

Strategy 3

ANTICIPATION/REACTION GUIDES

1. Identify major concepts in text.
2. Translate these into 6-8 interesting statements about the topic of the reading with which students may agree or disagree.
3. Present statements to students, having them share answers with a partner.
4. Discuss the answers and reasoning for the answers before reading.
5. After reading, return to the guide and review main points learned.

Center for Educational Development, Inc., p. 58

Strategy 4

I WONDER WHY...

Description:

I wonder why...engages students in actively reading text to generate and answer questions. Based on Manzo's (1969) work with ReQuest and Palinscar & Brown's (1984) work with reciprocal teaching. I wonder why...provides a format for the teacher to model for students how to construct meaning and monitor their own understanding of new information and ideas.

Procedures:

- The teacher begins by saying, "I wonder why..." in reference to something in the text. When first using this strategy, it is better to begin with simple questions such as "I wonder why the author titled this chapter..." or "I wonder why the first heading on page 41 states..." As students become more adept, then the questions can become more complex and require higher-level thinking.
- The students engage in silent reading of a set amount of material with the purpose of responding to the teacher's question. Students are provided with note cards or sticky notes to record their responses and pertinent page numbers.
- Initially all responses are accepted and recorded on the board. Then the students and teacher skim through the material again as the teacher models with a think aloud how to answer the question, demonstrating why some response fit and some don't/
- The procedure is then repeated with the next portion of the text. As the students become familiar with the process, they take turns generating the I wonder why...questions and modeling how to respond to the text with a think aloud.