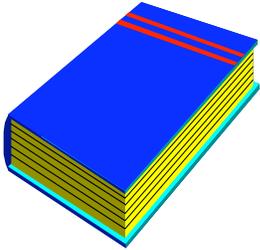**OBJECTIVE:** The student will improve reading comprehension by previewing text.

**Reading Comprehension**

*(adapted from Neal & Langer, 1992)*

## INSTRUCTIONAL CONTENT:

- Reading Comprehension: Brainstorming, *developing vocabulary and background knowledge,* and making predictions to preview text

## INSTRUCTIONAL ACTIVITY:

- *Building Background Knowledge*
  **Purpose:** This activity teaches students how to preview text through brainstorming, developing vocabulary and background knowledge, and making predictions.

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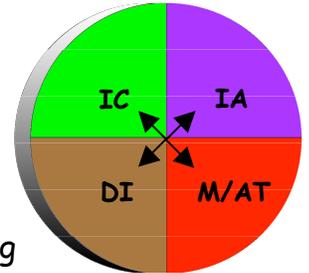
## MATERIAL/AT:

- Independent or instructional level reading material: Expository text
- *Various sources about the topic*
- *Semantic map*
- Prediction Logs

## DELIVERY OF INSTRUCTION:

**Grouping:** *Small teacher-led group of three to four students*

1. Introduce the topic of the lesson and discuss how the topic relates to previous lessons.

2. Ask students "What comes to mind when you hear the word(s) _____?" (Change the word(s) for different topics.)

Have them brainstorm what they already know about the topic. Create a semantic map on the overhead projector or chalkboard to organize their ideas. (A semantic map is a graphic organizer that can help students organize and understand concepts.)

Physical description

Kinds

Bats
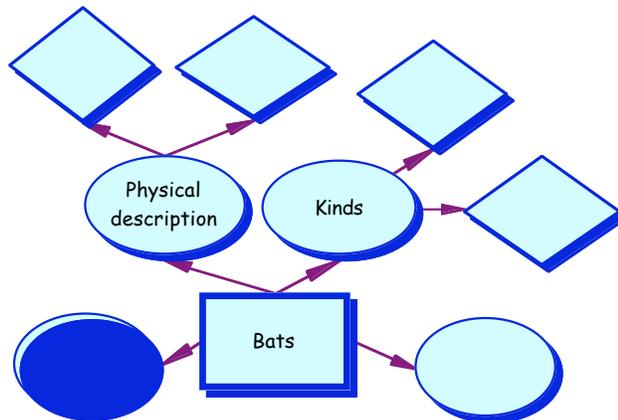
3.  *Introduce 3 key vocabulary words and their definitions. Have the students record the vocabulary words along with their definitions in their Prediction Logs. Ask the students to draw a picture to illustrate the words, if appropriate.*

4.  *Use various sources (e.g., a short passage, poster, pictures, video/audio tape) to build vocabulary and background knowledge on the topic. Add new information gathered from these sources to the Semantic Map.*

5.  *Have students use the information on the Semantic Map to record what they know about the topic (e.g., bats) on their Prediction Logs.*

6.  *Pass out copies of the passage to the students.*

7.  *Lead the students in scanning the passage for clues or physical features (e.g., title, subtitle, headings, subheadings, and pictures) that could be used to make predictions about the passage.*

8.  *Model making a prediction based on those features and have students record your prediction. Guide students in making an additional prediction.*

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PROGRESS MONITORING:

After the lesson, check the students' completed Prediction Logs to ensure that they previewed the passage by brainstorming, developing vocabulary and background knowledge, and predicting.

Periodically, provide students with appropriate level reading passages and comprehension questions. Identify the percentage of correct responses obtained by the students and determine whether satisfactory progress is being made to achieve the annual goals. Make instructional decisions as needed.