

 Prior Knowledge	 Prior Knowledge	 Prior Knowledge	 Prior Knowledge
What is your prior knowledge or schema for this book?	What is your prior knowledge or schema for this book?	What is your prior knowledge or schema for this book?	What is your prior knowledge or schema for this book?
What do you already know about _____?	What do you already know about _____?	What do you already know about _____?	What do you already know about _____?
What do the pictures tell you about the book?	What do the pictures tell you about the book?	What do the pictures tell you about the book?	What do the pictures tell you about the book?
Do the words and pictures remind you of something else you've read?	Do the words and pictures remind you of something else you've read?	Do the words and pictures remind you of something else you've read?	Do the words and pictures remind you of something else you've read?
This book makes me think about....	This book makes me think about....	This book makes me think about....	This book makes me think about....
Into the Book	Into the Book	Into the Book	Into the Book
 Prior Knowledge	 Prior Knowledge	 Prior Knowledge	 Prior Knowledge
What is your prior knowledge or schema for this book?	What is your prior knowledge or schema for this book?	What is your prior knowledge or schema for this book?	What is your prior knowledge or schema for this book?
What do you already know about _____?	What do you already know about _____?	What do you already know about _____?	What do you already know about _____?
What do the pictures tell you about the book?	What do the pictures tell you about the book?	What do the pictures tell you about the book?	What do the pictures tell you about the book?
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Prior Knowledge

Activity: Activate Your 5 Senses

Purpose: To activate prior knowledge of topic that students will be reading about.

1. Teacher creates a *5 Senses Chart* for an identified topic that corresponds to the text that the students will be reading. In the example below, students were reading *At the Seashore*.
2. Teacher thinks aloud about what he knows about the topic referring to his 5 senses and records his ideas on the *5 Senses Chart*.
3. Students brainstorm what they know about the topic referring to their 5 senses. Teacher records student responses on the *5 Senses Chart*.
4. After a thoughtful discussion, the text is read.
5. Discuss with students how thinking about the topic and their 5 senses before reading helped them understand the text and make the text a more enriching read.

At the Seashore...

I see	I hear	I feel	I smell	I taste
blue water white gulls sand dunes shiny rocks driftwood broken shells tiny pebbles	crashing waves children splashing people yelling motor boats seagulls cawing	warm sand cold breeze hot sun wet water cold water slippery seaweed	dead fish seaweeds suntan lotion barbecue	salt air hot dogs lemonade popsicles taffy




Prior Knowledge

Activity: Anticipation Guide

Purpose: To activate prior knowledge, set purpose for reading and help students make connections.

1. Select a text for students to read.
2. Create 5 - 8 general statements for students to reply to with “agree” or “disagree”. These statements can be either confirmed or may be disconfirmed by reading the text.
3. Have students indicate agreement or disagreement by placing a check in the appropriate column.
4. Students read text to confirm or disconfirm their choices.
5. After reading, have students revisit their predictions and modify if necessary.

Agree	Disagree	
X		Four thousand years ago the ancient Egyptians were the most civilized people on earth.
	X	Scientists examine mummies with x-rays and blood tests.
	X	Some mummies were sold as fertilizer to farmers.
	X	Some mummies still have their hair, fingernails and eyelashes.
	X	The ancient Egyptians used mummies as fuel for their trains.
X		The ancient Egyptians mummified animals too.
X		Priceless jewels, gold statues and other treasures were often buried with a mummy.



*Source: McLaughlin, M. & Allen, M.B. (2000). Guided Comprehension: a teaching model for grades 3-8. Newark, Delaware: International Reading Association.



Prior Knowledge

Activity: List-Group-Label

Purpose: To activate prior knowledge about subject matter.

1. Teacher writes a cue word or phrase related to text on board or overhead.
2. Have the students brainstorm words and concepts related to the topic. Record all ideas.
3. Teacher facilitates a discussion about whether any words should be eliminated, and if so, why?
4. Divide students into small groups and have groups cluster the words and phrases and give each a descriptive label.
5. Student groups share their clusters and give reasons for their choices.
6. Students read text.
7. After reading, revisit the word clusters to modify, if necessary.



*Source: McLaughlin, M. & Allen, M.B. (2000). Guided Comprehension: a teaching model for grades 3-8. Newark, Delaware: International Reading Association.



Prior Knowledge

Activity: Prereading Activity

Purpose: To develop, add, delete or modify new insight to text. To activate prior knowledge.



1. Before reading a text selection, teacher facilitates a group discussion about the central concepts in the selected text.
2. Conversation starters:
 - “What comes to mind when you hear the word (or phrase) _____?”
 - What do you already know about the text?
 - What does this remind you of?
 - Based on your prior knowledge of _____, what questions come to mind?
 - What information might be in this text?
 - What do you know that will help you understand the text?
 - What is your schema for this text?
 - Do the words and pictures remind you of something else that you’ve read?
 - What do the pictures tell you about the text?
 - This text makes me think about...
3. Selected text is read.
4. Discuss with students how thinking about the topic before reading helped them understand the text. Discuss any misconceptions that the students may have had before reading the text.



Prior Knowledge

Activity: Wondering Cube

Purpose: To activate prior knowledge, set purpose for reading and help students make connections with text.

1. Teacher supplies student teams with a Wondering Cube! The Wondering Cube has questions or statements specific to a selected text. In the example below, the teacher created the questions and statements for an issue of Weekly Reader that the students were reading in their social studies class.
2. Students toss the Wondering Cube into the air and when the cube lands, the question or statement facing up is read and discussed.
3. When thoughtful conversations are completed, students read the text.

