

# Predicting ABC's

## Predicting Vocabulary

**TOPIC:**

The Civil War

**A-B**

**C-D**

**E-F**

**G-H**

**I-J**

**K-L**

**M-N**

**O-P**

**Q-R**

**S-T**

**U-V**

**WXYZ**

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# Knowledge Rating

## Preteaching Vocabulary

**What it looks like:**      Topic: The Civil War

Knowledge Rating Scale				
Key Term	Know It	Not Sure	Don't Know	Definition
abolitionist				
secede				
slavery*				
emancipation				
Confederacy				
Union				
plantation*				
blockade*				
Underground RR*				
Ulysses S. Grant				

[Starred words are from previous section.]

# Knowledge Rating

## Preteaching Vocabulary

Topic: \_\_\_\_\_

### Knowledge Rating Scale

Key Term	Know It	Not Sure	Don't Know	Definition

[Starred words are from previous section.]

# Agree or Disagree

Before  
Reading

## Topic: The Guillotine

After  
Reading

1. The guillotine was invented by Dr. Joseph Ignace Guillotin.
2. About 1,000 people were executed during the last 132 days of the Reign of Terror.
3. Doctors of that time believed in the guillotine because it caused instant death.
4. The guillotine was used in France until the 1920's.

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# Possible Solutions

## Modeling Critical Thinking

Problem: A tile setter is laying tiles on the floor that measure  $\frac{3}{4}$  foot on each side. If it takes 24 tiles for the length of the room, how many feet long is the room?

Possible Solutions: 24 18  $\frac{1}{32}$  32

### Sample Script

**Teacher:** Are any of these solutions impossible?

**Student:**  $\frac{1}{32}$

**Teacher:** Why?

**Student:** Because the answer must be in whole feet and  $\frac{1}{32}$  is a fraction.

**Teacher:** Any other impossible solutions?

**Student:** 24

**Teacher:** Why?

**Student:** Because it takes 24 tiles to set the room and they are each less than a foot.

**Teacher:** Any other impossible solutions? (None) Then solve the problem please.

**Teacher:** Who can come up and show how they solved the problem?

[After a student has talked through his or her solution]

**Teacher:** Did anyone solve it differently?

# Word Problem Roulette

During  
Reading

## Group Problem Solving

### What is it?

Word Problem Roulette is a group activity in which students write out solutions to word problems without using symbols.

### What to do:

1. Divide the class into small groups of three or four students.
2. Pass out a different word problem to each group written on an index card. Have one member read the problem aloud to the rest of the group in “two-foot voices.”
3. Tell the groups that they must solve their problem verbally without writing anything down. One member will start by offering one simple statement of how to begin solving the problem. Moving clockwise, the next member will pick up where that member left off and explain the next step.
4. If a member is stumped, he or she may say “Pass” or “Help” once to get assistance from a neighbor in the group.
5. The group continues moving around the circle until there is agreement on how to solve it.
6. Now the group will write down their solution. Beginning again with the first member to speak initially, he or she writes down one sentence of the solution, then passes the paper clockwise for the next member to add the next step of the solution. Continue around the circle until the solution is written out in its entirety.
7. Have one member read aloud the problem and the solution while another member writes the solution on the board in symbols.

# Compare/Contrast “Y” Notes

## Summarizing Differences and Similarities

What it looks like:

**Topic:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Topic:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Similarities:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# W-Chart (Differences and Similarities)

Topic: \_\_\_\_\_

The image shows a large W-shaped writing template. The top part of the 'W' is divided into three vertical columns by two diagonal lines. Each of these three columns contains a solid horizontal line at the top, followed by four dashed horizontal lines. Below these three columns is a wide horizontal bar. The word "Similarities" is printed in bold black text in the center of this bar. Below the bar, there are three dashed horizontal lines. The entire shape is outlined with a solid black line.

# Summarizing ABC's

## Reviewing Vocabulary

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# Sentence Synthesis

## Summarizing Information

### What is it?

A method to teach summarizing by providing students with only a few key words from a section of text.

### What to do:

1. Choose a small section of text you'd like students to summarize.
2. Select two to five key words that capture the main ideas of the section of text selected. Choose words that students will be able to put together into a sentence.
3. Display the words to the students. Ask them to write one or two sentences that summarize what they have just read. Tell students they must use all the words displayed. Students may also use a form of any word, such as a verb form of a noun.
4. Be sure to model the activity the first time you present it to the class.
5. If applicable, also ask students to make a drawing that includes all four words with the words labeled.
6. When students are finished, ask for volunteers to share their completed summaries and drawings with the class. Accept reasonable answers.

Source: adapted from Yell, Michael. (November, 2002). Putting Gel Pen to Paper. *Educational Leadership*. (pp63-66) Alexandria, VA: ASCD.

# Sentence Synthesis

What it looks like? Coordinates and Scatter Plots

Teacher's Words:

coordinate plane

ordered pair

x-coordinate

y-coordinate

Sample Student Sentence:

Points on a **coordinate plane** correspond to an **ordered pair** of real numbers. The first number is the **x-coordinate** and the second is the **y-coordinate**.

Sample Student Sentence:

The **x-coordinate** and **y-coordinate** are the points of an **ordered pair** plotted on a **coordinate plane**.

Sample Student Drawing:

