

Building Background Knowledge and Vocabulary to Increase Comprehension

Presented by:

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PARTICIPATION PACKET

Content Brainstorming

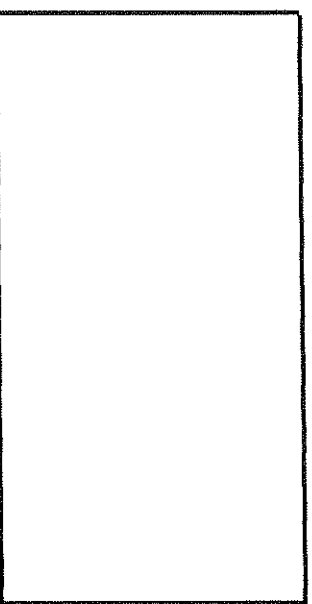
Chapter Title: _____

Key Words

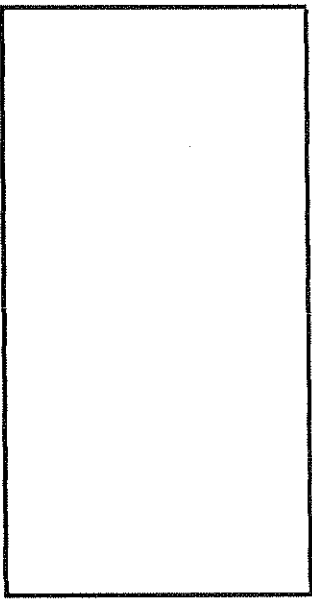
Headings

Subheadings

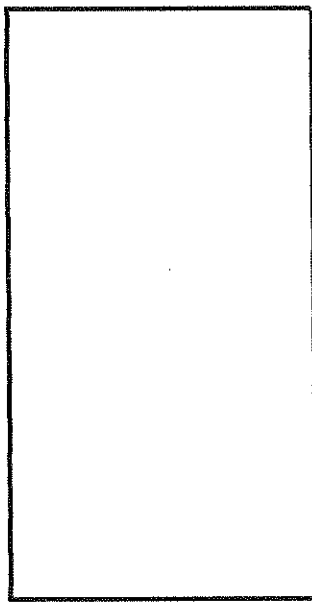
Picture Walk: What predictions can you make about content based on visuals?



Caption:



Caption:



Caption:

Connections & Questions

What predictions & connections could you make about what you will learn in the chapter based on above text supports?

What questions could you ask that would focus and guide your reading?

ADMIT SLIP: 3-2-1

3. List **three** details you notice in the picture(s).

2. Write **two** ideas you have based on the picture(s).
 - a. I think . . .

 - b. I think . . .

1. Write **one** question you have.

Reading Anticipation Guide

1. Before you read the selection, respond to each of the statements. Write an **A** if you agree with the statement. Write a **D** if you disagree with the statement.
2. After you read the selection, look back at your responses and see if you have changed your mind about any of the statements. Change any false statements into true statements. Use your revised statements as a study guide.

Before reading	Statement	After reading
	Earth's revolution around the Sun causes day and night to occur.	
	The Earth orbits around the Sun in a circular shape.	
	Earth's seasons are caused by its tilt.	
	Summer occurs in the northern hemisphere when Earth is closest to the Sun.	
	During an equinox, the number of daylight hours is nearly equal with the number of nighttime hours all over the world.	
	During a solstice, the Sun is at its farthest point north or south of the equator.	

Name _____ Date _____



Anticipation/Reaction Guide

Selection Title _____

Anticipation Guide
Before Reading

Reaction Guide
After Reading

Agree	Disagree		Agree	Disagree
_____	_____	1. _____ _____ _____	_____	_____
_____	_____	2. _____ _____ _____	_____	_____
_____	_____	3. _____ _____ _____	_____	_____
_____	_____	4. _____ _____ _____	_____	_____
_____	_____	5. _____ _____ _____	_____	_____
_____	_____	6. _____ _____ _____	_____	_____
_____	_____	7. _____ _____ _____	_____	_____

Based on Herber (1978). From Jerry L. Johns and Roberta L. Berglund, *Strategies for Content Area Learning* (2nd ed.). Copyright © 2006 by Kendall/Hunt Publishing Company (1-800-247-3458, ext. 4). May be reproduced for noncommercial educational purposes. www.kendallhunt.com/readingresources.html

Concepts and Vocabulary: Categories & Labels

Read and think about each of the words you have been given. Now, group the words into categories that make sense to you. Ask yourself which words would logically go together. After you group the words, give each group a label. Be ready to explain or justify the rationale behind your groups and labels.

medicine

spiral

cytoplasm

genetic

antibiotics

legionella

strep throat

E. Coli

bacteria

microbes

decomposers

spherical

rodlike

walls

food poisoning

salmonella

ribosomes

healthy

microorganisms

invade

Wordstorming to Anticipate Content

A-B

C-D

E-F

G-H

I-J

K-L

M-N

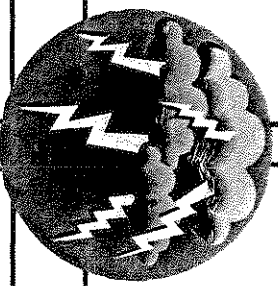
O-P

Q-R

S-T

U-V

WXYZ



Content Prediction:

Questions Article Should Answer:

Possible Sentences: Infectious Diseases

The following words appear in our science unit on infectious diseases. Work with a partner to write sentences that you think we could possibly find in our unit study. Use only two or three words in each of your possible sentences.

pasteurization	infectious	bacteria
spontaneous generation	yeast	child bed fever
hygiene	hereditary	contamination
prevention	virus	antibiotic
resistant	genetic	allergies
vectors	histamines	cancer
vaccine	chronic	disease carrier

Possible Sentences

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Using Sentences as a Guide/Modifying Predictions

Mark each of the possible sentences with **true, false, or unknown**. Return to your sentences and see how you could modify them so they are accurate in terms of what you have read and learned about infectious diseases. In other words, rearrange the words in sentences or rewrite the sentences so they are true statements.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Sample Knowledge Rating for High School Math

 **DIRECTIONS**

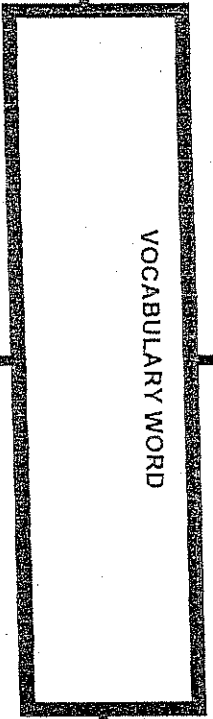
Below are some words that you will find in your lesson. Rate your knowledge for each of the words by placing a ✓ under the category you have chosen.

WORD	(1) KNOW IT WELL	(2) THINK I KNOW IT	(3) HAVE HEARD/ SEEN IT	(4) NO CLUE
intercepts		✓		
x-axis			✓	
zero	✓			
vertex				✓
symmetry				✓
maximum	✓			
minimum	✓			

VOCABULARY WORD MAP

Definition in Your Own Words

Synonyms

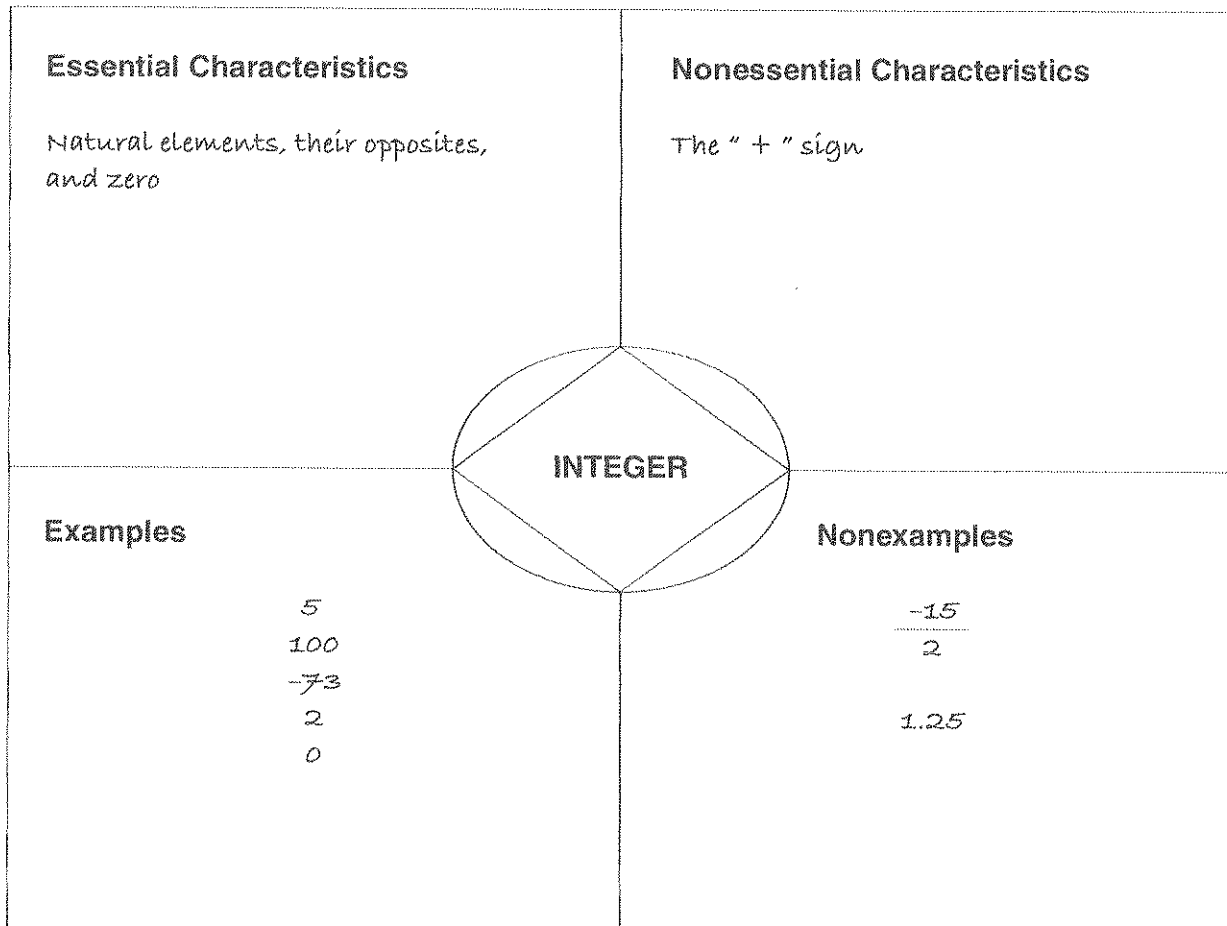


Use It Meaningfully in a Sentence

Draw a Picture of It

Thanks to Debbie Petrick for design ideas.

Sample Frayer Model for Math



A word that means about the same as integer is signed number.

A word that is more general than integer is rational number.

A word that is more specific than integer is whole number.

Connect Two

Using the unit vocabulary words, complete the connections. Write a sentence containing both words that demonstrates what you have learned in this unit.

_____ and _____ are **connected** because _____

Sentence using both words: _____

_____ and _____ are **connected** because _____

Sentence using both words: _____

_____ and _____ **differ** because _____

Sentence using both words: _____

_____ and _____ are **similar** because _____

Sentence using both words: _____