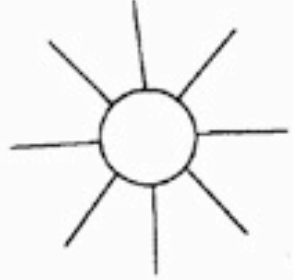
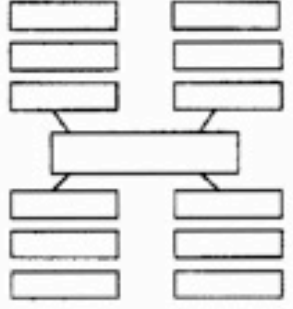
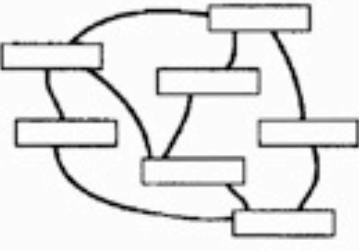
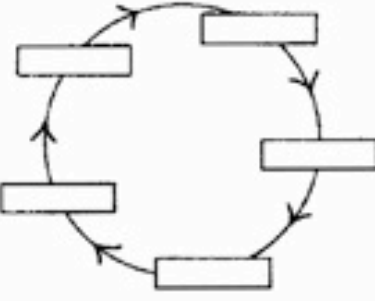
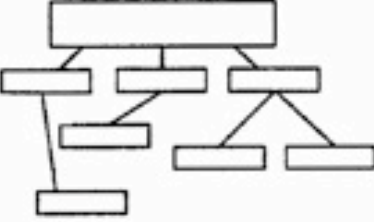



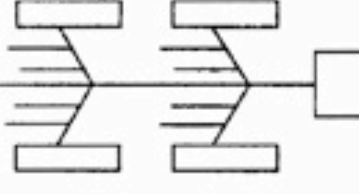
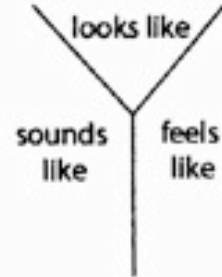
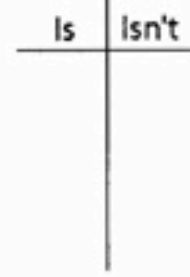
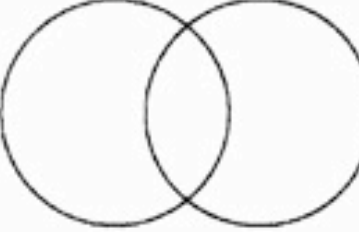
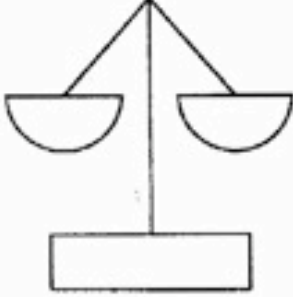
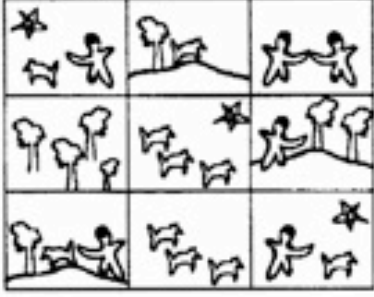

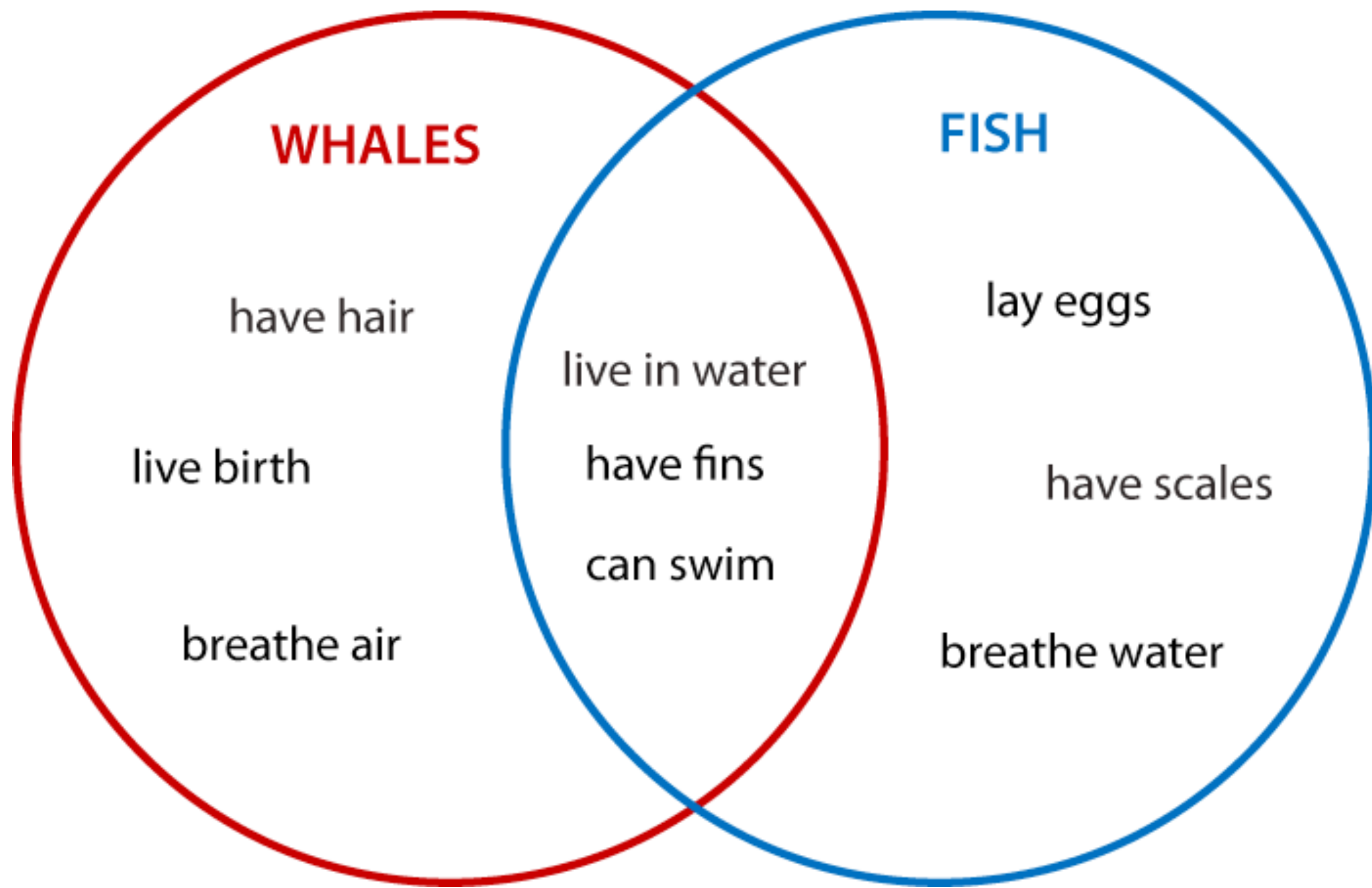


PDP materials & activities for comprehension lessons

Making Thinking Visual with Graphic Organisers

KEY PURPOSE OF THE ORGANISER	SAMPLE GRAPHIC ORGANISERS		
Recalling, grouping, classifying, summarising ideas	 <p>Spider diagram</p>	 <p>Affinity/cluster web</p>	 <p>Concept map</p>
Sequencing events, ordering ideas	 <p>Cycle circle</p>	 <p>Flow chart</p>	 <p>Twister</p>
Showing causal links (cause and effect)	 <p>Futures wheel</p>	 <p>Bridge</p>	 <p>Fishbone</p>
Deeper analysis—dissecting an idea into specific components and exploring different attributes	 <p>Y chart</p>	 <p>T chart</p>	 <p>Venn diagram</p>
Planning and decision making or reviewing	 <p>Scales</p>	 <p>Comic strip</p>	 <p>ECG graph</p>

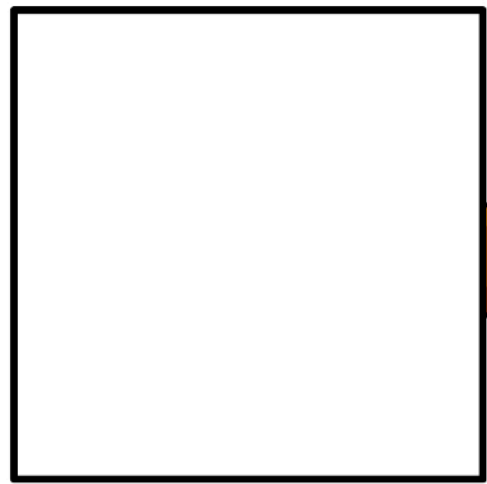




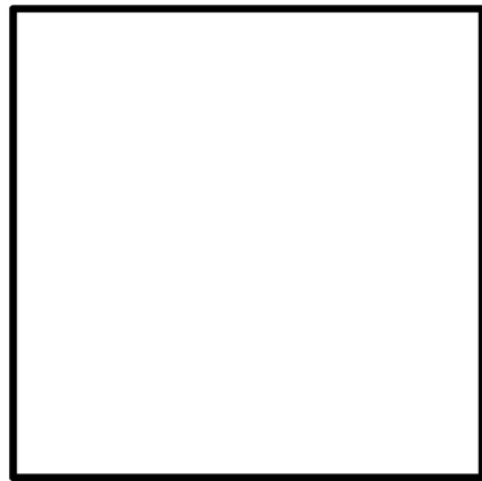
Sequence

NAME: _____ DATE: _____

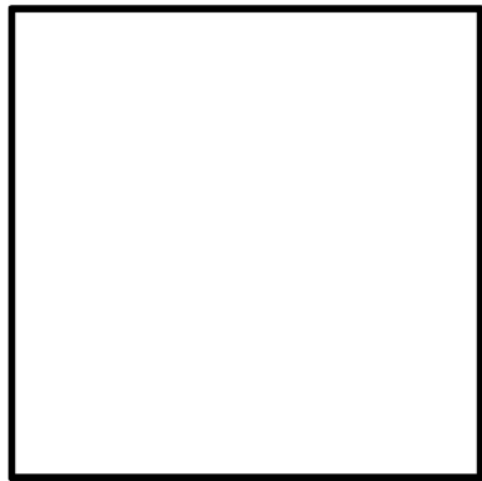
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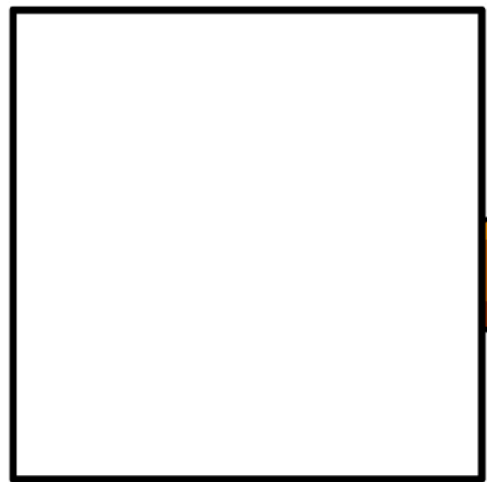
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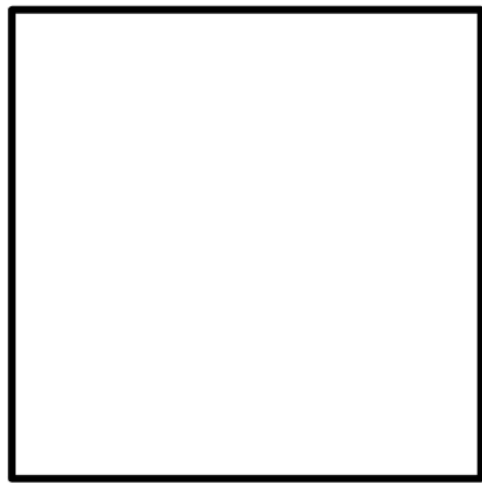
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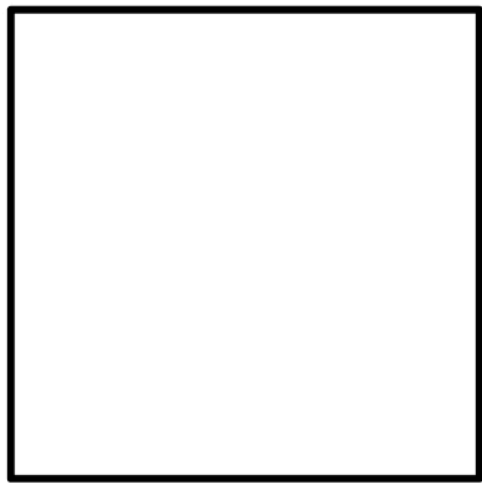
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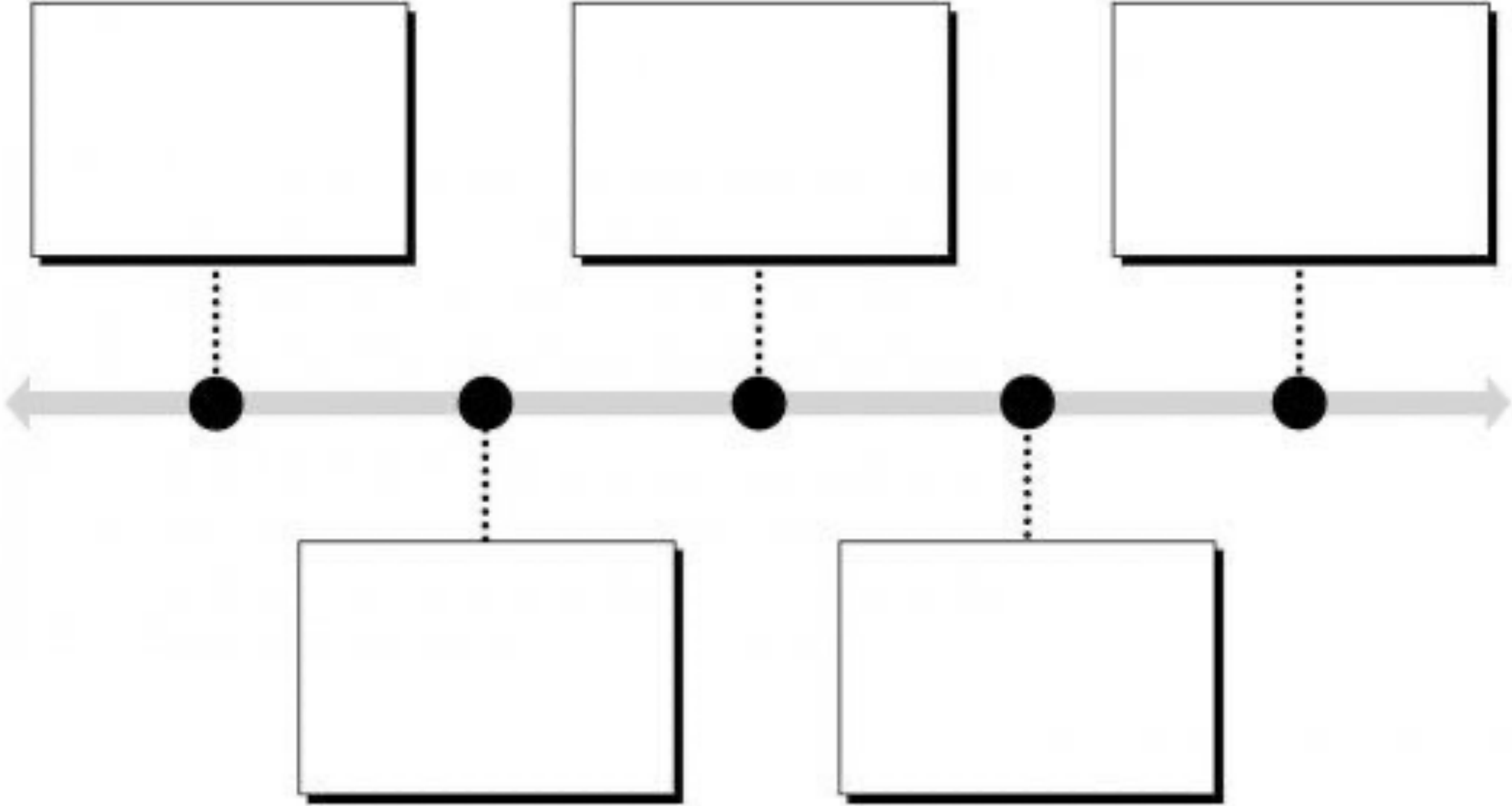


Name _____ Date _____

Sequencing Timeline

Write the person's name on the line. Then write important events in the order in which they happened.

Important Events in _____'s Life



Problem & Solution

Directions: After reading the text, record the problem and solution.

Problem

Solution



K-W-L Chart

Topic: _____

What I K now	What I W ant to Know	What I L earned

I can make a
PREDICTION

Cues These come from the text!	Prediction What do you think will happen?	Confirmation Was your prediction correct?
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Anticipation Guide

Mark true or false for each statement.

- Plants make their own food. . .
- All plants have flowers.
- We get food from plants. .
- Leaves take in the water for a plant.
- Plants need only sun and water. .
- Bees are important to plants. .
- Plants don't move.

Name: _____



Anticipation Guide

Article: 'Muscle Memory' induced by steroids

Mark in the 'Before' column if you agree or disagree with the statement.

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		Effects of anabolic androgenic steroids (AAS) are similar to the hormone testosterone.		
		AAS could be consumed by sports persons to boost their performance		
		They could also be used as valuable medicines for patients with cancer and AIDS.		
		Due to AAS size of muscle fibres and bone growth decrease.		
		AAS have long-term effects, even after they are stopped.		
		Mycocytes are fungi on which the drugs have been tested.		

After: Revisit the statements in the anticipation guide. Do you still agree or disagree with the statements? Mark your opinion now in the right-hand column. Correct the statements with which you do not agree.

Reading Text Codes



When you read something that makes you say, "Yeah, I knew that" or "I predicted that" or "I saw that coming."



When you run across something that contradicts what you know or expect.



When you have a question, need clarification, or are unsure.



When you discover something new, surprising, exciting, or fun that makes you say cool, whoa, yuck, no way, awesome.



When you read something that seems important, vital, key, memorable, or powerful.



When the reading really makes you see or visualize something.



When you have a connection between the text and your life, the world, or other things you've read.



When you come across a new word and you are not sure what the meaning of the word is.

LOL

When you come across something that you think is funny.

IDK

When you read the entire passage/story and still don't comprehend what you read, place in top left corner.

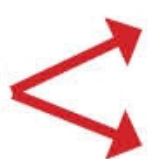
Readers Annotate Within & Across Sources

Circle important words.

Add a synonym or 2-3 word explanation in the margin.

!* Mark new and/or big ideas.

Summarize the idea in 2-3 words within the margin.

Draw arrows  to show related ideas.

Label the connection in 2-3 words noted in the margin.


Number 1. steps
2. lists
3. details

Note in 2-3 words what all the numbers represent.

LOL Mark humorous ideas.

? Jot questions and confusions in the margin.

+ Identify additional information learned about a previously-mentioned idea.

 Mark ideas/opinions that contradict what was previously read or learned.

Summarize the alternative viewpoint within the margin.

Text codes

^^ or :)	I like this or it is happy
ㅍㅍ or :(I don't like this or this is sad
?	I have a question about this
☆	This is important. This is the key information
!	This is funny
C	I have a connection (to myself or something else)
P	I have a prediction
+	I agree with this
-	I disagree with this
한	Translate a word to Korean

Young Math Whiz Helps Students to "Get It"



Fifth-grader Sandeep Reddy approached the library counter with one question. He wasn't inquiring about a book to check out, as you might expect of someone his age. Sandeep was asking if he could run math programs for students.

?

Where?

Sandeep, **of Racine**, ended up leading a math workshop and now, as a **seventh** grader, he's **in the midst** of leading his fourth student math group at the library. Sandeep said he came up with the idea for the math groups and continues to lead them for one reason: to help others.

C - I think we've all
felt @ some point.

"I want everyone to have the same **advantage** in their life. It's not fair for them to not understand or not have their friends help them or be **shunned in their classes.**" **E** said Sandeep, 12, explaining he started helping **dyslexic friends** with math in fifth grade at The Prairie School, 4050 Lighthouse Drive, which he still attends. "I didn't just give them the answer. **I pulled them in the right direction** so that gave me the thought, once I was older and could think beyond my school, that I could help others." **How can I use my talents to help?**

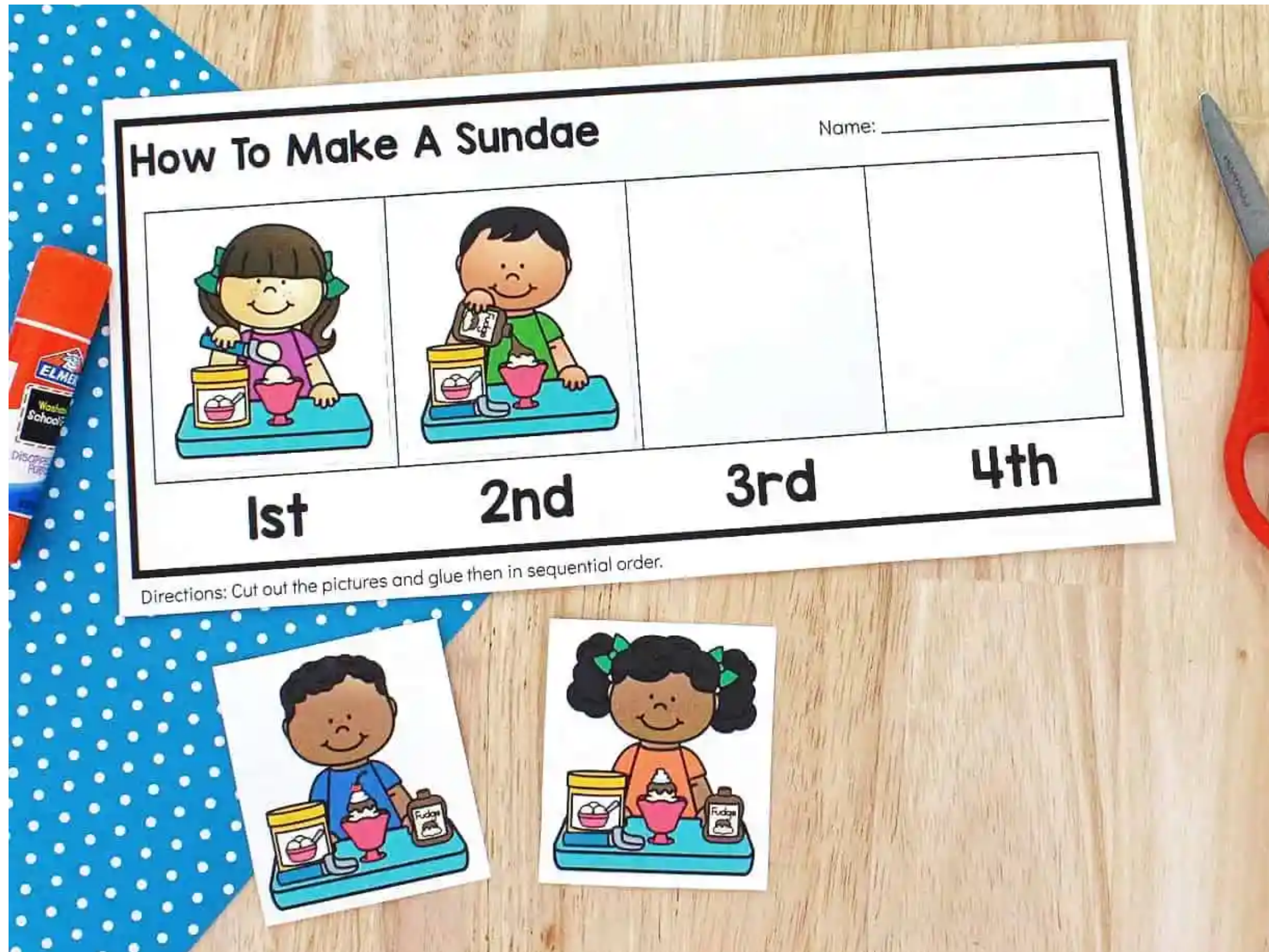
How??

AP Associated Press

Sandeep's math group, the After School Math Club, meets Tuesday evenings for math **enrichment** activities, problem solving techniques and homework help. On a recent Tuesday, about **10 students** attended, ranging from **third-graders to sixth-graders**. **X**




Effort




Sandeep gave students grade-appropriate worksheets **he made** and then worked the room, offering help to each student on the worksheets or their own homework. **?**









Sequencing with pictures

Listening Comprehension

1.   

2.   

3.   

4.   

Find quality worksheets, lesson plans, and activities at www.worksheetshub.com -- All Rights Reserved.

Multiple choice with pictures

1) In my pencil case...		
2) They're...		
3) My pencil case is...		
4) I'm ...		
5) Lucy is my...		
6) She's ...	8	6
7) My brother is in...		
8) He's...		
9) The sandwich is...		
10) The cake is ...		

Multiple choice with pictures