization, history, position, pressure, wing
 Verbs: build, lift, manufacture, publish
 Adjectives: cool, mechanical, original
 Adverbs: greatly

Extra!

Complete the sentences. Answers vary.

1. If the Wright brothers hadn't spent several years developing the *Flyer*, _____.
2. If they had realized how greatly the airplane would change civilization, _____.
3. If the Wright brothers hadn't become interested in mechanical flight, _____.
4. If they hadn't realized that most of the published material was wrong, _____.

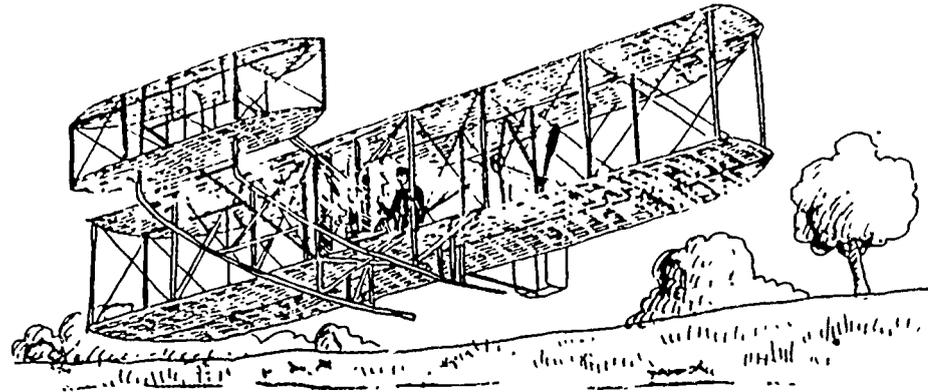
Complete the sentences. Use the correct form of these words: *build, civilization, history, lift, pressure, invent, wing*.

1. The airplane was one of the most important inventions in _____. Without it, today's _____ would be very different. *history; civilization*
2. The *Flyer* was _____ at the beginning of the twentieth century. *built*
3. If the correct material about air _____ and _____ surfaces had been published, they might have _____ the airplane sooner. *pressure; wing; invented*
4. If the *Flyer* hadn't _____ Wilbur into the air, the brothers would have tried again. *lifted*

Put the sentences in chronological order.

1. The *Flyer III* was built. 5
2. The Wrights realized that the published material about air pressure and wing surfaces was wrong. 1
3. The *Flyer I* flew for two hundred and sixty meters. 4
4. The Wrights built a special engine for the *Flyer I*. 2
5. The Wrights traveled to Europe. 6
6. The *Flyer I* flew for thirty-seven meters. 3

Extra!



On a cool, windy morning in December 1903, two brothers did something that most people believed could never be done. Using its own power, a large, noisy machine lifted a man into the air and carried him for thirty-seven meters. The brothers made three more flights that day. The longest flight traveled two hundred and sixty meters in fifty-nine seconds. The brothers weren't surprised that their machine, the *Flyer*, was a success. They had spent several years developing it. But they would have been surprised if they had realized how greatly the airplane would change civilization.

The two brothers, Wilbur and Orville Wright, operated a bicycle shop in Dayton, Ohio. They first became interested in mechanical flight in 1899. They began reading all the information they could find. Soon they realized that most of the published material about air pressure and wing surfaces was wrong. Wilbur built a wind tunnel and used it to test more than two hundred different wing surfaces. He developed a way to turn the wings to different positions so that the plane could be controlled. Because automobile engines were too heavy, the Wrights had to build a special engine for their plane, too. When the machine was ready, they took it to Kitty Hawk, North Carolina. They couldn't fly for several weeks because of bad weather, but on December 17, 1903, they were ready. Orville climbed into the *Flyer* and became the first man to fly in an airplane.

The Wright brothers continued to develop the *Flyer*. Their third airplane, the *Flyer III*, was built in 1905. It could climb to ninety meters and travel forty kilometers. They traveled to Europe and gave flying exhibitions. People became very interested in flying, and soon the Wright brothers began to manufacture airplanes in Europe and the United States. The basic ideas that the Wright brothers used to build the *Flyer* have been used in every airplane that has ever flown. Today, the original *Flyer* can be seen in the National Air and Space Museum in Washington, D.C.

Reading to Learn Project
Roger L. McKay, Sr.
Social Studies - Alexandria Public Schools

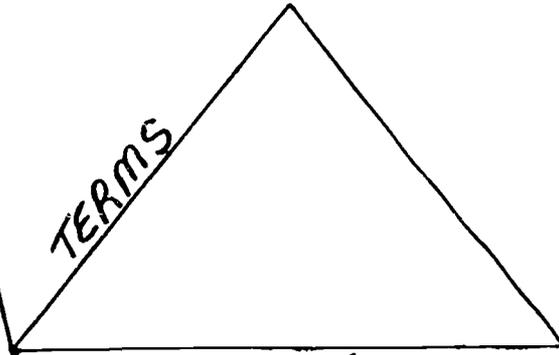
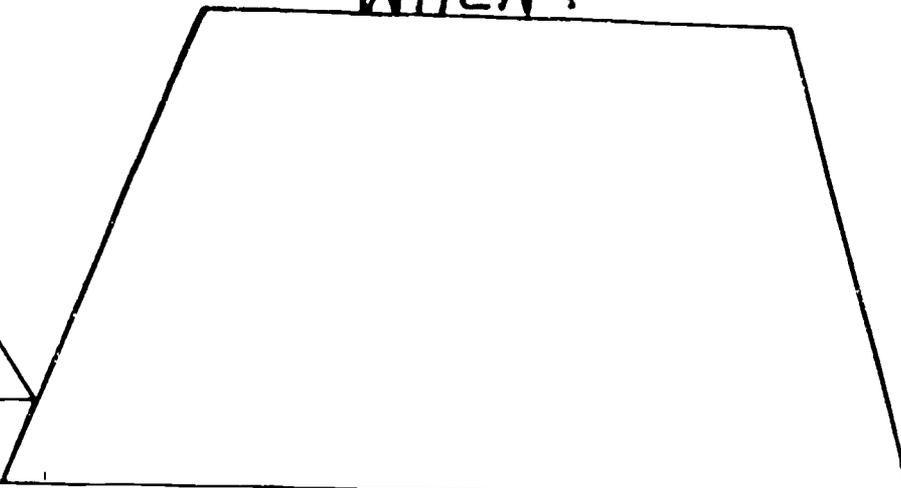
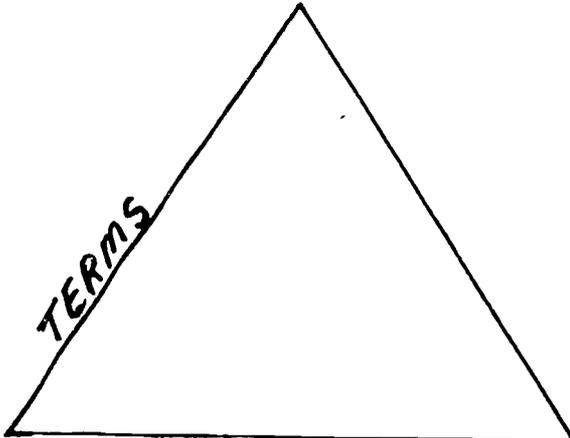
Technique/Strategy: Pyramidal Technique

- Objective: To provide the students with a device that is more efficient than the Herringbone Technique (Reading to Learn Summer Institute, 1988) and which allows for basic and more complex questioning/information.
- Rationale: Some students experience difficulty writing on the Herringbone diagram. They complain that there is not enough room and that it is awkward and difficult to write on it. The Herringbone allows for only basic questioning/information, also. The Pyramidal Technique, on the other hand, makes writing easier as it provides horizontal space. Additionally, it requires students to acquire more complex information/questions. The object is to begin with a simple knowledge base - increasing that base with more challenging and beneficial instructional content until the pyramid is completed.
- Procedure:
- (1) During the pre-reading phase of instruction, Pyramidal diagrams are dispensed and modeled for students who have been paired or teamed.
 - (2) The teacher and students brainstorm the topical material for relevant information which may be added to the Pyramid.
 - (3) Next, the students are instructed to skim the textual material for questions/information that fits the basic Pyramidal mode (See Attachment A, Side 1). Vocabulary terms are listed in the spaces provided.
 - (4) The teacher and students converge to identify more complex questions/information from the textual material (See Attachment A, Side 2 and Attachment B). Students are asked to read the assigned chapter, after which, they are engaged in a discussion centering on the basic and complex material compiled. Other instructional activities can be generated based on the material collected. Students have notes which will enable them to study for tests more effectively, also. Evaluational instruments will be constructed pertaining to the knowledge base and instructional activities developed.

PYRAMIDAL TECHNIQUE

(Attachment A, Side 1)

WHEN?



WHAT?

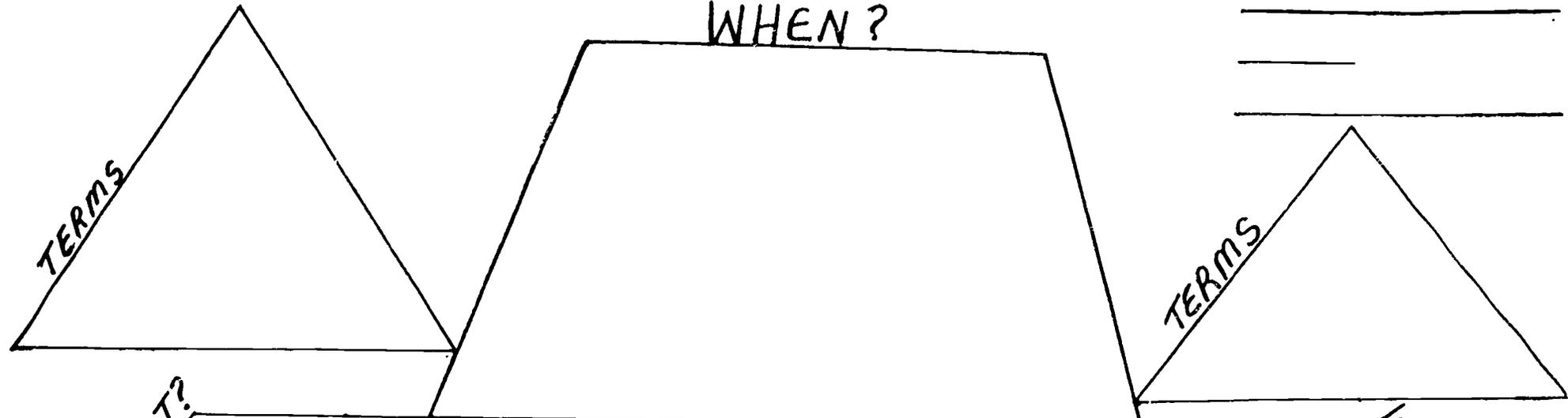
WHERE?

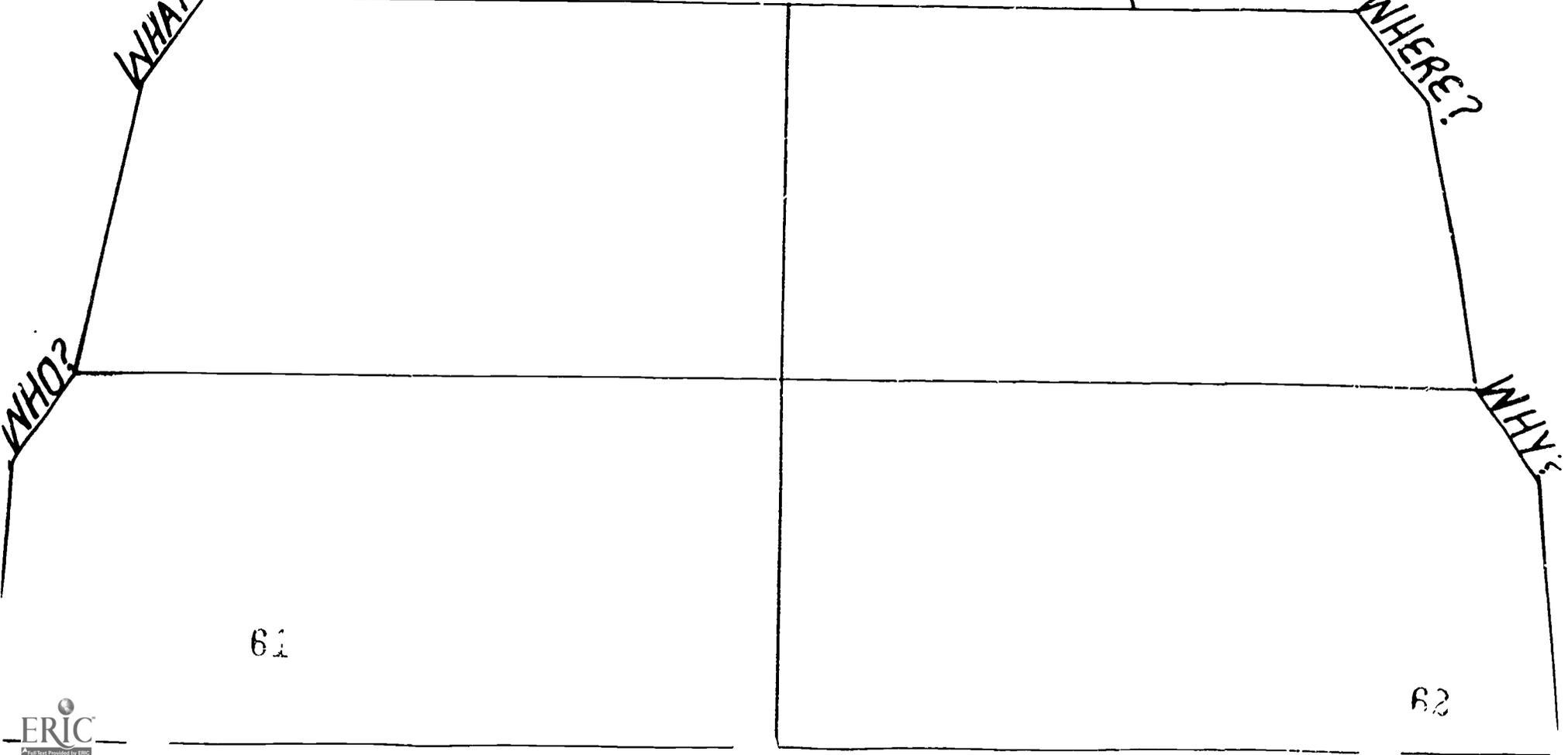
WHO?

WHY?

PYRAMIDAL TECHNIQUE

(Attachment A, Side 2)





PYRAMIDAL TECHNIQUE

(Attachment B)

Analysis

- Classify
- Outline
- Compare / Contrast

TERMS

TERMS

APPL.

- How are they related?
- How is related to ?
- Why is it significant?

SYN.

- What are the features?
- What would have happened if.....?
- What evidence can you provide?

Comp.

- What is the main idea?
- Describe in your own words...

EVAL

- Do you agree / disagree? Why?
- What do you think?
- What is most important? Why?

BADMINTON

- * Use a birdie
- * birdie can not hit the ground.
- * stand in service court to serve
- * Must serve from right side.
- * Server's rotate upon loss or winning of points.
- * Play to 15 pts
- * Net is off ground
- * Must serve under-hand.
- * Use your wrist to hit.
- * service court is back away from net.
- * You must be the serving team in order to win a point

- * Use rackets
- * use net i. court
- * always to serve kitty corner across
- * Server always says their score first.
- * Same Skill hits -forehand, backhand, lob, smash
- * You must win by two points
- * a ball/birdie landing on the line is good.
- * You can play indoors or outdoors
- * Recreational sport
- * can play doubles or singles
- * courts have a 4s

BOTH

- * Use a ball
- * ball can bounce
- * Scoring Love, 15, 30, 40, Deuce Ad IN, Ad OUT
- * Serve from both sides (right, left)
- * Server serves for the entire game
- * stiff wrist used for hit
- * Serve behind base line
- * net is low to ground
- * service court is close to net, in the front court.
- * Racket larger and heavier
- * You don't have to be the serving team to win a point

TENNIS



Teaching Technique: Venn Diagram

Objective: To organize everything we learned in the Tennis/Badminton units ^{and} discover likenesses and differences to be used as a student designed study guide.

Rationale: Students often don't know what is important facts to study. So in all class periods the students came up with ideas they thought were important to Tennis/Badminton.

Procedure:

1. Introduce the idea of the Venn diagram to the students (likeness & difference)
2. One student will write class answers on board for class to see while another student duplicates on paper to be run off for study guide.
3. Each class period adds a few to the list. They are encouraged to think of all they feel should be included, because this is their study guide.

Technique / Strategy:

Webbing

Objective :

To organize information in the students textbooks.

Rationale :

Many students have a difficult time following the information that they read in their textbooks. Webbing gives the student the opportunity to organize the information in a comprehensible picture to make understanding and studying a little easier.

Procedure :

1. Teacher selects reading and key concepts from the reading selection.
2. Introduce the webbing technique and explain its use. Use a short reading and a completed web to show as an example.
3. Given the key concept as the hub, have students read selection and web the information.
4. Vocabulary words might be placed at the bottom of the web.
5. Follow-up activities include going over the web, having students compare webs, and/or having students discuss web and its application.

Reasons for World Problems

Religious Conflict

people believe their religion is the right one
wars over religion have been common in history.

recent examples include:
Sri Lanka Buddhist vs Hindus
Jews, Muslims and Christians in the Middle East

Political Conflict

some countries want to takeover other countries

some countries believe their type of system is best.

Conflict begins when countries try to influence others

Cultural Conflict

People usually believe their culture is best

People disagree between of different cultural traits

Traditional vs. Modern Values

some enjoy change more than others

often conflict between changing and not changing

developing and developing countries

Economic Conflict

this means feeling of loyalty to one's country

this sometimes hides economic greed.

this sometimes forms separate countries, for example Ibo Tribes of Nigeria

some countries have a high living standard and others are poor.

some countries have many resources and some have few

unequal distribution of resources causes conflict

totalitarian state: ruled by one or a few
democracy: everyone has some voice in govt.
cultural trait: things people normally do
developing: countries that are not fully developed



Barbara Bellows
Thoreau Intermediate
2505 Cedar Lane
Vienna, VA 22180
November 1988

STRATEGIES: Doer's Profile plus Venn Diagram

OBJECTIVES:

1. To summarize the key points about the main characters in a novel or short stories; OR famous historical figures.
2. To make comparisons and contrasts, both verbally and in writing.
3. To enlarge vocabulary, especially adjectives that describe characters.
4. To connect the reading and writing processes.

RATIONALE:

Students often read novels without making inferences, comparisons, or evaluating what they read. In this activity, the teacher models higher-level thinking and uses some Reading to Learn strategies to activate students' thinking, reading, and writing.

PROCEDURE:

1. This activity has been used with remedial, regular, and advanced students. It is appropriate when the entire class is reading the same novel or several short stories. It could be adapted for use in social studies (analysis of famous historical figures).
2. Students make lists of descriptive words or phrases about two characters.
3. With teacher modeling or guidance, students compare and contrast the characters using the VENN diagram.
4. Students write a comparison-contrast paragraph (topic sentence, at least three proofs--with evidence from the literature--and a conclusion).
5. Students or teacher read some of the different paragraphs.
6. This activity is excellent when in the middle of a novel as a motivator for further reading or as a post-reading activity.

RESULTS: The teacher thought that students wrote better paragraphs and understood better the key points of a long novel than they ever had before. The teacher liked the idea so much that she did it with subsequent readings and with other classes.

name _____

DOER'S PROFILE plus VENN DIAGRAM
Bellows

OLD YELLER by Fred Gibson

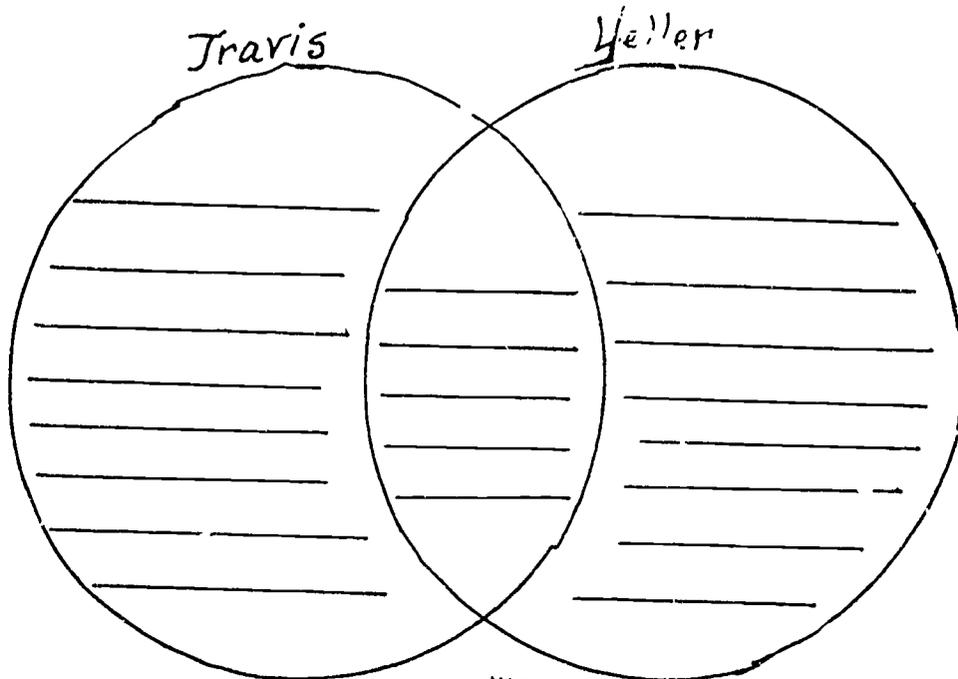
Travis

Yeller

Physical Descriptions:

Personality Traits:

How Each Changed:



Doer's Profile

Name _____

Date _____

Period _____

"Orphan Pup" Lesson Book

LONESOME

RANDY

Physical
Descriptions:

Personality TRAITS:

How Each Changed:

VENN DIAGRAM

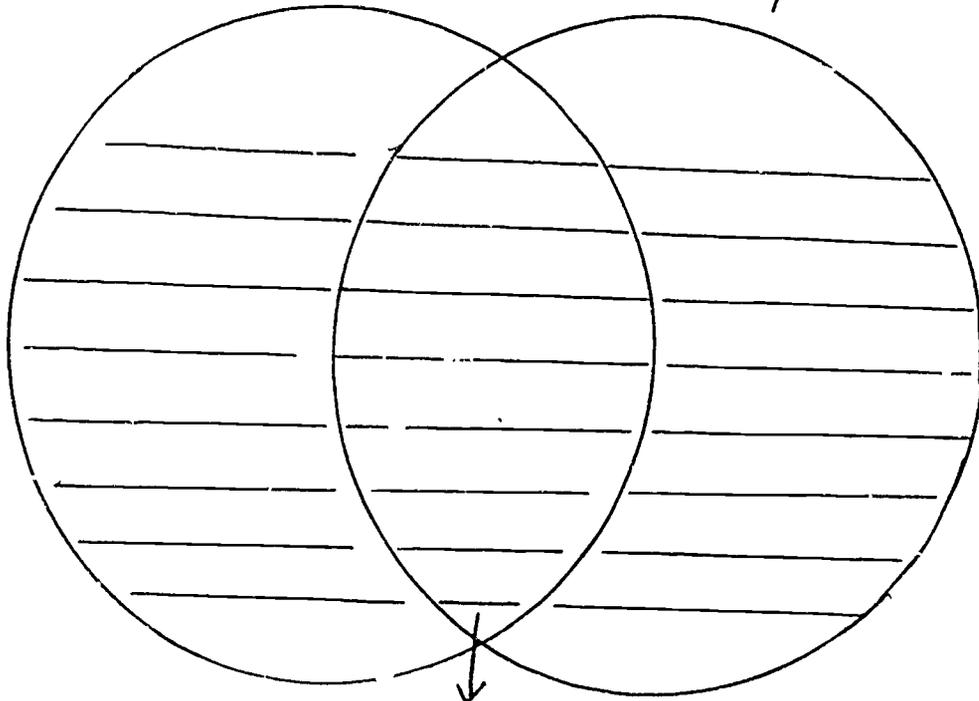
Name _____

Date _____

Period _____

Lonesome

Bandy



TRAITS They Share

Comparison-Contrast Writing

Similarities

Differences (continue on back of this paper)

Alice C. Cade
Eighth Grade Civics
Rippon Middle School
Prince William County
Nov, 1988

Technique/Strategy: "Word splash", a vocabulary activity

Objective: To introduce students to vocabulary terms that will be used in the unit on the Presidential elections.

Rationale: Understanding the meanings of terms and being able to work with these terms are skills necessary to master a unit in Civics. Many students do not acquire these skills from simply looking up the term in the textbook glossary and writing down a definition. The "word splash" should ideally be done by displaying each term on a wall, black board or bulletin board so that the term can be focused on individually and arranged and rearranged on the display background. However, all social studies classes at Rippon Middle School are taught in trailers where physical limitations severely restrict the ability of all students to comfortably view the blackboard, bulletin board or any other display area. Therefore, I chose the format of a worksheet which each student could examine at his/her desk.

- Procedure:**
1. Identify important terms which students will encounter in their reading assignments or will hear used in reference to the topic studied. Students were told that they would see the terms in their textbook, in periodicals and would hear the terms used on news casts that covered the election.
 2. Prepare and hand out a worksheet with instructions for pre-reading activities.
 3. Have students sound out each word.
 4. Tell students to group terms according to shared characteristics. I told students to make two columns in their subject notebooks. One column was labeled "candidates" and the other was labeled "electing process". Students wrote each term under the appropriate heading.
 5. Students should share their decisions with their classmates.
 6. Encourage students to suggest other ways in which the terms could be categorized.
 7. Call attention to vocabulary terms encountered in reading assign-

- ments. If students have not already defined the terms on their own, direct them to write definitions as the terms are discussed.
8. Post reading activities can include writing assignments requiring students to use the terms in sentences; cloze activities requiring students to insert missing letters to complete words and/or words to complete sentences; unscramble groups of letters to make vocabulary words.

WORD SPLASH

- Directions:**
1. Here is a list of words that have to do with the upcoming elections. Say each word to yourself.
 2. Copy Column 1 and Column 2 into your notebook.
 3. Copy the vocabulary words under the heading where you think each word belongs.

Example: Column 1 *The candidate*
nominee

Column 2 *The election*
primary elections

4. Think about other ways that you can arrange these words.
Example:, Which words have to do with what a voter does?
5. Choose 3 words each day to define. Use your Civics text, newspapers, magazines and television to get information about these terms. Write the definitions in your notebook.

Now that you know what to do, you are ready to dive in!



polling place

primary elections

succession

precinct

party platform

stumping

popular vote

slogan

liberal

nominee

executive

"favorite son"

electors

nominate

independent

campaign

candidate

registering

political parties

literacy tests

slate

county registrar

majority

secret ballot

voting machine

electoral college

national convention

conservative

polls

general election



Lisa Eaton

Rippon Middle School

Prince William County

TECHNIQUE/STRATEGY: Herringbone Technique

OBJECTIVE: To organize information and to read for understanding

RATIONALE: Many students read historical fiction yet don't know what is important and what is "fluff". The Herringbone Technique creates a reading guide and indicates which portions of the story are important.

PROCEDURE:

1. Giving each student a form with the Herringbone Technique, review the procedure with them. Using a transparency, go over a story that is already familiar to them to model the use.
2. Unfamiliar vocabulary words are to be put into the upper left hand corner as the student encounters them.
3. After the students have read the story, review what they have done and go over any related difficulties.
4. As a follow up, have the students write a summary of the story using the Herringbone that they created as an organizational guide.

"April Morning" by Howard Fast

Name:

Date:

Period:

Unfamiliar terms -

Who? - Adam Cooper (15)
Moses Cooper, Ruth,
Solomon Lincoln
British

What? - Adam's mission
the death of his father
at Lexington

Where? Lexington,
Massachusetts

Main idea: The story is about the first battle of the Revolutionary War

When?
April, 1775

Why? British attacked
to control
Lexington
(reluctant)

How? The soldiers
of the British
attacked on the
morning
they attacked

Am. Eaton

APRIL MORNING

A RETELLING OF THE NOVEL BY HOWARD FAST

We could hear the sound of British drums in the distance. It was very soft at first, but it kept getting louder.

Morning mist covered the road. When it cleared, we saw them for the first time. They were marching up the road as if they were on parade. Their coats were as red as fire, and their rifles gleamed in the sun. There was row after row of them as far as we could see.

In front were three officers on horses. Then came soldiers carrying flags. Behind them were the drummers. Then came the regular soldiers, maybe 1,000 in all. My hands began to sweat, and my heart was beating fast.

Suddenly, a British officer saw us. He held up his arm. The drums stopped. So did the soldiers. Then the officer rode up to us. We were standing in a small park in the center of our village — Lexington, Massachusetts.

It was April, 1775. About 70 of us were lined up in two rows. We had our rifles, but we didn't expect a fight.

Before the British arrived, the Reverend had told us, "Our duty is to be firm and calm, but not to die. Ours is a way of life, not of death."

My father, Moses Cooper, had agreed. "We are not here to start a war, but to prevent one," he said.

Our plan was to let the Reverend speak to the British when they came. He didn't carry a gun, so they would know we wanted peace. We had our rights, and we wanted the British to know it. But none of us wanted war.

Now the British officer began to shout orders to his men. They marched into the park facing us. Their first line was only about 30 steps away. For the first time, I felt something awful was going to happen.

Then the officer yelled at us, "Put down your guns, you filthy rebels! Break up and go to your homes!"

The Reverend tried to speak, but he did not get a chance. The officer rode right at him and almost knocked him down. It was my father who kept him from falling. I heard a shot

fired. Then I saw my father grab his chest and fall to the ground.

I started to scream, but I couldn't hear myself. All I could hear was the roar of British guns. The whole world seemed to be crashing down on me. I turned and ran. Everyone else ran, too.

I didn't see the ditch ahead of me, and fell into it. When I looked up, I saw Sam Hodley standing above me. He had a hole in his neck, and blood was pouring out. We looked at each other for a second. Then he fell dead into the ditch beside me.

"No!" I screamed. Then I vomited.

I was sick, but I could see redcoats running toward the ditch. So I jumped out and began running again. I came to an empty hut and crawled into a corner. Then I cried. I hadn't cried that much since I was small.

When you are 15, like me, you can still pretend a little. For a while, I pretended my father wasn't dead. That was the only way I could stop crying. But I knew my father would never come home again.

I thought about yesterday. Things that seemed so important then didn't seem that way now. I remembered my father calling me when I started back to the house.

"Adam Cooper," he said. "Have you finished your work?"

"I guess so," I said, and kept on walking.

"Adam," he said. "Don't walk away and talk with your back to me."

"Yes, sir," I said, and turned around.

"Get some water from the well and take it to your mother. There's no sense wasting steps. It's as foolish as wasting time."

"Yes, Father," I said.

I wanted to say, "Why do you always cut me down to half my size? Maybe I would try harder to please you if you were kinder to me." But I didn't say that, of course.

Slowly I pulled a pail of water from the well. As I did, I said some magic words. That was in case the devil had put a curse on our water. My father and mother didn't believe in

Illustrations on pages 2-7 are details from an engraving reproduced from the Library of Congress collection

Taken from *April Morning* by Howard Fast © 1961 by Howard Fast Used by permission of Crown Publishers, Inc

magic. They said that people who do are ignorant. Maybe so, but I wasn't taking any chances.

Just then my younger brother, Levi, came by. "Give me some water," he said. "Or else I'll tell Father about the magic. I heard you."

"You little brat," I said. But I gave him a drink anyway.

I knew I was in trouble when we sat down to eat that night. My father looked angry. And Levi was quiet, which was unusual for him. I guessed he had told my father about the magic.

Soon my father asked, "How tall are you, Adam? As tall as a man?"

"Yes, sir," I said.

"And as strong as a man, too," he said. "Then you should also have the mind of a man. Don't you think so, Adam?"

"Yes, sir," I said. "That makes sense."

When my father started asking questions like that, it was a danger sign. Both my mother and grandmother knew it. But only Granny wasn't afraid of him.

"Oh, eat your pudding, Moses," she told him. "All these questions will just spoil your digestion."

"I'm talking to Adam," my father said firmly. Then he gave me a speech. We were plain people, he said, but intelligent just the same. And intelligent people didn't believe in magic. It went against our religion. It also went against the truth.

Granny got angry. "All this fuss about some foolishness by a 15-year-old boy," she said. "I never saw a man who liked to argue so much. You don't have enough sense to enjoy your wife's cooking."

It was lucky my father had to go to a meeting that night. That finally ended the quarrel. The meeting was to talk about our rights, and how to defend them against the British. My father believed in fighting with ideas, not guns. If you could win an argument, he said, you could win a war.

I asked my father if I could go with him to the meeting. He said, "When you start acting like a man, I'll take you. Not before." Then he walked out.

"Why does he hate me so?" I asked my mother.

"Hate you?" she said. "Adam, he loves you. You're his son."

"Then I guess I got love and hate mixed up," I said. "No matter what I do, he finds fault."

"That's just his way," Granny said. "He expects too much from everyone."

"Well, it's not my way to like it," I said. Then I walked out and slammed the door. Levi was standing outside.

"Are you going to lick me?" he asked.

"Just stay out of my sight, you little skunk," I said. "Next time I will lick you."

I needed some sympathy, and I knew where to get it. Ruth Simmons would always say something kind to me. We had known each other since we were little children. Once, when we were 13, she asked me whom I wanted to marry. I told her I hadn't thought about it. She said she had already picked me because she loved me. That made me pretty nervous for a while. But then Granny told me I was too young to worry about getting married. And Ruth stopped talking about it.

I took Ruth for a walk in the village park. I told her how my father had made me feel so bad. Then I talked about going to sea on my uncle's ship.

"You can't be serious," Ruth said.

"Why not?" I asked. "Would it make any difference to you?"

"It would make me the loneliest girl in Massachusetts if you went away."



When she said that, I felt good for the first time in days. I took her hand in mine and kissed her. I kept her hand in mine all the way back to her house.

Late that night, Levi woke me up. "Adam," he said. "I hear a horse coming up the road."

"So what?" I said. "Travelers ride at night, don't they?"

"Travelers don't race their horses in the dark," Levi said.

He was right. This horse was racing fast. The sound of its hoofs got louder. I saw the rider stop outside the village inn. He was shouting, but I could not make out his words. I saw lights going on in all the houses.

My father got dressed and went outside. I got dressed, too. But my mother stopped me at the front door.

"Where do you think you're going?" she asked. "Go back upstairs."

"Mother," I said, "all the men are going outside. Don't make me stay here."

My mother was going to say I was just a boy. But Granny stopped her.

"I think Adam is right," Granny said. "He ought to be there."

Outside, there was a crowd around the rider. He said that British troops were marching this way from Boston. They wanted to grab all the guns and gunpowder stored in Concord. That was just a few miles from our village.

"How many redcoats are there?" someone asked.

"At least 1,000," the rider said. Then he rode off to Concord to warn the people there.

Now everyone began to argue about what we should do. Our village was on the road to Concord. Jonas Parker said we should get ready to fight. Then the Reverend spoke. He asked what chance 70 of us would have against 1,000 of them? He said we should learn all the facts before we did anything foolish.

After him, my father spoke. He said that no one wanted to see men get killed. We didn't want to, and he was sure the British didn't, either. But, he said, we believed in our rights and liberties. We had to stand up to the British, or they would not respect us. That was the way to avoid a war, he said. Everyone cheered my father, and I felt very proud of him.

Then Jonas Parker told the men to sign up as soldiers. You had to be at least 16 to sign up. But I knew how to use a gun, and I wanted to join the men. Jonas Parker and my father were in charge of the signing. They could stop me because of my age.

"Your name?" Parker asked.

"Adam Cooper," I said.

My father looked at me real hard. Then he nodded his head at Parker.

"Sign your name here and get your gun," Parker said. That was all.

When I got home, Ruth Simmons was waiting for me. She said she was afraid I would be killed. I told her she was being silly. There wasn't going to be a war, I said. We were just going to stand up for our rights.

"Just the same," she said, "wars happen. Suppose one starts tomorrow."

"If it does," I said, "I do not intend to be killed."

"You don't have to pretend to be so brave and manly," she said. "It's natural to be scared at a time like this."

"Ruth Simmons, let me tell you something," I said. But she didn't let me finish. She threw her arms around me and kissed me. Then she ran home. I chased her part of the way, just for fun.

When I got home, Mother and Father were arguing. She said the men had all gone crazy.



How could they stop a large British army? Most of all, she was angry because my father had let me sign up.

"He's just a boy," she said.

"Yesterday he was a boy," my father said. "Tonight he's not. You can't snelter him any more. If you try, you will lose a son."

When my father went out, I kissed my mothe on the cheek. She started to cry. That made me cry, too.

Granny wiped away my tears, and I kissed her, too. Then she pushed me out the door.

My father and I walked to the village park together. When we got there, he said, "Adam...." But the rest of the words stuck in his throat.

Then he put his arm around my shoulder and held me close. It was the first time he had ever tried to say that he loved me. I knew then that he really did.

Well, you know what happened when the British came. My father and others killed. Everybody running. Me hiding in a hut. I knew I had to get out of there. The British were still around, and it wasn't safe.

I looked out the door. I saw a field with some trees and ran toward it. I ran so fast, I didn't see the two redcoats standing nearby. One of them shouted, "Halt!" The other raised his rifle and pulled the trigger. Lucky for me, the rifle didn't fire. I jumped over a stone fence as if I had wings. The way I kept running, you'd think the devil was behind me.

Suddenly, I felt two strong arms grab me. I struggled, but I couldn't break away. Then I heard the man say, "Easy, lad. I'm not going to harm you. My name is Solomon Chandler. I live near here. I saw you running from those two redcoats like a deer. But they're not chasing you. How could they? Those packs on their backs weigh more than 40 pounds. Besides, it's two of us now against two of them. The odds are even."

I stared at him. He was a tall, skinny man. Half of his teeth were missing.

"You don't know them," I said. "They shot us down like dogs, and killed my father. And we ran away like cowards."

"They killed your father, did they?" he said. "That's a terrible thing. But I don't agree that you were cowards. You don't have to be brave to pull a trigger. It's harder for decent people to do it than for others."

"Half the regular British soldiers are convicts. They are serving time in the army instead of in jail. The rest are poor, ignorant lads who just do what they're told. Few of them can read or write."



Chandler asked me my name. Then he gave me something to eat. He had cold chicken, ham, and bread in his bag. They tasted better than anything I had ever eaten before. I guess I was pretty hungry and tired.

Solomon Chandler had fought against the French years before. He seemed to know a lot about what was happening right now. He said that the British were marching on to Concord. So far, it had been easy for them. But it would be different when they tried to march back.

"Come with me," he said. "I'll show you what I mean."

We walked through the fields toward Concord. Along the way, other men with guns joined us. They came from farms and towns all over. When I saw some men from Lexington, I almost cried with joy. Until then, I was afraid the whole village was dead.

Soon there were more than 100 of us. We made a camp. Chandler told us that there were other camps like this between Lexington and Concord.

"The redcoats will march back down that road," he said. "When they do, we'll make it hot for them. There are stone walls and trees all along the road. We'll stay behind them and fire as the British pass by."

Our plan was to fight in small groups. We would shoot, run ahead, then shoot again. It



would be "hit and run." We couldn't fight them any other way. Their army was too strong.

A man on a horse rode into our camp. He came from Concord. He said the British were already there. They hadn't found the guns and powder they were looking for. The guns and powder were hidden in another place. There had been some fighting at the river. But now the British were "having a picnic."

"When do they march back to Boston?" Chandler asked.

The rider guessed it would be soon. So we got behind the stone wall near the road and waited. It seemed like a long time. Then we heard the sound of shooting up the road. The shooting got nearer and nearer.

"Here they come," Chandler warned us.

A minute later, we could see the redcoats. They had changed since I saw them in Lexington. They weren't beating any drums now. They looked scared and angry. Some of them were hurt and bleeding. Dust from the road had made them dirty.

Now they were passing in front of us. Solomon Chandler fired at a British officer. The officer fell from his horse, dead. Then we all started to fire. Smoke covered the road, but I could hear the redcoats screaming.

Then some of them ran toward us with their bayonets. I was so dazed, I just stood there. It

was a good thing that Joseph Simmons -- Ruth's father -- saw me. He grabbed my arm and dragged me away.

"Don't you know when it's time to get out of a place?" he asked.

We started running. And I ran a lot faster than he.

Later, we rested and loaded our guns again. We could hear firing all up and down the road. I took a look around. Under a tree, I saw the body of a dead redcoat. He was a young boy. His face was very thin, as if he never had enough to eat. His eyes were wide open, and his lips had turned purple. Then I got sick again.

"I've had a belly full of war and killing," I told Simmons. "I'm sick of this whole bloody business."

"I know," Simmons said. "But we can't stop now, Adam. There's been too much shooting for either side to turn back. It's too late for arguments. There won't be any peace for a long time."

"When will that be?" I asked.

"When the British stop trying to control us. When they sail away in their ships and leave us for good. When we can call this land our own. Not before then."

The fighting that day kept up a long time. I saw other men get killed. Maybe I killed a redcoat myself. I don't know.

We won the battle. But all of us were sad going home. There is less joy in winning a battle than history books tell you.

Levi was the first to see me enter the house. "Adam!" he cried. "We thought you were dead!"

"Do I look dead?" I asked. "I'm awful tired, but I'm alive."

Then my mother took me in her arms. She held me so tight, I thought my ribs would break. When she let go, she started to cry. Granny didn't say a word. I could see she was trying to hold back her own tears.

Later, I went upstairs to look at my father for the last time. His body was laid out on a bed. I didn't cry. I had seen so many bodies that day that I just felt numb. I would always remember my father alive, but not that body on a bed.

I didn't know what would happen the next day. Would the British come back? Would there be more fighting? No one knew. But I was sure of one thing.

Since that morning, everything had changed. I had changed. The warm, sunny world of my childhood had gone away. It would never come back again.

Ralph McGirk
Business Education
Alexandria Public Schools

I. Strategy: Cooperative Learning
"Bonus Day"

II. Procedure:

Teams can earn bonus points on the test that will be given. Questions (exact or indirect) are asked by the instructor to the team. They can decide as a group what their answer will be. If they answer correctly the team receives a bonus point on the next test.

- a. True/False - An incorrect answer results in a minus bonus point for the team. If the answer is false the teacher can ask the next group why it is false. An incorrect response does not count as a negative point except for T/F or Y/N answers.
- b. Vocabulary type question - Can only gain a bonus point, if a team gives an incorrect response the question is given to the next team.
- c. Multiple answers - The team that is given the question can only gain one point. Additional answers pass on to the next groups.
- d. Reasoning Questions - Teams can only benefit. No penalty for wrong response. The instructor may award additional points according to the level of difficulty.

Strategy: Cooperative Learning
"Bonus Day"

OUTCOMES:

Bonus Day creates a high degree of interest because of the reward theory. Students may take notes but may not use their test books. Students become aware of areas of weaknesses that they need to concentrate on for the test.

This teaching method may be used in any classroom setting. I have used this strategy for a number of years and have found it to be both effective and rewarding to the students

Strategy: Doer's Profile

Objective: To analyze a character thoroughly in order to accurately portray that character on stage.

Rationale: In order to portray a credible character, an actor must know everything there is to know about that person, not simply that which can be gathered from reading the script. It is the actor's responsibility to convey the playwright's ideas but he/she must also supply any information that is not specifically noted within the text of the play. He supplements these given traits by relying on his own imagination, knowledge of human nature, and attention to detail.

Procedure:

1. Actors read through the play, focusing on play structure.
2. Director blocks stage movement.
3. Actors re-read the script looking for character details noted in the script.
4. Actors think through and fill out character analysis sheet based on their knowledge of the character from the script and on their knowledge of human nature.
5. The actor incorporates as many of these projected characteristics as he can into his portrayal of this role.
6. The director may re-structure any of these traits to provide for a more cohesive production.

Evaluation: A run through rehearsal should be videotaped. The actor and the director should watch the video together with the following question in mind: "Do I believe this character?" Discussion should follow.

Answer all questions as they pertain to the character you will portray.

1. What is your character's name? _____
2. Age? _____
3. Economic status? _____
4. Height? _____ Weight? _____
5. Mannerisms? _____
6. Voice quality? _____
7. Hair color & style? _____
8. Intelligence? _____
9. Occupation? _____
10. Family background? _____
11. Educational level? _____
12. Favorite color? _____
13. Favorite music? _____
14. Favorite article of clothing? _____
15. Hobby? _____
16. What animal does this character suggest? _____
17. Where does this scene take place? _____
18. When does this scene take place? _____
19. How is your character dressed in this scene? _____

20. What is your character's mood in this scene? _____

21. What prop does he/she use in this scene? _____
22. Name one other object on stage. _____
23. What will your character do immediately after this monologue?
(answer this one on the back of this sheet)
24. Who would you like to see portray this character? _____
25. What did your character have for breakfast on the day of this scene? _____

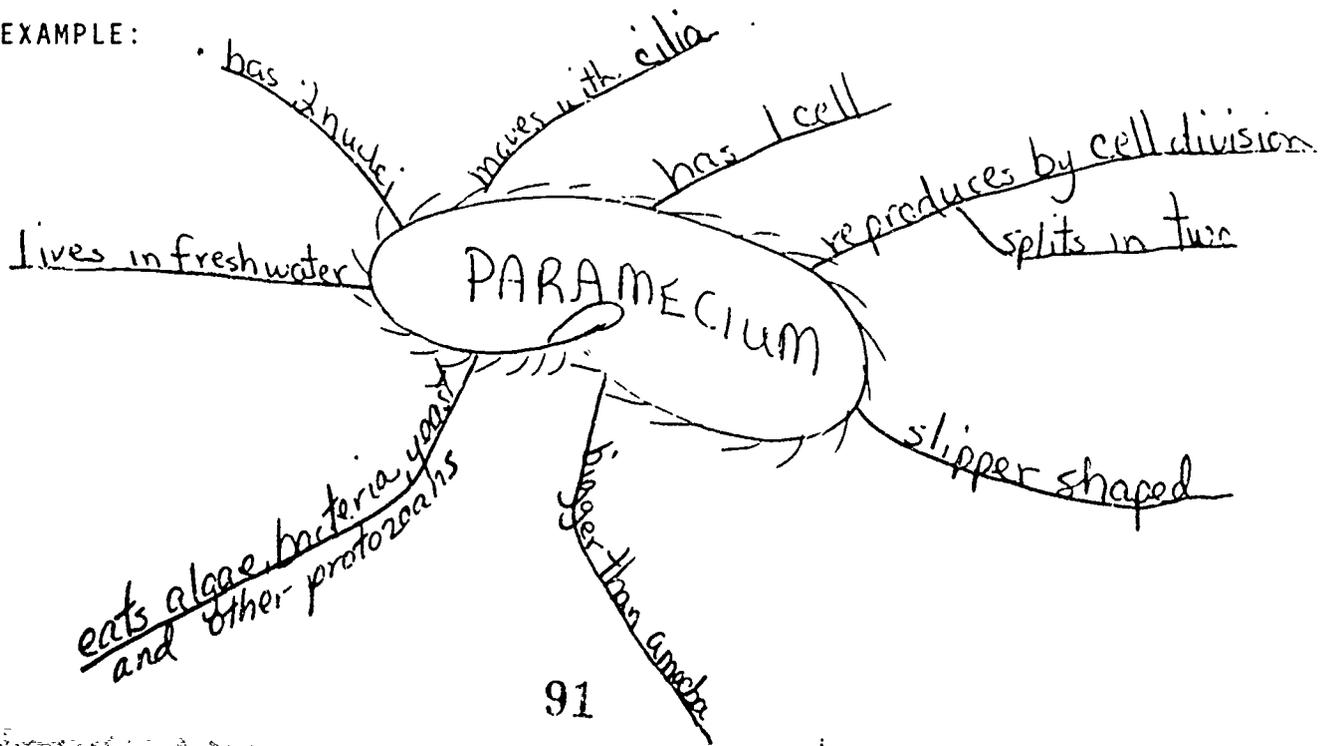
TECHNIQUE/STRATEGY: Webbing

OBJECTIVE: To identify characteristics of protozoa

RATIONALE: Many students have difficulty in remembering the individual characteristics of the amoeba, paramecium, and euglena. This technique gives them a way to pick out the important characteristics of each protozoan and to organize the information in their notes.

- PROCEDURE:
1. The students will use their notes on the Protist Kingdom as well as the information in their science book.
 2. To prepare the students the teacher does a web using the overhead projector. The example web was on the human and their characteristics.
 3. The teacher divides the class into 3 groups of 8. One person in each group is responsible for writing.
 4. Each group gets 1 large piece of newsprint paper and 1 black magic marker. All work must be planned on a piece of notebook paper first, then transferred onto the big piece of paper.
 5. Each group is given the name of a protozoan, either the amoeba, paramecium, or euglena.
 6. Each group completes a web on their protozoan.
 7. When finished the student who did the final copy had to present the protozoan and its characteristics to the class, using their web. The whole group was responsible for answering any questions from the students.

EXAMPLE:



APPENDIX F

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(entire issue is devoted to VOCABULARY)

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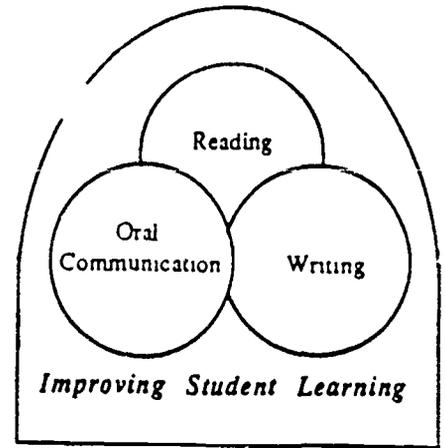
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NORTHERN VIRGINIA CONSORTIUM INSTITUTE

GEORGE MASON UNIVERSITY

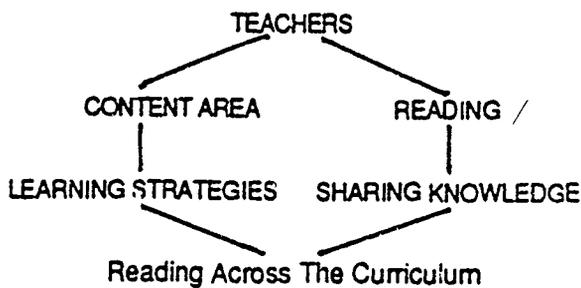
Sponsored by: READING TO LEARN PROJECT

Virginia Department of Education



EDUC: 600

Language/Reading Across the Curriculum



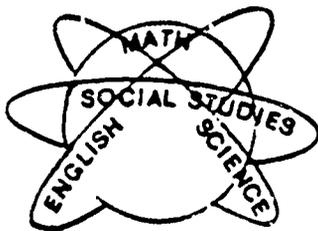
Participation: Content Area and Reading Teachers from Northern Virginia School Divisions

Tuition: Free plus stipend

University Credit: 3 graduate credits issued at the end of the fall term 1989

RTL Project

Registration: Pre-Institute Session



THREE COMPONENTS:

- **Pre-Institute Session**
(Registration and Dinner)

Date: May 22, 1989
 Time: 4:30 - 7:30 p.m.
 Site: SUB II (GMU Campus)

- **Two-Week Summer Institute**

9 a.m. to 4 p.m.
 June 26-30, 1989 and
 July 5-7, 1989

- **Fall Institute Follow-Up**
Dates and Time TBA

Northern Virginia Consortium Institute

GEORGE MASON UNIVERSITY



Sponsored by **READING TO LEARN PROJECT**

Department of Education

EDUC:600

LANGUAGE/READING ACROSS THE CURRICULUM

PARTICIPATION: limited to 20 –
four Content Area
Teachers from 5
Major School Divisions

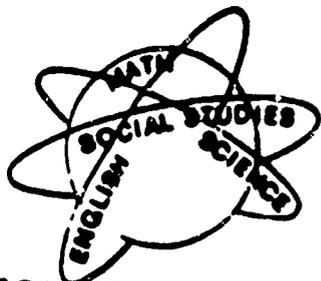
**FALL - INSTITUTE
FOLLOW-UP**
DATE & TIME-TBA
One Graduate Credit

TUITION: free plus stipend

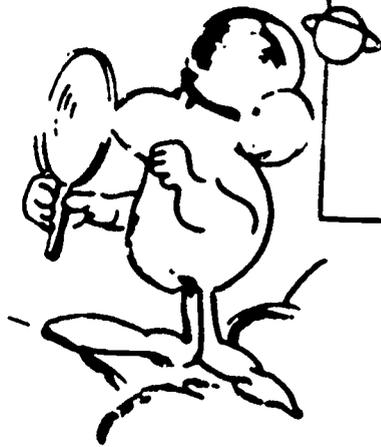
SUMMER-INSTITUTE
June 23 - 27, 1986
9:00am to 4:00 pm
Two Graduate Credits

SESSIONS: on campus

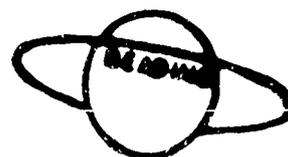
**PRE - INSTITUTE
SESSION**
April 21, 1986
4:30 to 7:30 p.m.
Registration & Dinner



REGISTRATION: APRIL 21



Northern Virginia Consortium Institute



GEORGE MASON UNIVERSITY

Sponsored by **READING TO LEARN PROJECT**
Department of Education

EDUC: 600

LANGUAGE/READING

ACROSS THE CURRICULUM

7 PARTICIPATION: limited to
24 - Content Area
Teachers from 6
Major School Divisions

**FALL - INSTITUTE
FOLLOW-UP**
DATE & TIME-TBA
One Graduate Credit



8 FEES: free plus stipend

SUMMER-INSTITUTE
June 22 - June 25, 1987
June 29 - July 2,
9:00am to 4:00pm
Two Graduate Credits



9 SESSIONS: on campus

**PRE - INSTITUTE
SESSION II**
April 27, 1987
4:30 to 7:00 p.m.
Guest Speaker Lecture



10 REGISTRATION: APRIL 2nd



**PRE - INSTITUTE
SESSION I**
April 6, 1987
4:30 to 7:00 p.m.
Registration & Dinner



Northern Virginia Consortium Institute

GEORGE MASON UNIVERSITY



Sponsored by **READING TO LEARN PROJECT**
Department of Education

EDUC:600

LANGUAGE/READING ACROSS THE CURRICULUM

PARTICIPATION: limited to 24 –
four Content Area
Teachers from 6
Major School Divisions

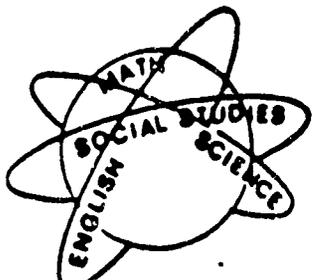
**FALL - INSTITUTE
FOLLOW-UP**
DATE & TIME-TBA
One Graduate Credit

TUITION: free plus stipend

SUMMER-INSTITUTE
June 27 - July 1, 1988
July 5 - 8, 1988
9:00am to 4:00pm
Two Graduate Credits

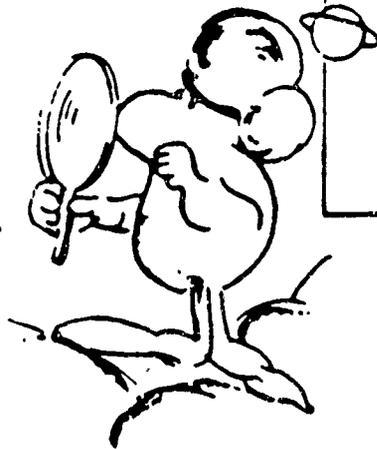
SESSIONS: on campus

JULY 1, 1988 RTL STAFF ONLY

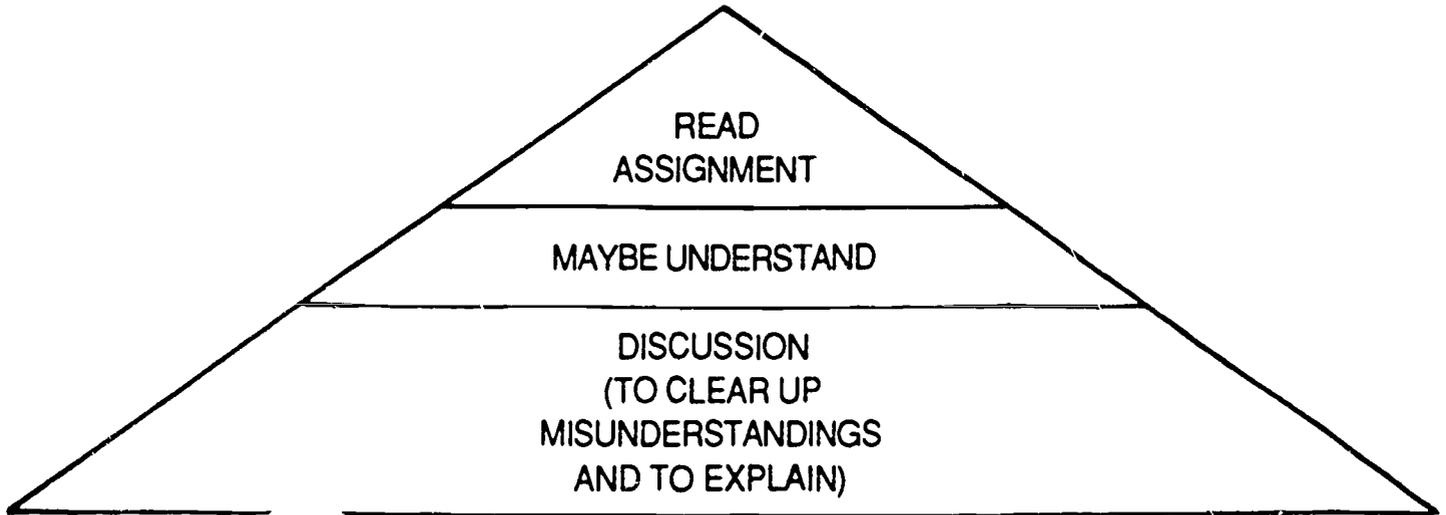


**PRE - INSTITUTE
SESSION**
MAY 23, 1988
4:30 to 7:30 p.m.
Registration & Dinner

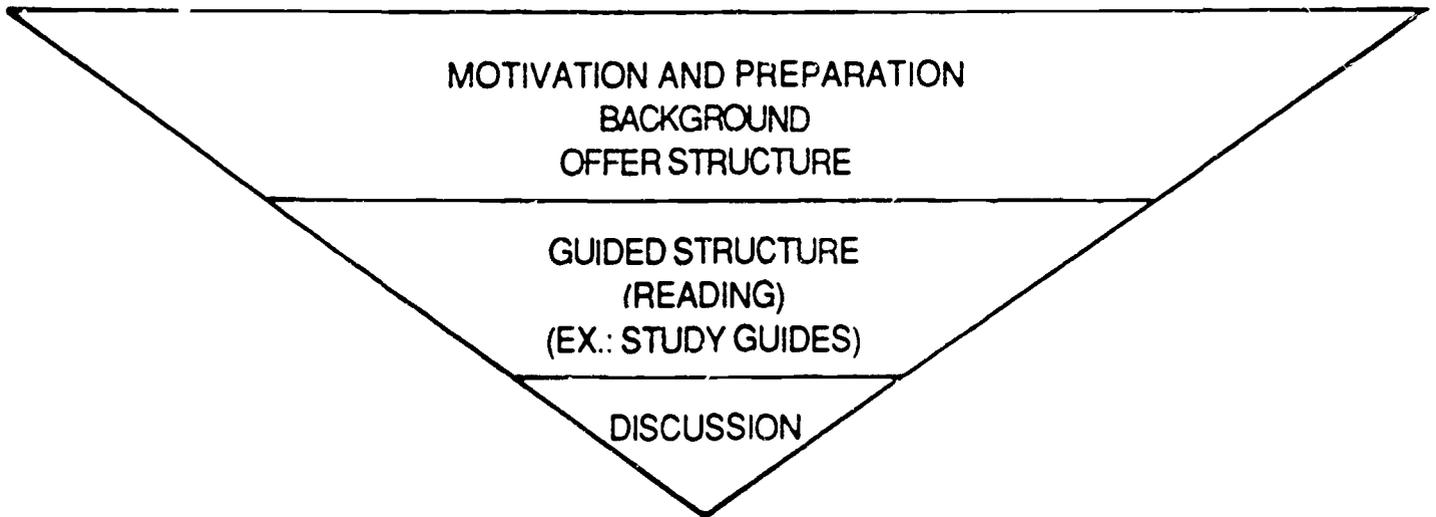
REGISTRATION: MAY 23



THE READING PROCESS



TRADITIONAL
Teacher Lesson Plans



EARLY'S SUGGESTED FORMAT
for Teacher Lesson Plans

Margaret Early
Maryland State Reading Meeting
1980

ATTACHMENT IV

EVALUATION : DESIGN-GT
 (The evaluation activities at the CLE site are based on the
 Discrepancy Evaluation Model)

| Evaluation Question | Procedures |
|---|---|
| 1. What are the teachers' backgrounds and expectations for the Reading to Learn Institute? | A three question survey is given to each of the participants. The results of these open-ended questions are summarized and utilized in planning the workshop. |
| 2. Are the teachers learning appropriate strategies during the Institute? | At the end of the second day of the workshop, all of the participants discuss in small groups questions they would like answered. These questions are then shared with the total group and with the workshop leaders, and the results are utilized in further modifications to the Institute. |
| 3. What strategies learned in the workshops do teachers employ in their own classes? Which of these strategies are effective? | Each Institute participant is expected to maintain a log of the new reading strategies utilized in his/her class. Periodically, these logs are reviewed by Institute director for the purpose of monitoring the progress of individual teachers and determining the effectiveness of individual strategies. |
| 4. How effective are individual strategies which teachers design for use in their classrooms? | At the end of the Institute, each teacher prepares a written game plan for using the material learned in his/her classroom. The Institute director reviews these plans and uses the information in making suggestions to individual teachers and as a basis for follow up. |
| 5. How effective was the Institute? | At the end of the Institute each participant is expected to fill out the three question instrument which addresses what insights they have gained, what implications these insights have for teaching in their own classrooms and suggestions for future workshops. The results of these questionnaires are summarized and used for improving future workshops and determining the effectiveness of the workshop. |

READING TO LEARN PROJECT
NORTHERN VIRGINIA CONSORTIUM AREA I

GEORGE MASON UNIVERSITY

PHILOSOPHICAL PREMISE:

* READING IS A PROCESS WITHIN A PROCESS. IT ISN'T THE MASTERY OF A FEW SKILLS, RATHER IT'S AN ACTIVE PROCESS.

THE READING PROCESS INVOLVES: PRE-READING
DURING READING } RTL terminology
POST READING
METACOGNITION }

PREPARATION FOR READING } * ASCD terminology
PRESENTATION OF CONTENT
APPLICATION AND INTEGRATION }

PRE-READING-- WHAT IS DONE BEFORE ONE SETS HIS/HER EYES ON THE ACTUAL ASSIGNMENT. IT INVOLVES THE READER'S PRIOR KNOWLEDGE ABOUT THE TOPIC.

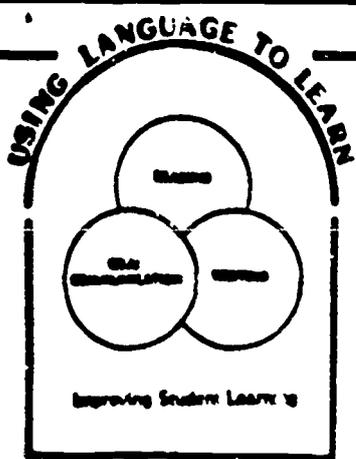
DURING READING-- WHAT IS DONE WHILE THE READER FOCUSES HIS/HER ATTENTION TO THE NEW INFORMATION. THE READER COMPREHENDS THE MATERIAL BEING READ.

POST READING-- WHAT IS DONE AFTER READING THE NEW MATERIAL. THE READER ADDS THIS INFORMATION & EXPERIENCE TO HIS/HER BACKGROUND KNOWLEDGE AND APPLIES THIS NEW KNOWLEDGE TO OTHER SITUATIONS.

METACOGNITION-- HOW A READER MONITORS HIS/HER COMPREHENSION.

WE BELIEVE THAT TEACHING STUDENTS TO BECOME INDEPENDENT LEARNERS WHO UTILIZE THEIR PREVIOUS KNOWLEDGE AND MONITOR THEIR OWN READING COMPREHENSION IS IMPORTANT IN LEARNING ANY CONTENT AREA SUBJECT. TEACHERS MODELING STRATEGIES ENABLES STUDENTS TO CHANGE THEIR BEHAVIOR ABOUT READING AND READING TO LEARN.

*Association for Supervision & Curriculum Development



READING TO LEARN PROJECT
 NORTHERN VIRGINIA
 CONSORTIUM AREA I
 GEORGE MASON UNIVERSITY

presentation by: Mary Ann Dzama, EdD
 R T L Project Director

"The Reading To Learn Project: Learning Strategies In The
 Content Areas (6th Grade and Beyond)"

1989 ACEI CONFERENCE

AGENDA

- Overview of the Project
- Role of the Advisory Board
- Summer Institute
- Fall Follow-up Course
- Questions & Answers

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