



### Anticipation Guide

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

<b>Before Reading Agree/Disagree</b>	<b>Statement/Question</b>	<b>After Reading Agree/Disagree</b>
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	



**Learning Log**

<b>Before Reading</b>	<b>Brainstorm</b>	<b>Predict</b>
<b>During Reading</b>	<b>What's the Gist?</b>	
<b>After Reading</b>	<b>Questions about main ideas</b>	<b>What I learned</b>



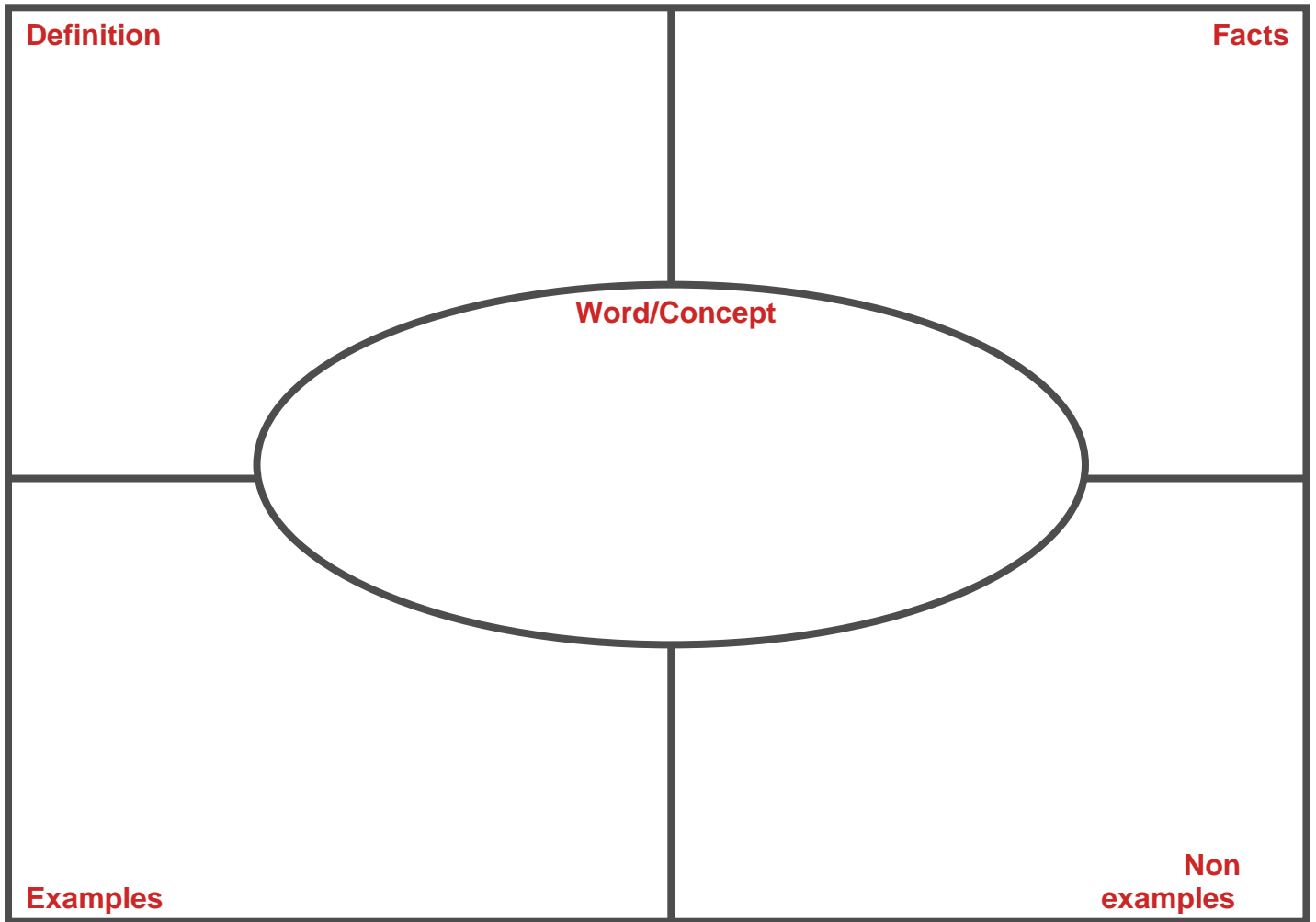
**First Lines**

**First line**

**Prediction**

**Explanation**

**Revision**



**(definition)**

---



---



---

**(synonym)**

---

**VOCABULARY WORD**

**(antonym)**

---

**draw a picture**  
**OR**  
**use in a sentence**

**draw a picture**  
**OR**  
**use in a sentence**



**List Group label**

In the first column, list all of the words you can think of that are related to the topic. Once you have created your list, group the words based on their similarities. Label each group when you are finished.

<b>List</b>	<b>Group and Label</b>



**Possible sentences**

Look at the vocabulary words your teacher provided. As a group, define the words, and then select pairs of related words from the list. Write your word pairs on the lines below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write a sentence that might appear in the text you're about to read for each of the word pairs given what you know about the subject area and the title.

**1.**

\_\_\_\_\_  
\_\_\_\_\_

**2.**

\_\_\_\_\_  
\_\_\_\_\_

**3.**

\_\_\_\_\_  
\_\_\_\_\_

**4.**

\_\_\_\_\_  
\_\_\_\_\_

**5.**

\_\_\_\_\_  
\_\_\_\_\_

After you read, come back and review your possible sentences. Sentences that are not accurate should be revised.



### Think Alouds

Think Alouds help students learn to monitor their thinking as they read an assigned passage. Students are directed by a series of questions which they think about and answer aloud while reading. This process reveals how much they understand a text. As students become more adept at this technique they learn to generate their own questions to guide comprehension.

Think Alouds are practical and relatively easy for teachers to use within the classroom. Teachers are able to model the Think Aloud technique and discuss how good readers often re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read. Think alouds slow down the reading process and allow students to monitor their understanding of a text.

### Create and use the strategy

Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction). Then introduce the assigned text and discuss the purpose of the Think Aloud strategy. Then develop the set of questions to support thinking aloud (see examples below).

1. What do I know about this topic?
2. What do I think I will learn about this topic?
3. Do I understand what I just read?
4. Do I have a clear picture in my head about this information?
5. What more can I do to understand this?
6. What were the most important points in this reading?
7. What new information did I learn?
8. How does it fit in with what I already know?

Teachers should next (1) give students opportunities to practice the technique, either in pairs, small groups or individually; and (2) offer structured feedback to students.

Initially, the teacher reads the selected passage aloud as the students read the same text silently. At certain points the teacher stops and "thinks aloud" answers to some of the pre-selected questions. Teachers should demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the Think Aloud strategy. As students become familiar with the Think Aloud process, they may work individually or in small groups. Teachers may choose to have students write down responses to the Think Aloud strategy which provides a record of learning.



### Think-Pair-Share

Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

The Think-Pair-Share strategy is a versatile and simple technique for improving students' reading comprehension. It gives students time to think about an answer and activates prior knowledge. TPS enhances students' oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

### Create and use the strategy

The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts. The teacher then describes the purpose of the strategy and provides guidelines for discussions. As with all strategy instruction, teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work.

1. **T** : (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.
2. **P** : (Pair) Each student should be paired with another student or a small group.
3. **S** : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

### Variation:

Teachers can modify this strategy and include various writing components within the Think-Pair-Share strategy. This provides teachers with the opportunity to see whether there are problems in comprehension. Teachers can create a Read-Write-Pair-Share strategy in which students:

1. **R**: Read the assigned material;
2. **W**: Write down their thoughts about the topic prior to the discussions;
3. **P**: Pair up with a partner
4. **S**: Share their ideas with a partner and/or the whole class.