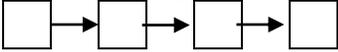


Activating Strategies

The activating strategy is the “hook ‘n link” component of the lesson. It should provide a “hook” to motivate and serve as a “link” to prior knowledge for students. This activating strategy must support the skill being taught in the lesson. For example, if the focus of the lesson is “main idea,” then the activating strategy should “activate” thinking about the main idea. It should align with both the essential question and the comprehension skill.

Activating Strategies	About the Strategy
Essential Question: How can I use context clues to understand unknown words?	
“What’s the Word?” (Context Clues)	An activating strategy for context clues: The teacher reads a story with omitted words. These omitted words are placed on index cards and given to the students. While the teacher is reading the story, the students focus on the comprehension of the story. When the teacher stops at a blank, the students supply the words that make sense. The students read their words to complete the sentence.
Cloze Activity (Context Clues)	Used to model and teach context clues: Choose a story to read to the students and omit some of the words. Write these on index cards and give cards to each of the students. As the teacher reads the story, stop at the missing words. The students have to listen and think of a word that makes sense and sounds right in the sentence.
“I Have, You Have Synonym Game” (Context Clues)	Activating strategy for context clues lesson: The teacher will write the synonyms on cards. For example, the cards will start with something like, “I need to find some synonyms...Who has a synonym for <i>big</i> ?” The next card (that is the synonym for big) will read, “I have <i>large</i> . Who has a synonym for <i>small</i> ?” Next card, “I have <i>tiny</i> ” and the game continues. <i>Same activity can be used for parts of speech review.</i>
Essential Questions: What is the relationship between main idea and details in a story? How do I identify the main idea and details of the story? How do I use topic, supporting details, and main idea to understand what I have read?	

<p align="center">“Predict - A – Passage” (Main Idea)</p>	<p>A graphic organizer that can be used as an activating strategy and completed as a summarizing strategy: The focus of this activator is to predict what the story is about, read the passage, and correct any misconceptions.</p>
<p align="center">Advanced Organizer for Main Idea</p>	<p>Use to model the “How to” of the lesson. Tell students what they will be learning about and model the use of the organizer as students will later be expected to use it independently or in small groups.</p>
<p align="center">Word Concept Map (Main Idea)</p>	<p>Introduce words by using a description of the words and examples. Use a word concept map with some words allowing students to provide other examples.</p>
<p align="center">“The Main Idea Envelope Please” (Main Idea)</p>	<p>(Can be used as an activating or summarizing activity.) Students are given an envelope with either a topic, supporting detail, or main idea on the front. Inside will be a card with the correct response folded so it can not be seen through the envelope. Once the students have found their topic group, they are to read their envelope and discuss which one is the topic, supporting detail, and the main idea. They should give reasons for their choices. Then they should verbalize what they think the card inside the envelope says. Once the prediction has been made, the teachers should announce, “The Envelope Please.” This is the signal for the students to open their envelope and see if their predictions are correct. (Extension could be for students to create the envelopes themselves.)</p>
<p>Essential Question: How do I sequence elements of a story to help me understand the story? How do I sequence the events of the story?</p>	
<p>Introduction to Sequencing</p>	<p>Give the students a sequence of pictures to put in order. (For example, show a sequence of a seed turning into a flower.) Allow the students to talk about the pictures and give reasons for how they are sequenced. When students understand how to sequence the pictures, move to written text. Have students verbalize a sequence of events for the teacher to write on sentence strips. The students read these strips and practice putting them in order. (A pocket chart works well for this activity.) A cutting and pasting activity with the graphic organizer also works well.</p>

<p style="text-align: center;">Sequencing Activator</p>	<p>Review sequencing that students have done in math (ordinal numbers – 1st, 2nd, etc.). Have students line up by a physical attribute: tallest to shortest –who would be 1st, 2nd ... Make it fun – such as shortest nose to longest nose, biggest hand to smallest hand, etc. Have 4-5 pictures of a person or animal during stages of growth (baby to adulthood) or you can cut up cartoon strips. Mix the pictures up so that they are not in order. In pairs, students put them in order using the arrow map:</p> <div style="text-align: center;">  </div> <p>Have students tell a story using the organizer as a guide; if their story is written, you may connect to another organizer for sequencing: beginning, middle, and end of the story.</p>			
<p style="text-align: center;">Sequence Chart</p>	<p>May use pictures, or write the event or elements on a card to sequence. (Remember the focus is sequencing – not writing.) Let the students work in small groups and sequence something different in each group. Let students share their sequence with the class.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="672 772 927 999">Beginning</td> <td data-bbox="927 772 1182 999">Middle</td> <td data-bbox="1182 772 1437 999">End</td> </tr> </table>	Beginning	Middle	End
Beginning	Middle	End		
<p style="text-align: center;">Brainstorm Focus: Sequencing</p>	<p>Have students brainstorm any topic as a class to determine background experience and provide exposure to topic for those students who do not have adequate background knowledge. Tie information to focus skill of lesson.</p>			
<p style="text-align: center;">“Sequence It”</p>	<p>Students are given a card with a word on it. The students with words that begin with capital letters should move to the front of the room because they probably have the first word in the story. There will be more than one so they have to decide which best fits the beginning of the story. The students will have to use “trial and error” or the “guess and check” method to choose the correct word. The building of the story begins with this first word. The student will then read their word and try to predict where their word is needed to complete the story. The students will have to work together to think of the best strategy for building this story. (Model the activity with another set of words first and discuss the strategies that you use and suggest others students might want to try.) After the students have finished their story, make sure they reread it to understand how words are sequenced together to make a story.</p>			
<p>Essential Questions: How do I compare and contrast two things? How do I compare and contrast the characters in a story to better understand what I have read?</p>				

How do I compare and contrast to understand relationships?
 How do I compare and contrast elements in a story to better understand what I have read?

Compare and Contrast Introduction of Skill

Link to prior knowledge. Identify what students already know about the skill. Introduce words that students need to understand: alike, unlike, same, and different – before extending into the compare and contrasts words.

Start with a picture to introduce the compare and contrast skill.
 Example: Show a picture of a big dog and a little dog. Allow students to talk about the picture and how the dogs compare and contrast.

Compare and Contrast Chart Advanced Organizer

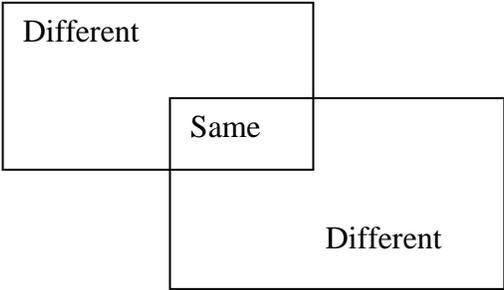
Show students two objects or two people and have them tell you how they are alike. Students should talk in pairs first before group discussion, then list their ideas in the center space of the organizer.

Examples:
 Compare two students
 Compare pencils and crayons
 Have students tell about how the two items are different. List attributes on the chart in the two areas indicated. Model with students; as you write, they write on their copy.

Different	Same	Different

Compare and Contrast Venn Diagram Advanced Organizer

Ask the students how listening to the radio and watching TV are alike and different. Introduce the “new” organizer to record their answers.



Compare and Contrast “Match and Compare”

The teacher writes words on index cards to compare and contrast. The students read their cards and try to find their match. For example, if there is a card with “shirt”, match it with another person who has a card with “pants.” When a match is made, two students sit together and compare and contrast the cards. They answer questions such as, “How do these items compare?” “How do they contrast?” A graphic organizer can be used for documentation of the discussion. Each student receives a compare and contrast card. They move around the room and ask questions to find their match. Once they have found their match, they sit together and talk about how their cards compare and contrast. They should be ready to discuss their reasoning with the whole group.

Compare and Contrast List

shampoo/conditioner	shirt/pants
apples/oranges	shoes/boots
truck/car	circle/square
e-mail/mail	clock/watch

	<p>There are four seasons. Plants need water to grow. A puppy is a young dog. Leaves turn colors in the fall. The house has five rooms.</p>	<p>The seasons are too long. The plants are pretty. The puppy is cute. Leaves are fun to rake. The house is messy.</p>									
<p style="text-align: center;">“Fact Finder” (Fact and Opinion)</p>	<p>This strategy is an activating strategy that is used with expository text to confirm prior knowledge, find new information students are curious about, and understand what they found. The “Fact Finder” also promotes the concept of paraphrasing new information.</p> <p>“Fact Finder” can be used shared, paired, or independently. The teacher models by showing the class an expository picture book and telling them what you already know about the topic. Model how to complete the organizer with the facts you know and the facts you want to find out. After reading the book, explain how you found the answers to the questions you were curious about. Model how to complete the organizer with this new information. Be sure to model how to paraphrase new information. After modeling, choose another topic to try and let the students complete the first part of the organizer in a small group. Complete the rest of the organizer after finding the needed information. Allow time for each group to share with the class.</p> <p style="text-align: center;">Fact Finder is designed like a pyramid. (See Fact and Opinion 10) The pyramid is divided into seven sections as follows:</p> <p style="text-align: center;">Topic Fact I Know Fact I Know Fact I Want to Know Fact I Want to Know Fact I Found Fact I Found</p>										
<p>Essential Questions: How can I identify cause and effect in a story? How can I use the relationship, cause and effect, to better understand what I have read?</p>											
<p style="text-align: center;">Cause and Effect Introduction of Skill</p>	<p>Start with a picture to introduce cause and effect. For example, a picture of a child standing on a chair in a kitchen looking down at a broken cookie jar. It should be obvious that the child wanted a cookie (event). She could not reach the cookie jar, so she climbed on the chair to get the cookies (cause). When she reached for the jar, it fell off the shelf and broke on the floor (effect). Important questions are: “What happened?” And “Why did it happen?”</p>										
<p style="text-align: center;">Prediction Activity (Cause and Effect)</p>	<p>Describe to students a situation (cause) and ask them to predict what might happen (event) and then what? (effect). Use the organizer to record answers. Introduce the words: cause, event effect.</p> <p>Examples of situations:</p> <table border="1" data-bbox="673 1726 1442 1883"> <thead> <tr> <th data-bbox="673 1726 954 1759">CAUSE</th> <th data-bbox="954 1726 1219 1759">EVENT</th> <th data-bbox="1219 1726 1442 1759">EFFECT (?)</th> </tr> </thead> <tbody> <tr> <td data-bbox="673 1759 954 1820">I do not like hot dogs.</td> <td data-bbox="954 1759 1219 1820">We had hot dogs for supper.</td> <td data-bbox="1219 1759 1442 1820"></td> </tr> <tr> <td data-bbox="673 1820 954 1883">I stayed up late.</td> <td data-bbox="954 1820 1219 1883">We went to the ball game.</td> <td data-bbox="1219 1820 1442 1883"></td> </tr> </tbody> </table>		CAUSE	EVENT	EFFECT (?)	I do not like hot dogs.	We had hot dogs for supper.		I stayed up late.	We went to the ball game.	
CAUSE	EVENT	EFFECT (?)									
I do not like hot dogs.	We had hot dogs for supper.										
I stayed up late.	We went to the ball game.										

	I dropped my toy.	I was running and fell down.	
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“What Caused It” can be used in a number of ways. One way is to make an overhead and match the event with the cause and the effect. Begin by modeling the activity with the students. You can divide the sentences among small groups or complete the activity whole group. (If you do the activity with the overhead, be sure to mix each of the situations so they are not in order.)

OR

Color code the words and write them on index cards, pass them out to the students, and let them match the event with the cause and effect. (If you use the card activity, be sure to color code the words to make it easier. This will narrow the matches so the students can concentrate on the skill.

Cause and Effect Cards

<u>Cause</u>	<u>Event</u>	<u>Effect</u>
My knee is bleeding.	I fell.	My mom put a band aid on it.
I have to play inside.	It is raining.	I will play on the computer.
I did not use sunscreen.	I got sunburned.	I will hurt tonight.
I was hungry.	I didn't eat breakfast.	I will eat a big lunch.
I will have a party.	Today is my birthday.	I will get some presents.
We need more practice.	We lost the game.	We will practice more.
My dad was speeding.	My dad got a ticket.	My dad goes slow now.
The men loaded the truck.	The family was moving.	I will miss them.
The man worked hard.	The man had a good job.	He made lots of money.
It was freezing outside.	It started to snow.	We went sledding.

Give students cards with one of the following on each card: Cause, Event, and Effect. The cards should be mixed up so that students must match the cause with both the event and the effect.

Examples:

We did not practice.	The team did not play well together.	We lost the game.
I did not use sunscreen.	I got sunburned.	I will hurt tonight.

Have students place their matches on the organizer below.

Cause	Event	Effect

“The Domino Effect” (Cause and Effect)

The teacher chooses an event to build on. For example, the hamster escaped from his cage. She tells the class what happened as a result of the hamster escaping. This will continue to be a chain reaction or “domino effect” as the effects continue from one person to the other telling what happened next. Be sure to model cause and effect signal words such as then, since, because, and as a result of. Do not let students turn this into a sequencing activity; it has to exemplify cause and effect.

After modeling, the teacher will think of an event to build on and let the students be responsible for the domino effect. The event will travel around the room until it reaches the last person who tells the end of the story.

(For modeling example, see Cause and Effect page 11 in Reading Comprehension by Carol Brewer and Jeanette Gann.)

Essential Questions:

How do the elements of a story help me understand the story?

How do I identify the literary elements?

Literary Elements
Introduction of Skill

Read a familiar story with the students. Model how to identify the setting, characters, problem, and solution for students by connecting to questions. Complete the graphic organizer together. They ask questions about the literary elements of the story from the organizer to check for understanding. Student may work in pairs to find answers.

Advanced Organizer

Where? When?	Setting	
Who?	Characters	
What is the problem?	Problem	
What happened?	Event 1 Event 2 Event 3	
How was the problem solved?	Solution	
How do you feel?	Reflection	

“Story Map”
(Literary Elements)

Literary elements are components of a story. These elements may include author’s voice, setting, characters, mood, theme, style and illustrations. A story map should be modeled to explain the different elements. The teacher reads a familiar poem or story (for example, “Jack and Jill”) and completes the story map during or after the reading. The “Think Aloud Procedure” is useful to reinforce and identify the elements in the story for the students.

Sample

Beginning	
Character:	Jack and Jill
Setting:	A hill
Problem:	They needed water.
Middle	
Event 1:	Jack and Jill went up the hill to get water.
Event 2:	Jack fell down and hurt his head.
Event 3:	Jill also fell down.
End	
Solution:	They will have to try again.
Reflection:	They had trouble getting water.

Essential Questions:

How do authors use print concepts to help the reader understand the text?

How does the author use print concepts to organize the story to help me understand what I am reading?

**Print Concepts
Introduction of Skill**

Give pairs of students the front page of a local newspaper (e.g. “The Columbia New Times”). Have them work with their partners to find examples of the item below (use an organizer):

- Biggest words (font size) on the page
- Words written in bold print
- Word in quotations
- Words in parentheses
- Words with all capital letters
- Numbers written in bold print

Then ask students to predict why the words have been printed in a special way. Discuss how a news writer uses print concepts to write a story. Point out that during reading they will look at how authors use print concepts in their writing.

Advanced Organizer:

<i>Type of Print</i>	<i>Examples</i>	<i>Why?</i>
Largest words (font size) on page	Ex. 1 Ex. 2	
Words written in bold print	Ex. 1 Ex. 2	
Words in quotes	Ex. 1 Ex. 2	
Words in parentheses	Ex. 1 Ex. 2	
Words in all capital letters	Ex. 1 Ex. 2	
Numbers written in bold print	Ex. 1 Ex. 2	

**“The Predict – able Chart”
(Print Concepts)**

Concepts such as title, heading, sub-heading, table of contents, index, and glossary are some of the ways an author organizes his work. The students need to understand these concepts to increase comprehension. The teacher models “The Predict – able Chart” and points out the “new focus” for the lesson. She explains that this lesson will focus on how the author organizes the passage. Show them the italics, bold print, quotation marks and heading. Tell them that the author has used these concepts to help them better understand the passage.

Sample

Print Concepts			
Concept	Definition	Concept	Definition
Concept	Definition	Concept	Definition

	<div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Fact</div> <div style="display: flex; align-items: center; justify-content: center;"> + <div style="border: 1px solid black; padding: 5px; width: fit-content;">Fact</div> </div> <hr style="width: 50%; margin: 10px auto;"/> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Inference</div> </div>																										
<p>“The Inference or Fact Envelope Please”</p>	<p>This activating strategy is designed to distinguish between an inference and a fact. The teacher needs to model the activity to set expectations for the students. Show the students a picture and let them infer what is happening in the picture. The facts will come from the actual picture and the inference will come from the actions, feelings, settings and characters in the picture.</p> <p>Each child will have an envelope. The envelope will have the inference or fact on the outside of the envelope. An index card for inference or fact will be inside. Make sure the card is folded so it can't be read through the envelope. The students will read the card and walk around the room to find their match. The match is the envelope that has the same topic. Once the match has been made, the students sit together and discuss whether their envelope is the fact or the inference. When the teacher announces, “The Envelope Please,” the students are to open their envelopes and look at their card to see if they were right.</p> <p style="text-align: center;">Sample Envelopes and Cards</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">The cat was making my sister sneeze.</td> <td style="text-align: right; padding: 5px;">Inference</td> </tr> <tr> <td style="padding: 5px;">My sister is allergic to cats.</td> <td style="text-align: right; padding: 5px;">Fact</td> </tr> <tr> <td style="padding: 5px;">The boy did not have any friends.</td> <td style="text-align: right; padding: 5px;">Inference</td> </tr> <tr> <td style="padding: 5px;">The boy was new in town.</td> <td style="text-align: right; padding: 5px;">Fact</td> </tr> <tr> <td style="padding: 5px;">The lights flashed on and off.</td> <td style="text-align: right; padding: 5px;">Inference</td> </tr> <tr> <td style="padding: 5px;">There was a storm outside.</td> <td style="text-align: right; padding: 5px;">Fact</td> </tr> <tr> <td style="padding: 5px;">We were red from the sun.</td> <td style="text-align: right; padding: 5px;">Inference</td> </tr> <tr> <td style="padding: 5px;">We did not use suntan lotion.</td> <td style="text-align: right; padding: 5px;">Fact</td> </tr> <tr> <td style="padding: 5px;">We did not go to school today.</td> <td style="text-align: right; padding: 5px;">Inference</td> </tr> <tr> <td style="padding: 5px;">It snowed six inches.</td> <td style="text-align: right; padding: 5px;">Fact</td> </tr> <tr> <td style="padding: 5px;">The plants were dry and turning brown.</td> <td style="text-align: right; padding: 5px;">Inference</td> </tr> <tr> <td style="padding: 5px;">It has not rained all month.</td> <td style="text-align: right; padding: 5px;">Fact</td> </tr> <tr> <td style="padding: 5px;">We have not scored a goal all year.</td> <td style="text-align: right; padding: 5px;">Inference</td> </tr> </table>	The cat was making my sister sneeze.	Inference	My sister is allergic to cats.	Fact	The boy did not have any friends.	Inference	The boy was new in town.	Fact	The lights flashed on and off.	Inference	There was a storm outside.	Fact	We were red from the sun.	Inference	We did not use suntan lotion.	Fact	We did not go to school today.	Inference	It snowed six inches.	Fact	The plants were dry and turning brown.	Inference	It has not rained all month.	Fact	We have not scored a goal all year.	Inference
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	<p>We need to practice more. Fact</p> <p>The leaves were falling off the trees. Inference The season is fall. Fact</p> <p>We can eat lunch on the blanket. Inference We are having a picnic. Fact</p> <p>I could not read the board. Inference I needed glasses. Fact</p>															
<p>“Inference Math”</p>	<p>See advanced organizer for introducing the concept. Read a story with the students and have them complete the organizer. This can be paired, shared, or independent. Remind the students to find the facts in the story, and then make inference about what has happened in the story. The students can share their organizer with the class after they have finished.</p> <p style="text-align: center;">Example</p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <tr> <td style="padding: 5px;">Fact Running helps you have a healthy start.</td> </tr> <tr> <td style="padding: 5px;">Fact Climbing helps you have a healthy start.</td> </tr> <tr> <td style="padding: 5px;">Fact Swimming helps you have a healthy start.</td> </tr> </table> <p style="text-align: center;">+</p> <hr style="width: 50%; margin: 0 auto;"/> <table border="1" style="margin: 0 auto;"> <tr> <td style="padding: 5px;">Inference Being active helps you stay healthy.</td> </tr> </table> </div>	Fact Running helps you have a healthy start.	Fact Climbing helps you have a healthy start.	Fact Swimming helps you have a healthy start.	Inference Being active helps you stay healthy.											
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Fact Climbing helps you have a healthy start.																
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<p>Connecting Details and Experiences to Make Inferences</p>	<p>Show students a picture of a familiar person, animal, object or scene. In pairs, have them create a wordsplash describing the person or thing. Have them include physical descriptions, fact and things they believe to be true. Students may present their wordsplash to the group.</p> <p>Example:</p> <div style="text-align: center; border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <table style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">Blue eyes</td> <td style="padding: 2px;">quiet</td> <td style="padding: 2px;">quick</td> </tr> <tr> <td colspan="3" style="padding: 2px; text-align: center;">Brown and white</td> </tr> <tr> <td style="padding: 2px;">Hops</td> <td style="padding: 2px; border: 1px solid black; text-align: center;">Rabbits</td> <td style="padding: 2px;">White tail</td> </tr> <tr> <td style="padding: 2px;">Small</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">Long ears</td> </tr> <tr> <td style="padding: 2px;">Fast</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">whiskers</td> </tr> </table> </div> <p>Use their descriptions from the wordsplash to complete the organizer below as a group. Show how details and experience are combined to make inferences.</p> <p>Advanced Organizer</p> <p style="text-align: center;">Details + Already know = Inferences</p>	Blue eyes	quiet	quick	Brown and white			Hops	Rabbits	White tail	Small		Long ears	Fast		whiskers
Blue eyes	quiet	quick														
Brown and white																
Hops	Rabbits	White tail														
Small		Long ears														
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	<table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>												
<p style="text-align: center;">“Name That Inference”</p>	<p>The students are given an index card with a situation. The other students are to name the inference. For example: This is a place where everything is quiet. There are many books on the shelves. Students are busy reading their books. Name that inference – the Library.</p> <p>As students practice with their cards, reinforce the importance of practicing this activity as they read to understand and enjoy the “hidden messages” in stories they read.</p> <p style="text-align: center;">Sample Inferences</p> <p>As we entered the house we could sense somebody had been there. Our books had been thrown from the shelves and the VCE was gone. (robbers)</p> <p>The ride was quite enjoyable. Our hair blew in the cool autumn air as we rounded each curve of the mountain. (riding in a convertible car)</p> <p>Darkness was all around. The only available light was from the flicker of a candle which was set on the mantle. (power out)</p> <p>This was an adventure that happened the same time each year. It involved dressing up and walking around the neighborhood scaring people for candy. (Halloween)</p> <p>This even happened every year before school started. The stores were always crowded. Everyone was proud to have their new stuff. (school shopping)</p> <p>I told my dad to slow down, but he continued to race along the interstate. He was in a hurry to get to the basketball game. All of sudden we saw blue lights. (speeding ticket)</p>												

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