GOAL I

BEFORE READING: PREVIEW

GOAL I: PREVIEW
OVERVIEW AND EXAMPLES

OUTCOMES

- Students are introduced to key ideas and vocabulary.

- Students preview text to predict what they will learn when they read.

- Students connect prior knowledge to information in text.

DESCRIPTION

A preview is a brief, teacher-directed activity that involves three before-reading steps:

1. Present the "big ideas."

2. Preteach vocabulary.

3. Students predict what they will learn.

SCAFFOLDING INSTRUCTIONS

- Steps 1 and 2 are teacher directed. Always provide explicit information about the big ideas and key vocabulary during preview.

- The teacher scaffolds Step 3. There are three levels of scaffolding: teacher-modeled, teacher-supported, and student-led scaffolding.

STEP 1: PRESENT THE BIG IDEAS

- Explain to students that the big ideas are the people, places, things, and concepts that play a big role in understanding the text.

- Ask guiding questions and provide corrective feedback, such as in the example below.

Teacher: This reading is about creating earth-friendly clothing made from recycled or renewable materials. When you hear the term *earth-friendly*, what do you think about?

Student: Helping the earth by not polluting.

Teacher: Yes, one way people can help the earth is by not polluting. In this reading, you will learn that clothes can be made from materials that do not pollute or make waste that goes into landfills.

Yiqi Yang has figured out how to make earth-friendly clothes from strange materials, such as corn, grass, and chicken feathers.

STEP 2: PRETEACH VOCABULARY

- Teach students how to read the vocabulary words.

- Provide a brief definition of each vocabulary word and relevant examples and nonexamples.

- Have students record the words and brief definitions in their learning logs. Or display words and brief definitions on chart paper or a word wall.

Ask yourself the following questions when selecting words:

- **Will my students know how to read this word?** For example, students may not be able to read the term *population*, but they probably know what it means**.** For words that are difficult to read but easy to understand, point out and practice reading the word with students a few times.

- **If my students can read this word, will they know what it means?** For example, students may be able to read the term *environmental impact* but may not know that

products made from recycled materials that do not create a great deal of waste or pollution have a low environmental impact.

- **If my students do not know what this word means, will they still be able to understand the big ideas in the passage?** For example, in the passage about earth-friendly fabrics, students need to understand what *environmental impact* means because it is key to their understanding of the topic. However, the term *biodiversity* may also be difficult to read and understand, but it is not essential for comprehending the passage.

In the following example, the teacher has decided that the terms *recycle* and *environmental impact* are central to understanding the passage and may be difficult for most students to read.

Teacher: *Recycle* is a word that some of you may know. It means "to use something again instead of throwing it away." Let's say the word together: *recycle*.

Environmental impact refers to how much pollution or waste is left behind when making something. Strawberries that come in a plastic container have a higher environmental impact than strawberries in a paper container that can be composted or recycled. Let's say the term together: *environmental impact*.

[Students then write the following in their learning logs, or the teacher writes it on the board or another visual display:]

VOCABULARY

Recycle: to use something again

Environmental impact: how much waste or pollution is left behind

---

STEP 3: STUDENTS PREDICT WHAT THEY WILL LEARN

- Give students 1 minute to survey the titles, headings, boldface words, and pictures in a passage to predict what they will learn by reading the passage.

- Give students 1–2 minutes to write in their learning logs what they think they will learn by reading the passage.

- Have students share what they wrote in their learning logs. Provide feedback and assist students in making connections to what they predict they will learn. Encourage students to begin statements with the following phrases: "I think…" and "I think that because…"

- If students provide ideas that are only guesses and that do not relate to the topic of the passage, focus students back on the passage by encouraging them again to use "I think this will happen because…" statements to verify their predictions. You might also say something similar to the following.

Teacher: We are not guessing; instead, we are using clues from the text to come up with ideas about what we will read. We won't be correct every time, but we want to connect our predictions to the passage.

- Revisit the passage after reading it to confirm or refute predictions.

SCAFFOLDING STEP 3

If students struggle with any step of preview, provide scaffolding to assist the learning process. We have already presented example scripts and student prompts for steps 1 and 2. Here, we examine in more detail how to scaffold Step 3: Students predict what they will learn.

Teacher-Modeled Scaffolding

First, model the prediction process, using examples, think-alouds, and sample responses, such as in the example below.

Teacher: The first thing I do when I predict what I will learn from a passage is to read the headings, look at the bold print, and look at the pictures.

Let's see, the title is *Earth-Friendly Fabrics*. I already know that this article is about clothes made from recycled products because that was one of the big ideas. The first heading is "Clothes From Waste," and there is a picture of fabric. I think that may mean that there are ways to make fabric from things we would usually throw away. I see the words *corn husks* and *chicken feathers*; those are things that are usually thrown away. So that prediction makes sense and is connected to a big idea.

So, I'll write in my learning log that we might learn how clothes are made from things we usually throw away.

Teacher-Supported Scaffolding

After seeing a model of the prediction strategy, most students are ready to make a teacher-supported group prediction. However, some students may need strategies modeled more than once before they are ready to move on to the teacher-supported level. In this level of scaffolding, you may still provide some modeling, but students should provide most of the information. Write the group-generated prediction on the board or overhead for students to see and write in their learning logs. Continue to provide corrective feedback, such as in the following example.

Teacher: What is the first thing we do during the prediction part of the preview?

Student: We look at the titles and headings.

Teacher: Yes, we look at the titles and headings, words printed in bold, and any pictures and captions. What do we do next?

Student: We predict what we will learn during reading.

Teacher: Yes, you make connections to the big ideas and predict what you will learn. Let's look at our passage. What do you notice?

Student: The title is *Earth-Friendly Fabrics*.

Teacher: OK, and we already know that a big idea is…

                 [The teacher and students continue to generate several prediction statements. Students write these statements in their learning logs.]

Student-Led Scaffolding

Once students understand how to make informed predictions, they are ready to lead the prediction strategy, with teacher guidance and feedback. After students write their predictions in their learning logs, ask students to share their predictions and the evidence for them—either the text itself or the students' prior knowledge, such as in the following example.

Student: When I see the subtitle "Born in the Lab," I think I will learn how scientists experiment to make these new clothes. I know that experiments happen in labs because we do experiments in science class sometimes.

Teacher: So Jorge looked at the subtitle and then made a connection to what he knows scientists do in labs.

Teacher-Modeled Prediction Strategies
Lesson 1 Outline

OUTCOMES

- Students are introduced to key ideas and vocabulary.

- Students learn how to preview text to predict what they will learn.

- Students learn how to connect prior knowledge to information in the text.

PREPARATION

- Identify a few big ideas from the section—important people, places, things, or concepts.

- Identify three to five important vocabulary words or ideas for each section.

- Prepare a model of predicting what will be learned from reading the passage.

- Prepare copies of the text and learning logs for students.

STEP 1: PRESENT THE BIG IDEAS

1. Present people, places, or ideas that are central to understanding the passage.

2. Ask guiding questions to activate prior knowledge (e.g., What does _____ make you think about?).

3. Provide corrective feedback that focuses students on the topics to be learned.

STEP 2: PRETEACH KEY VOCABULARY

1. Provide three to five key vocabulary words or new concepts and brief definitions.

2. Read the words aloud with students.

3. Have students write the words and definitions in their learning logs.

STEP 3: MODEL PREDICTING

1. Tell students predicting involves the following:

   a. Examining the title, headings, boldface print, pictures, and captions

   b. Making connections to what you know and what you think you will learn

2. Model the prediction process with the day's reading. Use examples, think-alouds, and sample responses.

   a. Model how to look for key ideas by reading the title, boldface print, and subheadings and by looking at the pictures and picture captions. Remind students of the big ideas.

   b. Write a few prediction statements on the board or learning log on an overhead. As you write, state the evidence for your predictions (e.g., "I think that because…").

   c. Have students write the statements in their learning logs.

NEXT STEPS

After modeling the preview for students, do one of the following:

- Begin reading the passage.

- Transition into Preview: Teacher Supported. The first two steps are identical to this lesson's, so skip directly to Step 3. Allowing students to contribute their ideas increases active learning.

LESSON 1 CASE STUDY

OBJECTIVES

- To introduce vocabulary and key ideas of chosen text
- To model the prediction strategies students need to access background knowledge and set a purpose for reading

MATERIALS

- Science textbook
- Student learning logs
- Pencils

TIPS

- Put flags on the text chosen for the day.
- Write the title, a big idea, and vocabulary words on the board before the class begins, such as in the following example.

TITLE:

The Secret World of Spiders

BIG IDEA:

Spiders

VOCABULARY:

Sac: A baglike pocket that contains things

Prey: A living creature hunted or captured for food

OPENING

Teacher: Today, we will learn the first step to complete before reading a text. But first, raise your hand if you have ever been to the movies.

[Pause for student responses.]

Good! Before the movie starts, there are short clips of movies that will come out in the future. How many of you have seen those?

[Pause for student responses.]

Teacher: Those clips are called previews. I love previews because they give me an idea of which movie I want to see next. After seeing a preview about a movie, what do you learn about the movie?

[Write the ideas as the students share their answers.]

Danny: I know whether the movie is funny or scary.

Teacher: Right! You learn the type of movie. Anyone else?

Kimberly: I know what the story is about.

Teacher: Excellent! You learn about the key ideas in the story. Anything else?

Danny: I can also find who is in the movie.

Teacher: Absolutely! You learn about the characters.

How about you, Justin?

Justin: I've never seen previews because I'm always late to the movies.

Teacher: Oh, that's a pity. Next time, be sure to get to the theater early, so you can see those previews.

You gave me some great ideas about previews. One thing I would add is that previews also tell you about the location and the time the story takes place.

[Write the following on the board:]

> **MOVIE PREVIEWS:**
>
> Previews can tell us:
> - The type of story
> - The key ideas in the story
> - The characters
> - The setting

So, we learned that even a short preview can tell us a lot about a movie.

INSTRUCTION

Teacher: Preview is also a strategy you can use when you are reading. It is the first step in a set of comprehension strategies we will learn. When do you think preview is used? Think about when the previews are shown when you go to the movies.

Students: Before the movie starts.

Teacher: That's right; they're shown **before** the movie begins. So, in the same way, we use the preview strategy **before** we start reading. Much like a movie preview, the preview strategy can give us information about what we are about to read.

[Write the following on the board:]

> **PREVIEW:**
> 1. Big ideas
> 2. Vocabulary
> 3. Predictions

The preview strategy has three parts. In the first part, I tell you some big ideas from the text and you brainstorm what you already know about them. In the second part, you learn key vocabulary terms. In the third part, you predict what you will learn when you read. I will take you through each step.

Let's start with the first step. What is step 1 in preview?

Danny: Big ideas.

Teacher: Good! One big idea from today's reading is spiders. Point to the big idea section on your learning log.

[Make sure that all students can find it.]

Great. Now, write our big idea, spiders, in that section.

[Pause.]

Now, I will think about everything I already know about spiders. What I know about spiders could come from books, magazines, movies, or conversations. I'll write these things on the board, so we can all remember what they are.

I have seen spider webs on bushes, so I know spiders make webs.

[Write: "Spiders make webs."]

I also remember from reading **Charlotte's Web** that spiders lay lots of eggs.

[Write: "Spiders lay eggs."]

I also know that there are many different kinds of spiders.

[Write: "There are many types of spiders." The board should look similar to the following.]

BIG IDEA:

Spiders

THINGS THAT I ALREADY KNOW:

- Spiders make webs.
- Spiders lay eggs.
- There are many types of spiders.

OK, I thought about what I already know about the big idea.

What is Step 2 of preview?

Kimberly: Vocabulary.

Teacher: Right! I will teach you some vocabulary that is important for understanding this text.

[Direct students to the vocabulary words and definitions you wrote on the board before class. Point to the word "sac."]

Teacher: The first word is *sac.* A sac is a baglike pocket that holds things. In this case, the sac carries spider eggs. Let's read the word together: *sac*. Write *sac* in the vocabulary section of your learning log.

[Make sure that students write in the correct section. Then, point to the word "prey."]

Teacher: The next word is *prey.* Prey is a living creature that is hunted or captured for food. For example, a fly is the prey of a spider. Let's read the word together: *prey*. Write *prey* in your learning log.

Now I will move on to Step 3. What is Step 3 of preview?

Justin: Predict.

Teacher: You're right! When you predict, you think about what you will learn when you read. But you don't just make a wild guess about it. First, when you predict, you quickly look over the text. Turn to the page where a flag is attached.

[Make sure that everyone is on the right page.]

What is the title?

Students: *The Secret World of Spiders*.

Teacher: We don't read the text during the preview. We scan it and look at the pictures and captions by the pictures. Now, look at the italicized print right below the title. When words are printed in a different font from the rest of the text, you want to pay attention to them.

The italicized sentence reads, "Scientists have studied spiders for years and have discovered that all spiders are born from eggs and produce silk."

Can you find a picture or caption?

Danny: There is a picture of a spider hugging a big, white ball, and it says, "The spider is standing over the egg sac."

Teacher: Great! Looking at the picture, and according to what the caption said, the big, white ball is probably an egg sac. I think we will learn about spiders and what they do with egg sacs. *Sac* was one of our vocabulary words, so that's another clue that I'll probably learn about egg sacs. Hmm, *prey* is a vocabulary word about catching an animal for food. I think I'll read about how spiders catch prey.

So, I got ideas for my prediction from quickly looking at the pictures and captions. I also got ideas for my prediction from the big ideas and vocabulary words. Now, I'll write my prediction in my learning log.

[Write on the board as you list the following predictions. When you are done, the board should look similar to the example below.]

I predict I will learn about spiders and how they lay their eggs. Maybe I will learn about how spiders care for their eggs. I also predict I will learn how spiders catch prey to eat. I also will write *why* I think I will learn these things: the vocabulary words, picture, and caption.

PREDICTIONS:

I think I will learn about how spiders:

- Lay eggs
- Take care of the eggs
- Catch prey

I think that because of the:

- Vocabulary words
- Picture and caption

Now that we have previewed, take turns reading the text with your partner.

Teacher-Supported Prediction Strategies
Lesson 2 Outline

OUTCOMES

- Students are introduced to key ideas and vocabulary.

- Students learn how to preview text to predict what they will learn.

- Students learn how to connect prior knowledge to information in the text.

PREPARATION

- Identify a few big ideas from the section—important people, places, things, or concepts.

- Identify three to five important vocabulary words or ideas for each section.

- Prepare copies of the text and learning logs for students.

- Plan to keep it short. The preview component of a reading comprehension lesson should not be much more than 5 minutes.

STEP 1: PRESENT THE BIG IDEAS

1. Present people, places, or ideas that are central to understanding the passage.

2. Ask guiding questions to activate prior knowledge (e.g., What does _____ make you think about?).

3. Provide corrective feedback that focuses students on the topics to be learned.

STEP 2: PRETEACH KEY VOCABULARY

1. Provide three to five key vocabulary words or new concepts and brief definitions.

2. Read the words aloud with students.

3. Have students write the words and definitions in their learning logs.

STEP 3: SUPPORT PREDICTION

1. Ask students to state the steps of prediction, and provide assistance as necessary. The steps are as follows:

   a. Examine the title, boldface print, subheadings, pictures, and captions.

   b. Make connections to what you know and what you think you will learn.

2. Give students about 1 minute to examine the passage and make predictions.

3. Ask students to share their predictions. For each prediction, ask students to state their evidence (e.g., "I think that because…"). You may do some modeling, but students should provide most of the information. Generate a prediction for the entire group, and write it on the board or overhead for students to see and write in their learning logs.

NEXT STEPS

- Begin reading the selection.

- When students understand the process, they can lead the prediction step in subsequent lessons. For student-led predicting, follow the steps below.

  1. Give students 1–2 minutes to look for key ideas by examining the title, boldface print, subheadings, pictures, and captions. Remind students of the big ideas.

  2. Have students write one or two predictions in their learning logs.

  3. Ask students to share their predictions. Encourage students to state the evidence for their predictions (e.g., "I think that because…"). Assist students in making connections to background knowledge. Correct information that is inaccurate or off topic.

  4. Evaluate students' predictions. Keep in mind that the predictions do not have to be "correct," but they should connect to the text or students' background knowledge. If predictions seem to lack any connection to the text, provide additional modeling and support, as indicated in the teacher-modeled and teacher-supported lesson outlines.

LESSON 2 CASE STUDY

OBJECTIVES

- Students will answer questions about the preview strategy.

- Students will be guided through the preview strategy to determine what they know about a topic and to predict what they will learn.

MATERIALS

- Science textbook

- Student learning logs

- Pencils

TIPS

- Put flags on the text chosen for the day.

- Write the title, a big idea, and vocabulary words on the board before the class begins (see below for an example).

TITLE:

Conserving Resources

BIG IDEA:

People can help to protect Earth's natural resources and the environment.

VOCABULARY:

Conserving: Saving, protecting

Pollution: Dirtying of the environment

Pollutant: Material that causes pollution

Erosion: The process of wearing away something

OPENING

Teacher: Today, we will practice the preview strategy. Let's quickly review. What are the three parts of preview?

Danny: Brainstorming what you know about the big idea and predicting what you will learn.

Kimberly: Also learning vocabulary words.

Teacher: Excellent! First, we identify a big idea and brainstorm what we know about it. Second, we learn key vocabulary terms. Third, we make a prediction about what we'll learn when we read the text. When do you use the preview strategy?

Kimberly: Before we read the story.

Teacher: Great! How do you think preview will help before we start reading?

Justin: It will help you to understand what you're going to read.

Teacher: That's right.

INSTRUCTION

Teacher: OK, let's get started. As you can see on the board, the title of today's reading is *Conserving Resources*. The big idea is that people can help to protect Earth's natural resources and the environment. Please write the title and big idea in your learning log.

[Make sure that students are writing as instructed.]

OK, let's brainstorm what we already know about the big idea. What do you think about when you hear that we can protect natural resources and the environment?

[As students offer ideas, write them on the board. When you are finished, it should look similar to the example below.]

Danny: That we cause a lot of garbage by throwing stuff away.

Kimberly: We don't really save a lot of resources.

Justin: You can recycle to save some materials.

> **BIG IDEA:**
>
> People can help to protect Earth's natural resources and the environment.
>
> **BRAINSTORMING:**
>
> - People cause a lot of pollution by throwing out garbage.
> - People do not save many resources.
> - We can recycle to save materials.

Teacher: These are wonderful brainstorming ideas. They will definitely get us on the right track.

Now, there are some important vocabulary words in the text that I want to teach you before we start reading.

The first word is **conserving**. This word means saving something. For example, you can conserve water by turning off a faucet or conserve electricity by turning off the lights during the day. When I leave the faucet running while I brush my teeth, I am **not** conserving water. How about when your parents tell you to turn off the light in your bedroom before you leave for school? Is that an example of conserving? If so, how do you know?

Students: Yes, because when you turn off the light, you save energy, instead of wasting it when you are not in the room.

Teacher: Exactly. So, you are conserving the energy. Write **conserving** in your learning log.

Next word is **pollution**. This word means the dirtying of the environment. For example, air pollution comes from millions of cars. Can you think of an example of pollution?

Danny: One time my little brother emptied his juice box into the lake when we went boating. I think he made pollution in the lake.

Teacher: Yes! That's called water pollution because that will dirty the water. That's a great example, Danny! Write **pollution** in your learning log.

The next word is similar to the previous word; it is ***pollutant***. This word means the material that causes pollution. For example, spilled chemicals can be pollutants to a clean lake and cause water pollution. Can anyone think of some pollutants that dirty our environment?

Kimberly: Can garbage be a pollutant?

Teacher: Yes. If you don't dispose of or take care of garbage properly, it can be a pollutant. Good job, Kimberly. Write ***pollutant*** in your learning log.

The last word is ***erosion***. This word means the process of something getting worn down. For example, when waves crash into a cliff over a long period of time, they cause erosion on the rocks by wearing them down. Have you seen a mountain or a hill that has been eroded?

Justin: You know the hill we used to play on by the playground? It got smaller after the heavy rainstorm we had last summer. Is that erosion?

Teacher: Yes, you can call that erosion because the water and the wind wore the hill down, even though it was a small amount. Write ***erosion*** in your learning log.

Now we will make our predictions. Who can remind me where our predictions come from?

Kimberly: We look at the book. We look at pictures and words that are highlighted and stuff like that.

Danny: And the vocabulary words will tell us what we're going to learn, too.

Teacher: Yes, you make a prediction by quickly looking at the text and noticing pictures, titles, captions, and highlighted words and sentences. The vocabulary words also give you clues. Do you read the whole text during the preview?

Danny: No, you look at it pretty fast—like a movie preview is fast and short. It doesn't show the whole movie.

Teacher: That's right. Now, I will give you about 2 minutes to skim through the text. Look for key ideas by scanning the pictures, captions, and bolded and highlighted words.

[Provide 2 minutes for students to skim.]

Teacher: Now, let's see what you noticed when you skimmed the text.

Danny, what do you think about the picture of all that garbage?

Danny: We make a lot of garbage, and it must smell really bad when you put all that garbage together. That will probably pollute our air, right?

Teacher: Sure. Good use of the word *pollute*! Keep looking for more ideas.

Kimberly, what do you notice after looking at the pictures and captions?

Kimberly: That we don't really save a lot of resources. I think we waste a lot.

Teacher: That's a good point. I would think about the same after looking at the mound of garbage. Good job; keep going.

Justin, it seemed like you spent a very short time skimming the text. Did you find any key ideas?

Justin: I know all about natural resources, so I don't need to look at the text.

Teacher: Are you sure? I found a lot of new ideas that I didn't know about. I'm sure you can find some new ideas, too. Let's look at it together. Tell me what the caption says by the picture of the garbage.

Justin: It says, "Tons of garbage is thrown into landfills. This landfill can actually be seen from outer space!"

Teacher: So what does that tell you about how much garbage we produce?

Justin: So much that you can even see it from space—probably too much—and that can't be good for Earth.

Teacher: You are right. Now, let's think about some predictions. What are some things you think you will learn after reading this passage?

[As students offer predictions, write them on the board.]

Danny: I think I will learn about how to reuse some materials.

Teacher: Great! How did you come up with that prediction?

Danny: Because I saw a chart of different types of garbage thrown out, like newspapers and cans. And I remember my mom showing me how to recycle, so some of them can be used again.

Teacher: That's great! I'm glad that you recycle. Any other predictions?

Kimberly: I think we will learn about what to do with all the garbage in the world.

Teacher: That was one of my predictions, too. How did you get that idea?

Kimberly: Well, I saw the word *landfill* in the caption. My dad told me that is where garbage is dumped.

Teacher: Great use of captions. How about you, Justin?

Justin: I think we will learn about what causes pollution to our environment.

Teacher: Excellent! How did you come up with that prediction?

Justin: I saw the word *pollutant* highlighted.

[The board should now look similar to the following example.]

PREDICTIONS:

I think I will learn about:

- How to reuse materials
- What to do with all the garbage in the world
- What causes pollution to our environment

I think that because of the:

- Chart
- Caption
- Vocabulary words

Teacher: You did a great job previewing! Write the predictions in your learning log. Now, even before we read the text, we have a good idea of what we're about to learn. It is like we saw a preview at the movies. Now, let's read the text.