

Comprehension | *Pre-Reading Strategy*

Previewing/ Making Predictions

Idea	<p>It is important for students to have interest and be curious when it comes to information they are interacting with. The most basic strategy to promote interest and curiosity is previewing and making predictions.</p> <p>We want to try to have students activate whatever they already know so they are preparing their brain for new information.</p>
Action	<p>We would like all grade 8 teachers to take the time to practice the strategy of previewing/ making predictions before exploring content.</p>
Goal	<p>For students to build their toolkit of 'pre-reading strategies' that will support their understanding of concepts, literature, etc. In this case, turning their brain "on" before engaging in material.</p> <p>We also want them to be able to support your predictions with evidence!</p>
Notes	<p>Text features are important in making predictions. Title, subheadings, bolded words, images, data, charts, graphs, captions, sidebar, key, legend, etc. are examples of text features that point students in the direction of the information they will be exploring.</p> <p>Ensure we give students time to process. Make sure to check for understanding (i.e. allow time to ask questions).</p> <p><u>Real life examples:</u></p> <ul style="list-style-type: none">- Looking at a product and wondering - Is this a good resource to use? Is this something I want to buy?- Taking a piece of information and quickly assessing if it will help me complete a task. What do I want to take out of the information? Do I need to read it all?

CLASSROOM ACTIVITY SUGGESTIONS:

- Have class to look at a piece of information (i.e. chapter in textbook, script, article, infographic, skill (ex: lay-up in basketball), etc.)
 - o Ask the class – **WHAT DO YOU SEE (OBSERVE)?**

- **How is the information organized?**

*If students identify text features, make sure to share the name of the feature and discuss what kind of information it is sharing.

- **What do we know about these ideas? What do we wonder?**

- We want them to identify things they know already
BACKGROUND KNOWLEDGE
- We want them to connect old information with new
MAKING CONNECTIONS
- We want them to reflect on what they wonder about the topic
ASK QUESTIONS

- **KWL Chart (Know, Wonder, Learn)**

- **ENGAGE WITH ONE TEXT FEATURE AS A CLASS:**

<p>Brainstorm about title Come up with two comments and two questions</p>	<p>What are the subheadings? Based on the information in the title and subheadings, what connections can we make about the information?</p>
<p>Examine one image, graph, map, etc. What do we see? What do we wonder? How can this connect to the title?</p>	<p>Look at new terms Are there definitions? What do we know about these terms already? *If students do not know a term, define it!</p>

USING IN MY OWN CLASSROOM

How can I apply this to my courses? Would this be helpful in other classes besides my grade 8 class? Beyond instructions, when else could I use this general strategy?