

## LESSON ACTIVITIES TO SUPPORT LEARNING

### Anticipatory Set – Introduction

- **Exclusion brainstorming**- List terms - some are part of topic and others are not. Students discuss/predict which will be included in text reading.
- **Make links** from past learning and new concepts.
- **Key vocabulary** used in introduction. New vocabulary presented in context. Number limited.
- Begin **graphic organizer**: KWL or RAN
- **Song, Poem or short read-aloud** to provide background information before lesson.
- **Photos** - Socratic Method - Discuss ideas elicited from illustration.
- Give pictorial support by using **videos** or snippets of videos
- **Classifying or sorting key pictures or vocabulary** to prepare for lesson
- Activate prior knowledge through **discussion about personal experiences**- Have you ever.....
- **Sensory or visual images**- Imagine you are ..... What do you see? What do you feel?
- Introduce new **vocabulary words each on a card** with a picture or illustration.
- **Brainstorm** what they already know about a topic
- Provide **sentence frames** for discussion: This reminds me of..... I know that..... One time I was....
- **Anticipation guide** is a pretest based on a series of statements related to concepts or themes to be encountered in lesson or reading. Students read through statements and mark responses. After the lesson, they respond to same statements and compare.
- **Backwards book walk** with nonfiction text begins with conclusion to focus on big ideas before bits and pieces; walk through photos, illustrations, captions, headings; students then predict title of text or chapter.
- **Admit Slip**: Provide a photo or list of title/headings/subheadings from text and students study and list 3 questions.
- **Go to Your Corner**- topic with 4 dimensions - Students go to corner based on topic and pair with partner and explain why corner chosen.
- **Content Pass**: Students given a blank content pass and each receives a book or article on topic. Skim for new information. Students note a fact. After few minutes, book passed to another student and process repeated until all have had opportunity for multiple texts. Provides opportunity to build background knowledge.
- **Inductive Data Sets**: Students organize and reorganize data related to a topic. A data sheet with terms related to a topic are listed in random order. Students sort terms and then make a generalization for each

### Instructional Input

- Teacher provides an **orientation** to the story as students and teacher do a “picture walk” using the language of the text to prepare for independent reading.
- **Move It!** Teacher uses body movements to illustrate key points in lesson.
- **Create an outline** of a text or lesson content leaving out some key information. Students complete as they read text or listen to mini-lecture, watch video or participate in lesson in some other way. Framed outlines can be adapted for different EL levels.
- **DRTA**: Directed Reading/Thinking Activity - In reading text, teacher/students stop at planned points to discuss and contemplate predictions for next section. Revisit previous questions or predictions to confirm or disconfirm.
- **SQ3R**: Survey text; formulate questions about text; read; respond; review/summarize
- **QAR**: Question-Answer Relationships - When answering questions, answers may be found “In the Book” or “In My Head.”
- **Jigsaw**: Text is divided and each person assigned a part to read. Students with same section meet to discuss information and plan how they will teach peers. Groups meet with one person representing each section. Each teaches his part of the reading.

- **Heading into Questions:** Teach Students how to turn headings into questions to provide purpose for reading.
- **Stop that Video-DVD:** Teacher stops at key points to allow time to process in heads or on paper. Allows teacher to check for understanding.
- **Think-Alouds** engage students in active metacognition which supports comprehension. Teacher plans key passages where he/she will stop and think aloud comments and questions modeling that proficient readers are thinking about their reading while they read.

### Guided Practice

- **Whiteboard group response:** Teacher asks question about study topic. Students jot down answer and then discuss. A die or spinner is spun and student with that number stands with response.
- **Virginia Reel-** Cards with terms and definitions. One side of the line has terms and other side must give definition. Move to the right for new partners.
- **Numbered Heads Together:** Students are in groups and in each group students count off 1-4 or 1-5. Question is revealed and heads come together to discuss answer. Spinner is spun and number called and that student must stand and give group answer. Response boards may also be used – one per group.
- **Stand up/Sit down:** Students respond to true/false statements through movement as teacher monitors student comprehension. If statement is true, stands up. Students provide reasons for responses and teacher clarifies if needed.

### Independent Practice/Assessment

- **T-Chart:** Students classify information learned in reading or lesson.
- **Create a poster** with a partner to illustrate new learning. Carousel walk after posters completed.
- **Venn Diagram-** Compare and contrast information.
- **Dinner Party-** students assume the persona of characters in text. Improvisation is more interesting than scripts.
- **Inside/Outside Circle-** Review key content concepts and practice oral language. Form two circles facing each other. Teacher calls out question and students facing each other discuss. They then move to left or right for a new partner.
- **Find Your Match-** Students given index card with information and must find another student with matching information (i.e. term and definition; equation and answer)
- **Gallery Walk:** Multiple charts are posted around the room with a particular question or topic. Students walk from chart to chart recording ideas or responses. Rotate every few minutes. Groups then return to original chart and summarize orally all responses for class.
- **Take a Stand:** Teacher reads statements and students stand if agree and sit if disagree. Must justify response.
- **Frozen Moment:** Each group given a piece of paper with 3-4 sentence scene from the story. Groups recreate their scene in pantomime. No movement and each person assumes a role. After others view scene, teacher taps one actor and who then comes to life. Others identify scene from story.
- **Are You Sleeping?:** Groups create lyrics to song to review key terms and concepts from lesson or unit. Other songs work, too.
- **Graphic organizers** to organize expository information in a text structure: explanation (main idea & supporting details); cause/effect; comparison/contrast; sequence; problem/solution; description.
- **Plot Chart** for narrative text: 5 boxes with each of the following in individual boxes: Somebody/wanted/so/but/so/in the end.
- **Exit Slips:** Assess what students learned. Short prompts given for a focused writing that gives teacher feedback. Exit slips made from index cards and given 3-4 minutes to complete.
- **Five Finger Rule of Reading A Textbook:** Students draw their hand on sheet of paper and label each finger for things needed when reading textbook: Title & do I know anything about this topic; Take a picture walk and ask, What do these pictures have to do with title?; List all the bold/italicized words.

What might these words have to do with the title?; Write down all the headings and subheadings in order: This is my outline; Read the first and last paragraph. The first should be an introduction and the last should be a summary.

- **FLIP** is a way to preview any text. **F**: Flip through book to get sense of topic, organization and readability. **L**: Look at pictures/photos and other visual features. What can you learn from them and how do they relate to title? **I**: information found in many places; flip through and look at titles, chapters, headings, table of contents, index, and highlighted words. **P**: Predict what you will learn and challenges to overcome.
- **Acrostic Poem**: Using a key word in the topic presented, students work in groups to write a sentence or a phrase important to the topic and beginning with each letter.
- **Feature Analysis Chart**: Builds student vocabulary and categorization. Teacher creates chart with topics down the left side and features across the top. Students indicate presence of the feature.
- **Formations**: Group students and with their standing bodies they form a “Y” or a “N” for yes/no responses or “T” and “F” for true/false responses. The teacher reads states related to unit/reading and group confers and responds with body formation.
- **People Search**: To review unit of study or lesson, teacher develops statements or questions to support topic or theme. People Search Grid has a question in each box (6-12 boxes). Students mingle and gather signatures from students who can respond to the question.

### Follow-up

- Create puppets and dialogue related to text and perform for class.
- Storyboard Extension: Fold paper in half and cut 4 slits. On each flap students draw a thumbnail sketch of 4 memorable scenes and then briefly explain them in writing under each flap.
- Using the lesson’s completed graphic organizer, students write a summary.
- Art: Students create a collage depicting key ideas from story or textbook.
- Writing: Students write a letter to the author describing their reaction to the story and asking questions still left after completing book.
- Diorama: Construct a diorama representing a scene from the story or that time in history.
- Create a time-line of events.
- Build a model of an important object in the story or unit.
- Illustrate the most important part of the story and write a description.
- Write a letter to a friend in another class recommending the book or summarizing the learning in the chapter.
- Make a “WANTED” poster for the main character in the book or a key person in the unit.
- Create a quilt that includes the important events in the story or important information in the unit or chapter.
- Develop a “readers’ theater” of a favorite scene in the text.
- Design a map showing the travels of the main character.
- Create a literary sociogram with boxes, ovals, and arrows with the main character in the center. Draw arrows to show connections to other characters in the story. Describe their traits and how they related to main character.
- Develop a story map showing casue and effect. Draw boxes and arrows clockwise from one box to another labeling the cause and the effect as appropriate.
- Develop a character map with the main character in the center. Ovals around the center record qualities of the main character and a list of actions that support those characteristics.
- Create a diary for the main character with sample entries representing important events in the story.
- Write a “found poem” using lines, thoughts, or phrases that were significant in the story. Selct, organize, and rearrange favorite lines and phrases into a poem built around a theme, idea, or reflections on the text.

Ideas taken from:

*Supporting Intermediate & Secondary Readers* by Armin Schulz

*99 Ideas and Activities for Teaching English Learners with the SIOP Model* by MaryEllen Vogt and Jana Echevarria

*Tools for Teaching Content Literacy* by Janet Allen

*More Tools for Teaching Content Literacy* by Janet Allen

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