

LEARNING CENTER

STATION

VOCABULARY

Name: _____ Class: _____

WHAT IS IT?

WHAT IS IT LIKE?

WHAT IS IT NOT LIKE?

Word:

EXAMPLES

Name: _____ Class: _____

WHAT IS IT?

Definition:

EXAMPLES

NON-EXAMPLES

Word or Concept:

I can find this word...

This word reminds me of...

Name: _____ Class: _____

Vocabulary word:

Picture or icon of vocabulary:

Synonym:

Antonym:

Part of speech:

Sentence using the vocabulary word:

Name: _____ Class: _____

WHAT IS IT?

Definition:

EXAMPLES

NON-EXAMPLES

Word or Concept:

Illustration:

REQUEST

1 Choose a text that has easily identifiable stopping points for discussion and prediction. Choose high level (inferential, synthesis, and response) questions for each section of the text.

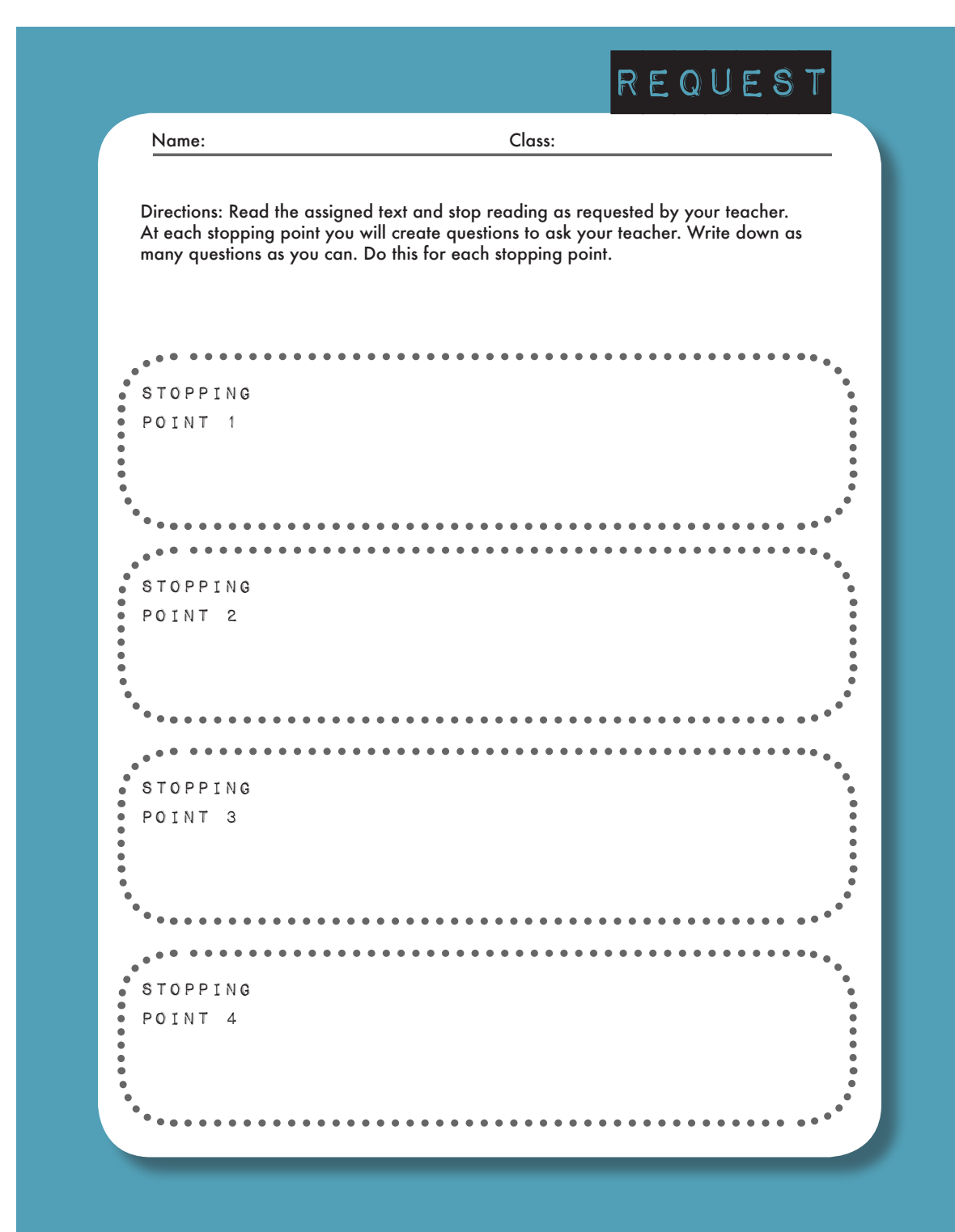
2 Preview the text prior to reading. Discuss background information and vocabulary.

3 You will ask questions about the text.

4 Have the students read to a pre-determined point. Next, instruct the students to write down and ask as many questions as they can. You respond to the students **WITHOUT** looking at the text.

5 Once the students have asked their questions, everyone will close his or her book, and now you will ask students your prepared higher-level questions. At this point, you are serving as a role model for the students by asking these kinds of questions.

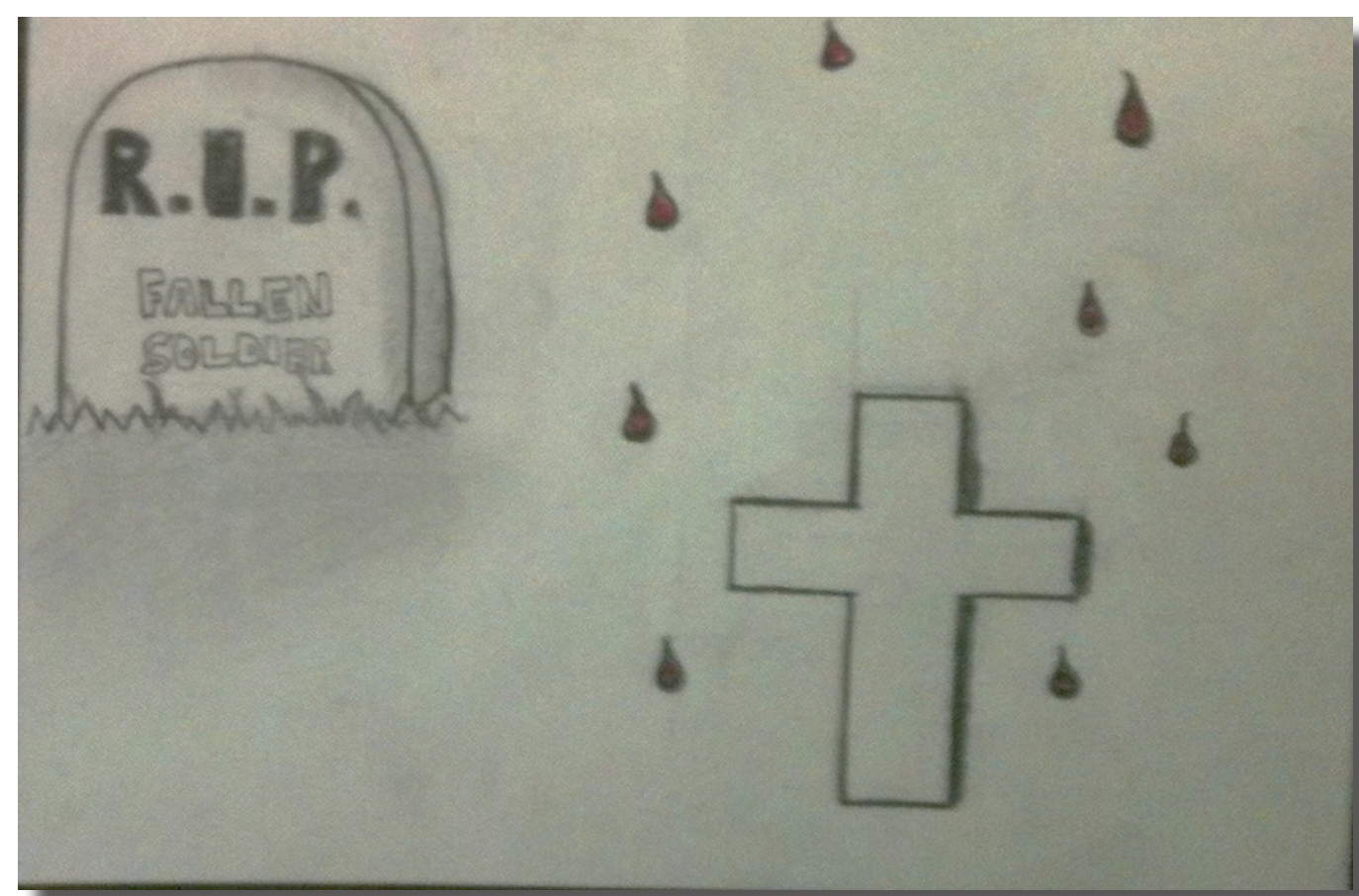
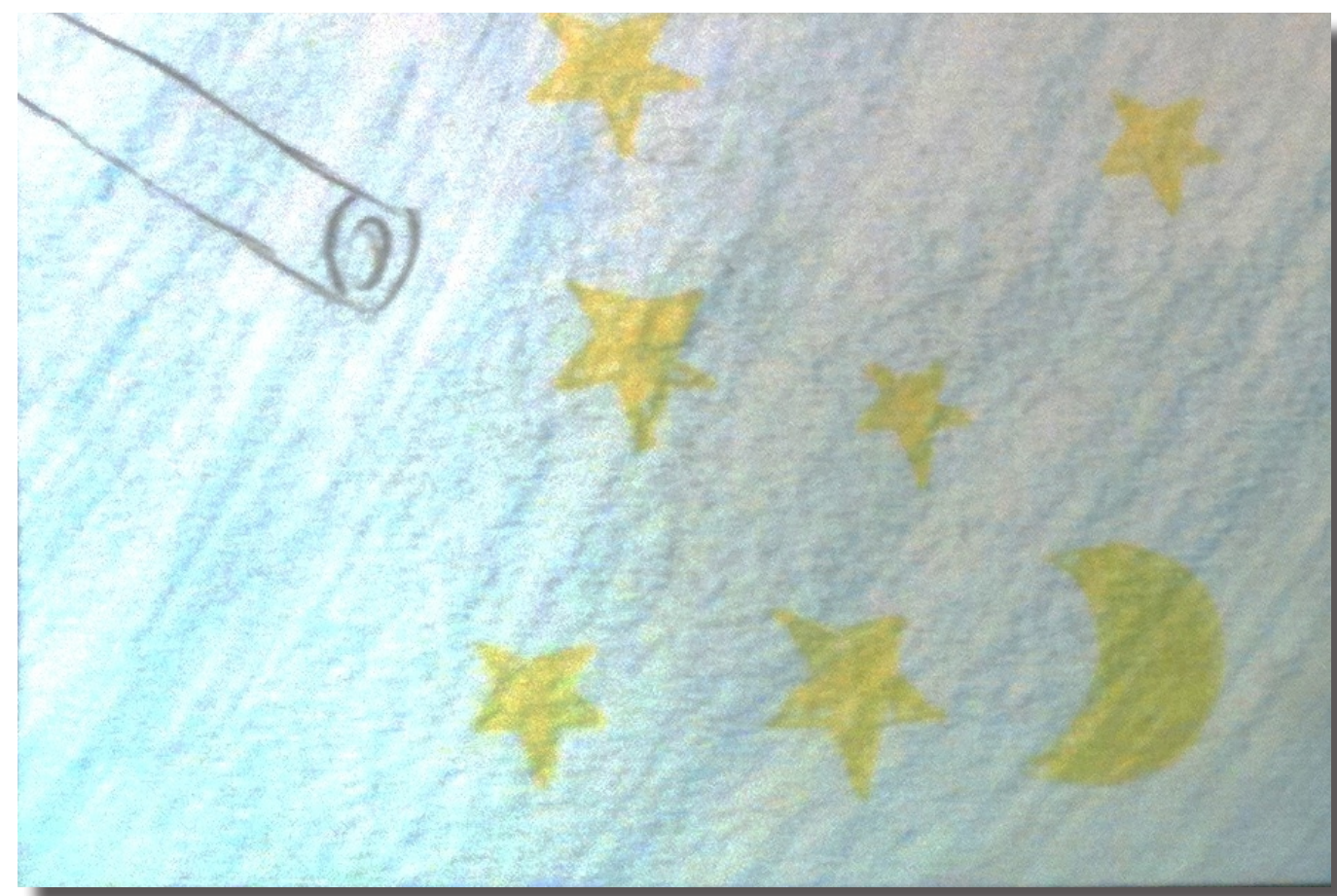
6 Repeat the reading-questioning cycle for each pre-selected stopping point for the text.



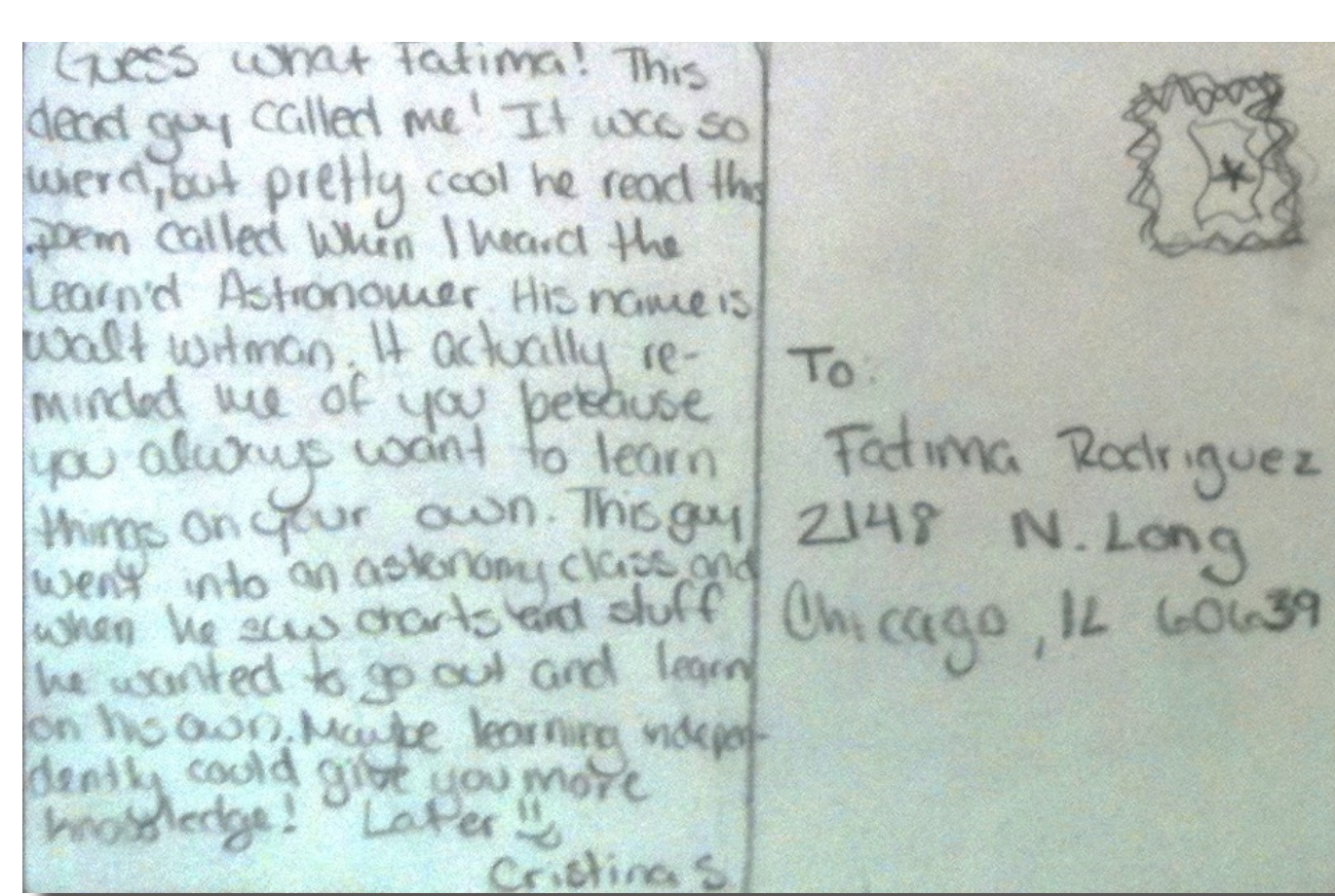
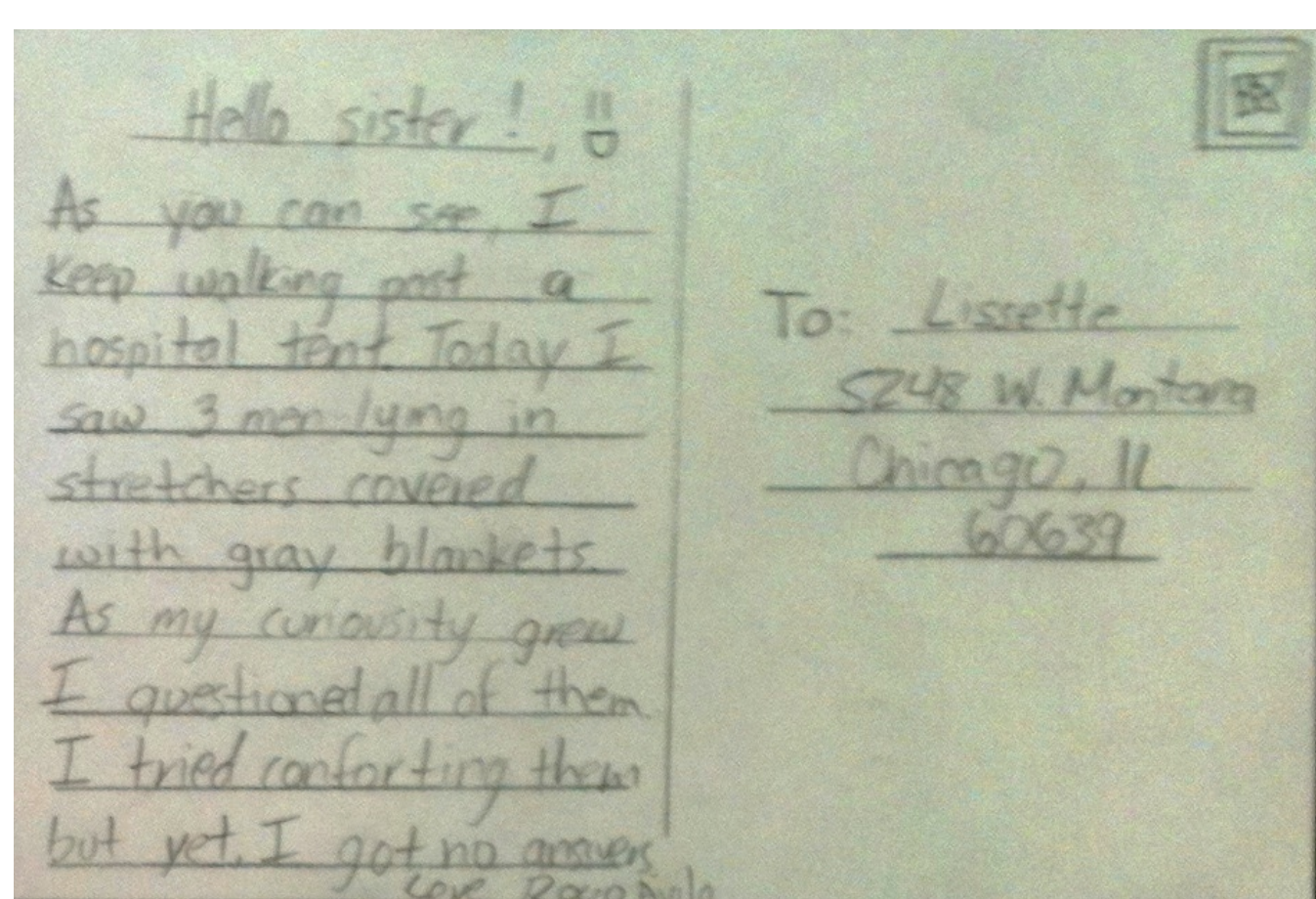
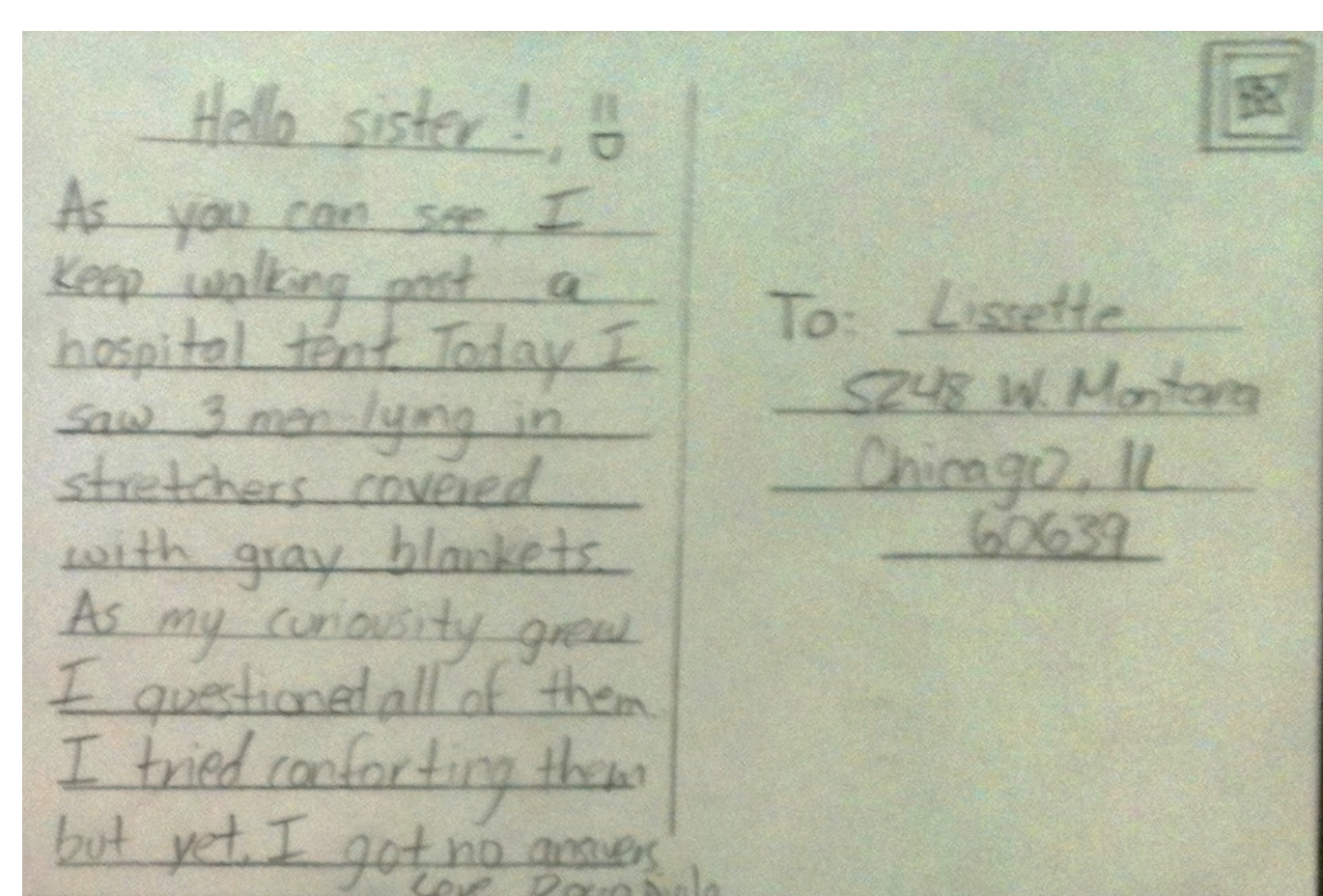
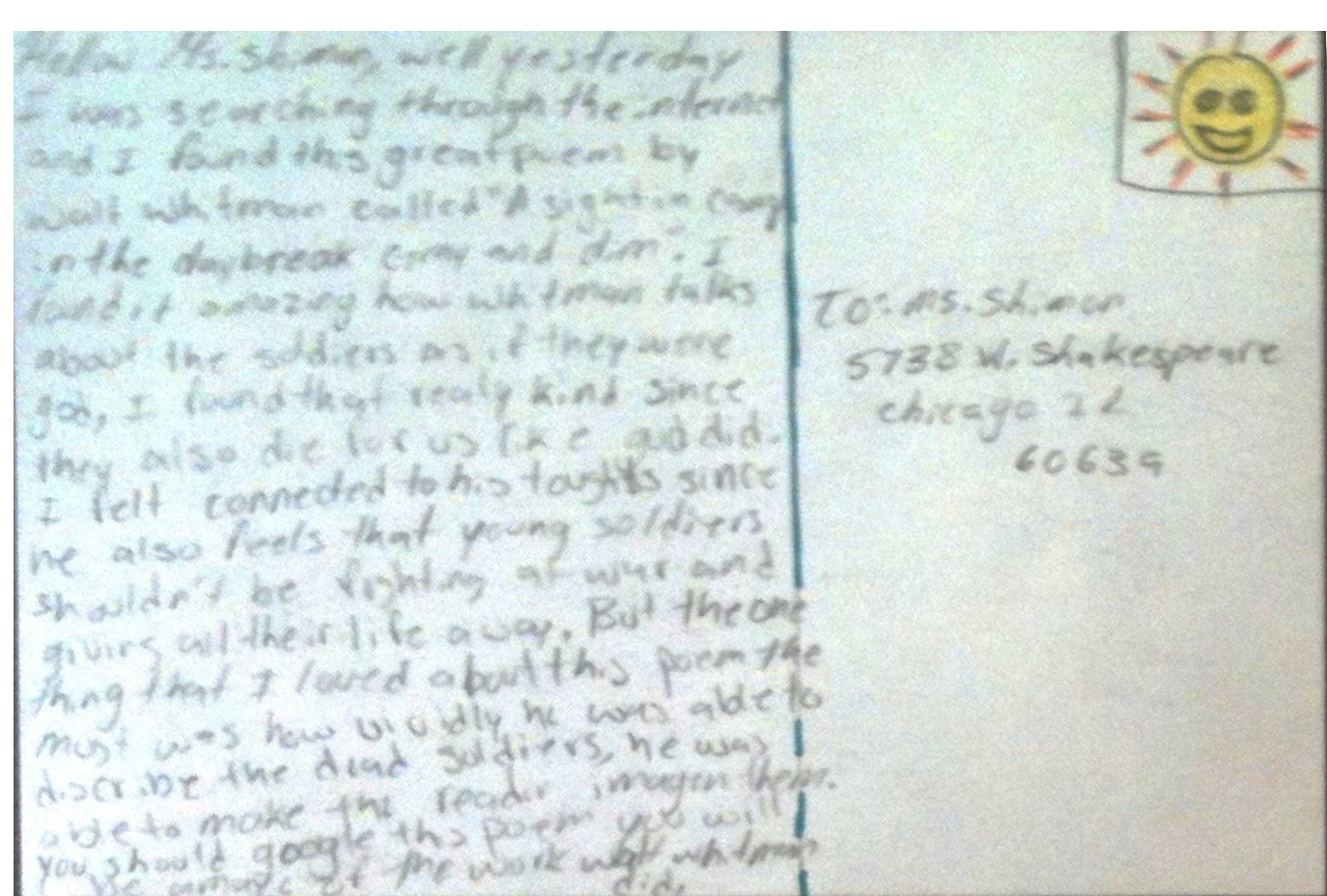
The image shows a worksheet titled "REQUEST" in a black box at the top right. Below the title, there are fields for "Name:" and "Class:". The main body of the worksheet contains a set of directions: "Directions: Read the assigned text and stop reading as requested by your teacher. At each stopping point you will create questions to ask your teacher. Write down as many questions as you can. Do this for each stopping point." Below the directions are four rounded rectangular boxes, each labeled "STOPPING POINT 1", "STOPPING POINT 2", "STOPPING POINT 3", and "STOPPING POINT 4" respectively, with dotted lines indicating where to write questions.

POSTCARDS

Directions: On the front of your postcard illustrate a scene that you think is important. On the back, explain why you think the scene is important and what happened.



WORD SAMPLES



Name _____
Date _____

KWL

Topic _____		
<div>K</div> <div>What I know.</div>	<div>W</div> <div>What I want to know.</div>	<div>L</div> <div>What I learned.</div>

K = What the reader already knows.

W = What the reader wants to learn or know.

L = What I learned.

DRTA

The Directed Reading and Thinking Activity develops the students' purpose for reading a selected text.

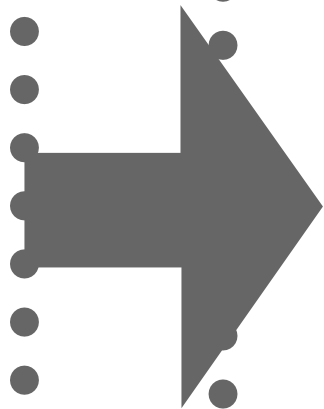
This activity helps students to become more active readers as questions are considered during their reading.

When students use this activity, *especially when they are reading textbooks*, they are better able to focus on the content as well as main ideas and concepts.

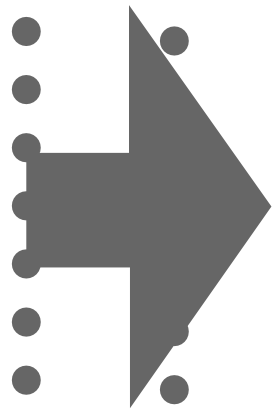
Name: _____ Class: _____

Topic Generation with 6 Ideas - Linear Model

PREVIEW



TAKE NOTES



REVIEW

INQUIRY CHART


The Inquiry Chart (I-Chart) is a strategy that enables you to generate meaningful questions about a topic and to organize your writing.

You will integrate prior knowledge or thoughts about the topic with additional information found in several sources.

The I-Chart procedure is organized into three phases:

- (1) Planning
- (2) Interacting
- (3) Integrating/Evaluating

Each phase consists of activities designed to engage you in evaluating a topic.



From Our Classroom Strategy Library

Inquiry Chart (I-Chart)

Name

Topic

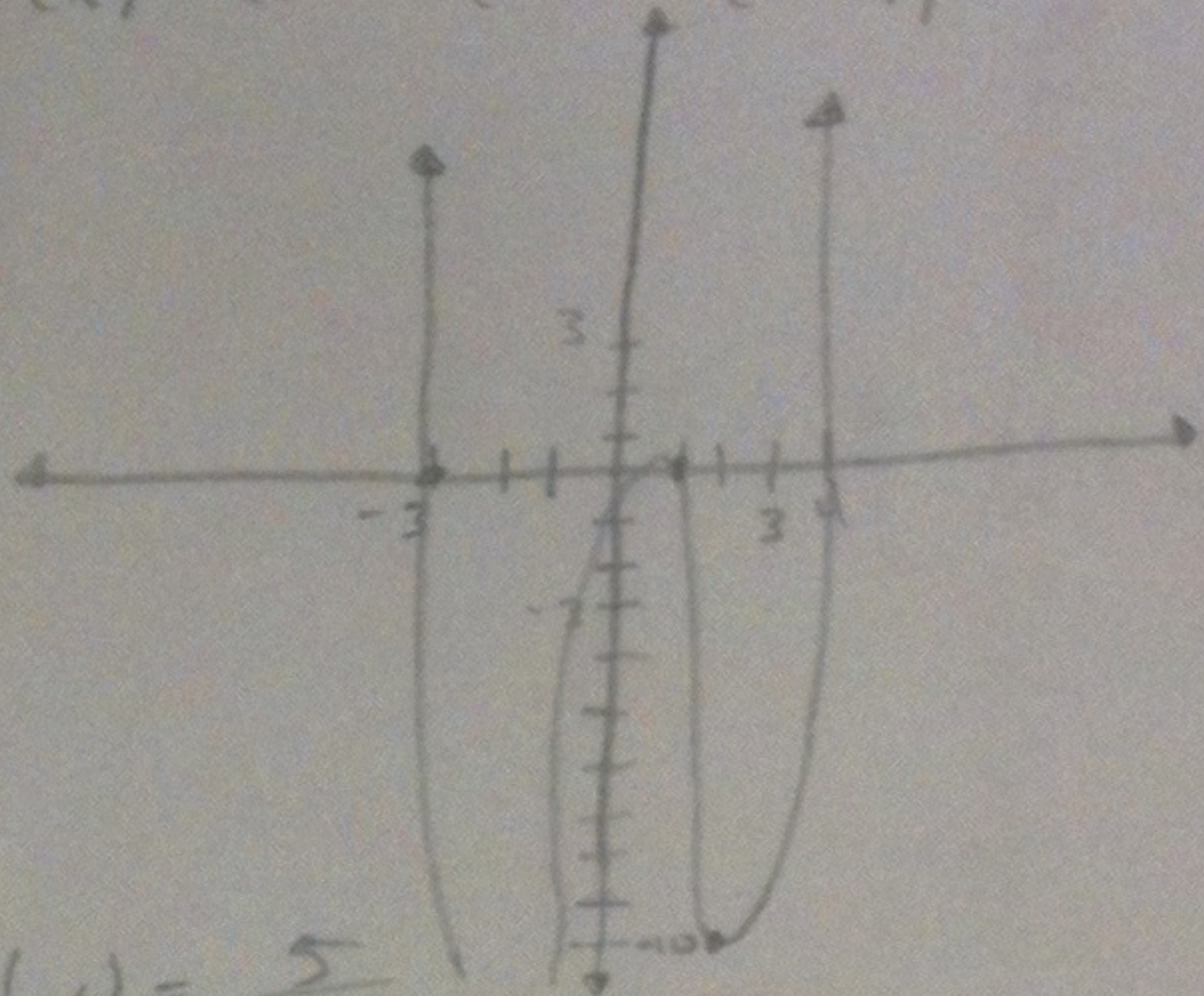
	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
What We Know						
Source 1						
Source 2						
Source 3						
Summaries						

All About **Adolescent Literacy**
Resources for Parents and Educators of Kids Grades 4—12

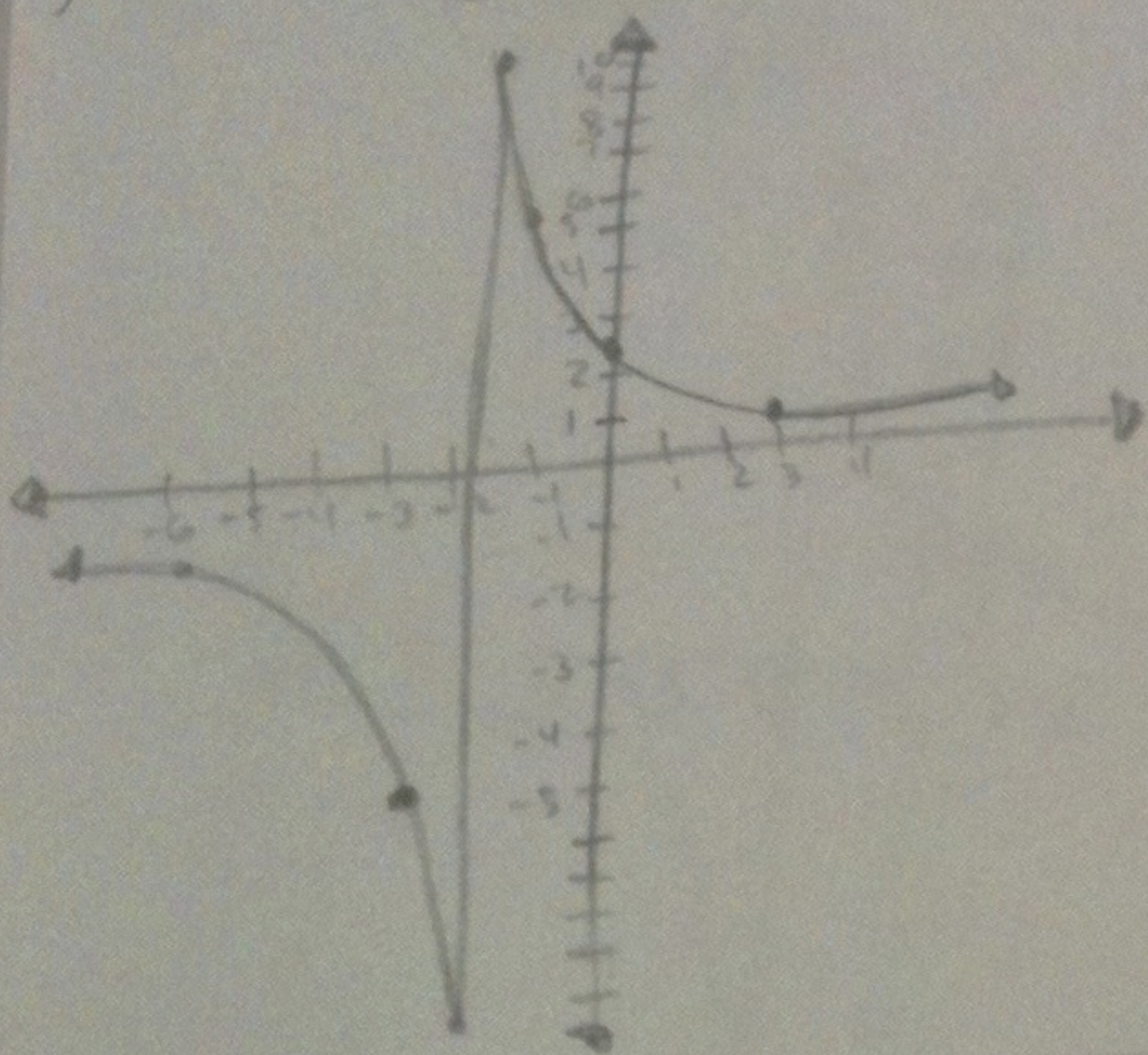
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CORNELL NOTES: MATH SAMPLE

$$f(x) = (x-4)(x+3)(x-1)^2$$



$$g(x) = \frac{5}{x+2}$$



- Plug in numbers in the calculator, plug in function
- look for x and y intercepts
- graph them in my graph.
- parenthesis
- its continuous - doesn't stop.
- It has two points as the minimum
- with these functions I should get two curves: minimums

- Plug in calculator - paren to find the asymptote in
- graph the points (x+2) and see if there's a connection
- This graphs are close to the x but they never really touch the x axis directly.
- I should at least get two curves

Summary

The function of the first graph needs to have two minimums and it has to be continuous.

For the second function, I know it will have a vertical asymptote and two curves are going to be drawn/formed.

*I have to remember to write the parenthesis to get the right answers.

TEXT, THINK, CONNECT

1 *Text Facts.* In this column, you will record important information. This information could include direct quotes or words and phrases that interest the reader.

2 *What do you think about the text?* In this column, students record what you think about the text and the author’s message. Record your impressions and make efforts to interpret the text.

3 *Connections.* When we read, we make personal connections with the text. We connect the text to our personal experiences, knowledge, and beliefs. In this column, students record what this text reminds you of in your personal life.

TTC

Name: _____Class: _____

Topic Text, Think, Connect (TTC)

Directions: Use this graphic organizer to record information from your reading and how this information connects to your personal experiences.

TEXT
FACTS

WHAT DO YOU
THINK ABOUT
THE TEXT

CONNECTIONS:
HOW DOES THIS
INFORMATION
CONNECT TO WHAT
YOU ALREADY KNOW?

CONCEPT SORT

What is it?

Introduces students to the vocabulary of a new topic or book.

Students are provided with a list of terms or concepts from reading material.

Students place words into different categories based on each word's meaning.

Categories can be defined by the teacher or by the students.

When used before reading, concept sorts provide an opportunity for a teacher to see what his or her students already know about the given content. When used after reading, teachers can assess their students' understanding of the concepts presented.