

Anticipatory Activities

The goal is to help teachers realize, "What are the on-going processes that get students hooked into each lesson? "

Anticipatory activities create interest in the concept or lesson. They are frequently used in the first few minutes of a class period. However, they can also be a simple homework assignment that creates interest, a survey in class, a question to ponder, even over night.

Examples will be provided in several different forms. References will be made to enough different specific activities that a teacher could provide a unique experience for ones students each day.

Anticipation Guide

B-K-W-L-Q

Surveys or simple research questions

Essential questions that lead into the lesson topic

A compelling picture or image. . .

Vocabulary Development

Our goal is to align word study in all subjects with the California Standards which are the basis for the questions on the CST and CAHSEE tests.

The meanings of words are most readily learned in the context of reading, writing, speaking, and listening. Using vocabulary as it applies to the language of your subject.

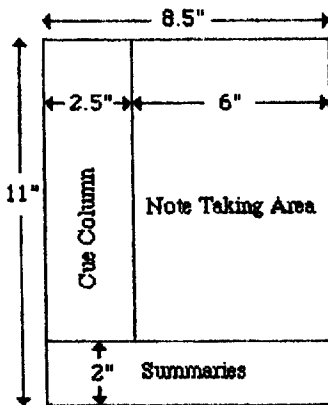
Specific strategies: (with examples in all disciplines)

- ◆ Word Splash – combines vocabulary development and anticipatory strategy.
- ◆ Word Sort – categorizing groups of words with rationale
- ◆ Semantic Mapping – give rationale for connecting words with categories

On-going processes that build vocabulary:

- ◆ Word walls
- ◆ Personal dictionaries for each subject
- ◆ Word visibility – using the key words in posters displayed in the room
- ◆ Academic journals – use the vocabulary as you reflect on what you are learning
- ◆ Word study embedded in Cornell notes, Thinking Maps, anticipatory activities

Cornell Note Taking Method



Note Taking Area: Record lecture as fully and as meaningfully as possible.

Cue Column: As you're taking notes, keep cue column empty. Soon after the lecture, reduce your notes to concise jottings as clues for Reciting, Reviewing, and Reflecting.

Summaries: Sum up each page of your notes in a sentence or two.

This format provides the perfect opportunity for following through with the 5 R's of note-taking:

Record

During the lecture, record in the main column as many meaningful facts and ideas as you can. Write legibly.

Reduce (Question)

As soon after as possible, summarize these facts and ideas concisely in the Cue Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory.

Recite

Cover the Note Taking Area, using only your jottings in the Cue Column, say over the facts and ideas of the lecture as fully as you can, not mechanically, but in your own words. Then, verify what you have said.

Reflect

Draw out opinions from your notes and use them as a starting point for your own reflections on the course and how it relates to your other courses. Reflection will help prevent ideas from being inert and soon forgotten.

Review

Spend 10 minutes every week in quick review of your notes, and you will retain most of what you have learned.

Reciprocal Teaching

The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue. (Annemarie Sullivan Palincsar)

- **Summarizing** provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.
- **Question generating** reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels.
- **Clarifying** is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).
- **Predicting** occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

Thinking Maps

Thinking Maps integrate thinking skills and mapping techniques. Learning to use these strategies helps students develop good writing skills. These techniques also help students become better learners as they develop life-long skills that help them to study.

Thinking Maps uses basic mental operations involved in perceiving, processing and evaluating information. They describe, classify, and sequence.

Circle Map Circle Maps are tools used to help define a thing or idea. It is used to brainstorm ideas and for showing prior knowledge about a topic.

Bubble Map Bubble Maps are used to describe qualities using adjectives

Double Bubble Map When comparing and contrasting, we use Double Bubble Maps.

Tree Map For classifying and grouping, students learn to use a Tree Map. Things or ideas are sorted into categories or groups.

Brace Map Brace Maps help learners understand the relationship between a whole physical object and its parts. They are used to analyze the structure of an item.

Flow Map Flow Maps sequence and order a process. They identify the relationships between stages and sub-stages of an event (or order or numbers, operations, steps, etc.) They can be used to explain the order of events.

Multi-Flow Map Cause and effect is represented in a Multi-Flow Map. It is a process of sequencing that looks at what caused an event and the results/effects of the event.

Bridge Map Seeing analogies is the process of identifying similarities between relationships. These are similar to the 'analogies' found on SAT and similar tests.

