

Anticipation Guide

Anticipation guide is used to activate students' prior knowledge and see if what they thought was true or false is reinforced by the reading. A guide is created by a teacher with statements that have boxes for students to check if they agree or disagree with statement. The students fill out the guide prior to the reading. An example of a statement would be to have students "look at the cover of the book and does it seem to show sadness, agree or disagree." This builds curiosity and interest in the reading.

How to use

1. Creating Guide

The teacher creates a guide using boxes three rows across and about four to 6 columns down. On the left boxes going down the statements are written in. The title of the first row will show statements, I agree, I disagree. So, all the students will have to fill in is check mark on the box associated with their decision.

2. How to Use (Modeling)

The teacher shows the students how to read through the statements and the process of making a check mark in the boxes. The teacher also explains why they chose their selection and how they came up with it.

3. Reading Statements

Once the students are aware how to complete the guide form the teacher will read over each statement. The teacher should make sure students are understanding what the statements are saying. Discussion about the statements should be allowed to improve understanding. The students make their selections on their paper (again before reading book or passage).

4. Reading Material

The teacher then reads the passage to the students as they follow along. The students also look for information that is related to the statements. After the reading then the teacher revisits the statements and discusses with eh students if they need to make changes to what they selected prior to reading. Also, discussion of the evidence in the reading should occur.

When to use

Some of the opportunities when Anticipation Guide can be useful:

- Checking students understanding of reading
- Wanting to see students' prior knowledge of reading
- Initiating interest of students in reading
- Needing students to practice finding evidence in reading
- Needing students to focus on important parts of reading

Variations

Science Anticipation Guide

Students will find it useful to use an anticipation guide in other subjects other than reading such as science. The students will provide what they already know about something and then see after a project or assignment if their knowledge is reinforced or modified. It can be done in addition to making hypothesis and check the hypothesis.

Group Anticipation Guide

Group can be assigned with students to collectively decide on what they agree and disagree with the statements. The teacher needs to make sure that all students are participating in their group. So, they can take ownership of the decision made on the guide form. The group can discuss after the reading which things they had correct or need to change.

Anticipation Guide Orally

If students need to practice more on their speaking ability, they can do most of the selecting and process orally. This is helpful for ESL students who need additional practice speaking. They can provide their reason for selecting agree or disagree orally and when they find the evidence.

Making Predictions

Making predictions with reading involves looking for what can be used such as the cover of a book, and pictures to think about what will happen next in the story. Words that have already been read or are part of the pictures can also be used to make predictions. Making predictions is helpful for the reader to stay engaged in the reading and learn to ask questions about the reading.

How to use

1. Prior to Reading

The teacher should enforce students to look at the book they are about to read for pictures to help them think what the story will be about. For smaller children the teacher to guide the students through the process of looking at the cover and reading the title. During this process the teacher should ask questions to guide the students to think about what they have seen from the pictures.

2. Reading

The teacher will allow for the students to read and have them to look back at the pictures. This will allow the student to see if both the reading and pictures help them reinforce their initial predictions or come up with new ones. The teacher also asks students to reread to get a better understanding and to help make predictions.

3. Results of Predictions

After the students have used both pictures and words to make predictions they continue to read to find out if their predictions were correct. By reviewing what their predictions were allows for the student to reflect on the process of making predictions and improve comprehension. The student will stay engaged with the reading material and help them modify how they make predictions.

When to use

Some of the opportunities when Making Predictions can be useful:

- When students need to improve on comprehension
- When students have difficulty reading
- Wanting to keep students engaged in the reading
- Introducing a new book
- To help students develop appropriate questions to ask

Variations

Partners Making Predictions

Making predictions can be done with partners that way the partners can both share what they think. Also, with partners students can help each other make stronger predictions. When picking partners students different levels of skill can be placed together so that there are not two struggling students as partners.

Whole Class Making Predictions

If a teacher is using a big book to read to the entire class, then the class can make predictions. The teacher will ask different students what they see and then ask to think about what they see. Also, the teacher can enforce why it is helpful to make predictions because it helps the reader understand better.

Groups Making Predictions

With groups the teacher puts students in groups of four to read a book and make predictions. A modification that can be done is have two students look at the pictures and two other students go over titles. The group can then gather what they saw or read and as a group come up with predictions. Also, they should ask each other questions (taking turns would be helpful).

Paraphrase

After a student reads part of a book, they can paraphrase what they read to see if they understood what they read. Paraphrasing allows the teacher to see if a student is understanding the reading or if they need to go back and reread. If a student is aware that they must paraphrase what they read, then they are more inclined to stay engaged in the reading. Prior knowledge can be use when paraphrasing and make connections to what the student is reading.

How to use

1. Initial Paraphrase

The teacher can ask a student to paraphrase after a specific amount of reading to check for student understanding. The student will in their own words describe to the teacher what the reading was about after they read it. If the student is reading silently teacher needs to be aware of reading prior to having student paraphrase.

2. Reread

When a student is struggling to paraphrase then the teacher should have them reread what they read. Once students are aware of the process of paraphrasing students can reread on their own, so they can correctly paraphrase the reading.

3. Understanding

One of the main goals of paraphrasing is having the student develop understanding of what they are reading. If a student still does not understand after rereading, then the teacher should ask the student what they are having difficulty with. This way the teacher can talk it out with the student to find a solution to properly paraphrase.

When to use

Some of the opportunities when Paraphrase can be useful:

- Checking students understanding of reading
- Having a new book introduced to students
- Developing student's comprehension
- Helping with remembering what student is reading
- Needing students to practice oral responses

Variations

Paraphrase with Partner

Students can take turns reading and paraphrasing what they read. This will help students experience the reading material and the paraphrased reading from their partner. Also, being in partners will help students practice their oral responses.

Paraphrase Journal

Students can use a journal to paraphrase what they are reading. This will be helpful for students to go back and see what they wrote in their journal. When the student is reading

what they paraphrase it would help them increase their knowledge of what they are reading. Writing in the journal will also allow students to practice on their writing.

Acting it Out

To have some fun with paraphrasing students can act out what they are reading. Similar to charade students can also act using very little amount of noise. This can be done also to have students show different emotions that are in the book. Students will be engaged, and moving while trying to share their understanding of what they are reading.

Timed Repeated Readings

Timed repeated readings are readings done by students with books that they have already read. The reading accuracy of the book should be at least 95%, so that the student can be timed correctly. By using timed repeated readings, it helps improve the student's rate of reading and improve their fluency. The materials used will be the selected reading, timer, paper, and pencil.

How to use

1. Before Timed Reading

Before starting the timed reading the student should be allowed to read the book and become familiar with what is being read. By allowing the student to read the book first, it will show that they are at least 95% accurate in reading. If the student is unable to achieve 95% accuracy, then the reading material needs to be adjusted accordingly.

2. First Timed Reading

The teacher instructs the student that they will be timed for one minute to see how many words they can correctly read. During the reading the teacher will count the amount of words that they read and how many errors the student made. After the completion of the first minute timed reading the teacher adds up the word count and amount of errors made.

3. Repeated Reading

The teacher instructs the student that they will read again three to five times for a minute each. The idea is to have the student show improvement in amount of words read and reducing the errors made.

4. Reviewing Results

The teacher will gather all the results from the different readings. Once, the data is gathered the teacher can present the results visually by using a bar or line graph to present to the student. This will help the student see the changes in the timed readings and hopefully improvements.

When to use

Some of the opportunities when Timed Repeated Readings can be useful:

- When student needs to improve in fluency
- When student needs to increase reading rate
- To improve student comprehension of a reading
- When student needs to improve reading accuracy
- Needing students to review specific reading material

Variations

Partner Timed Repeating Reading

Like timed repeating reading instead with partners students take turns reading to each other. The student that is not reading is writing down the total amount of words read, and errors made. This will help the both students with reviewing their books. A student who struggles to read can benefit from hearing another student read to them.

Timed Repeated Reading with Different Reading Material

Instead of just timed reading from books the material can be expanded to different reading material. For instance, a student can read word problems for math to reduce the time that they take to read word problems on test. Magazines or comic books can also be used to time students on subjects that are interesting to them.

Parent Timed Repeated Readings

If a student is needing additional help and the parents are willing to help, then timed repeated readings can be done at home. With home timed readings it can be done in a comfortable setting and allow for different reading materials that are shared by the household. To be effective parents will still need to keep track of the amount of words and use a timer.

Word Attack Strategies

When a student is having difficulty reading a word, they should use word attack strategies to help them read the difficult word. With some of the word attacks involved sounding out the words, rereading, skipping the word, and looking at pictures. Students can have different success in reading a difficult word using different word attacks. For some students sounding out the words can help and for others looking at the pictures can help. Also, some students may only need to use one- or two-word attack strategy and other students may need to use them all. The main purpose is to have the student read the difficult word without the teacher having to read it for them.

How to use

1. Picture and First Sound

When a student comes to a difficult word, they should try to sound out the first letter of the word to see if they are able to correctly read the word. Then, they may look at the pictures to see if that will help them figure out the word. The picture may contain the difficult word such as an object. If neither of these strategies help with the difficult word then the student should try the other word attacks.

2. Skip and Stretch

Another word attack a student can use is skipping the word and continue to read. By skipping the word, the student can use the rest of the sentence to figure out the difficult word. Then, there is stretching out the word to try to read it. The student will slowly try to sound out each letter in the word to see if that would help read the word.

3. Chunks and Meaning

The student can also try to break the difficult word into chunks that they may be familiar with. When the student can identify the known chunk, it may lead to the student reading the whole word. Having the student think about what the meaning of the story is could also help. The student can think about what they know so far from what they have read and the characters in the story.

When to use

Some of the opportunities when Word Attack Strategies can be useful:

- When students need to improve on self-correction
- When students have difficulty reading a word
- Preventing the teacher from reading the difficult word for student
- Introducing a new book
- Build confidence in students who struggle with words

Variations

Word Attack Strategies Bookmark

Student can create their own bookmark with the word attack strategies that they enjoy using. So, having the bookmark will always keep the word attacks in front of the student in case they

forget their word attacks. This will reinforce the student to use their word attack before seeking further help.

Word Attack Buddies

Student can be paired with a partner and one student will read to the other. The other student can name out the different strategies until the difficult word is read. Then the students can switch as reader and word attack buddy reminder.

Word Attack Game

With a word attack game, the students can be in groups and add up the amount of words that were read using the word attacks. This can make reading engaging and fun for the students, because they would want to maximize how many difficult words they read. The teacher should make sure that students are reading the appropriate level book for them. If students are having difficulty reading most of the words in a book it should be replaced with a more appropriate level.

Word Hunt

To help develop students' vocabulary a word hunt can be used. When using word hunt a new word is introduced to the class. The teacher can give the class a reading and have them looking out for the new word they went over while they read. This will have students work on comprehension of words. Also, doing word hunt expands the knowledge of new vocabulary and how a word may be used in different ways.

How to use

1. Introducing New Word

The teacher first introduces a new word with the class. This can be done on a whiteboard for all the students to see. While introducing the word the teacher shows how it is written and how it is pronounced. The students should be instructed to repeat the word and write it down to be more familiar with the word.

2. Hunting

The teacher then assigns a reading that has the new word that was introduced. While the students read, they will not only read for understanding of the whole reading, but also try to understand the usage of the word. It is helpful to have students write down how the word is used in the reading.

3. Different applications

Not only can words be used in word hunt, but also parts of a word such as prefixes. This way students search for all the words with the same part of a word that they are working on. The student will be exposed how words are used and if they can have multiple meanings. Review can be done with the students after they have gone over the reading to check for understanding.

When to use

Some of the opportunities when Word Hunt can be useful:

- Checking students understanding of reading
- Introducing new vocabulary
- Show students words in different context
- Increasing student's vocabulary
- Needing students to focus on spelling patterns

Variations

Word Hunt Small Group

Students can be with the teacher at a teacher table to do small group work and they can use word hunt. The teacher can have the small group work on word hunt together and make sure they are understanding specific words. This helps give students a guided practice in small group and redirected if needed.

Class Room Word Hunt

The classroom would typically have many things posted on the walls especially words. So, as part of a center activity students can walk around looking for words that have selected parts of words and search for them in the classroom. The students will walk around with a pencil, paper, and clipboard. They will write the words down and bring back to center area when they are complete. They can share with each other or teacher of what they have found.

Word Hunt Out of Class

The teacher can expand the student's word search to outside the classroom. The teacher can assign a word to the class and they would bring back the word they found to class. They can use magazines or write down the word and describe where they saw it such as a billboard, store, etc.. This is a helpful way to have students become more aware of their environments.