

Lesson Skill: Prior knowledge and purpose

Strand Reading — nonfiction

SOL 1.10

2.9

Materials

- Trade books related to a current area of study
- Pictures or objects related to the nonfiction topic
- Chart paper or available technology
- Markers
- Sticky notes
- Computers
- Anticipation/Reaction Guide (attached)

Lesson

1. Share the pictures or objects with students. Encourage them to talk about what they notice and to consider their purpose and their possible relationship to one another. First with partners, then as a class, have students apply prior knowledge, talking about what they already know of the pictures or objects. Affirm their correct responses, and pose more questions for the class to ponder. Record student responses on chart paper, an overhead projector, or an interactive whiteboard.
2. Set the purpose for the lesson by asking students what they think they will be studying from the information presented to them thus far. Write the topic above students' prior responses. Let students know they will be reading trade books about the topic.
3. Prior to reading their books, have students complete the attached Anticipation/Reaction Guide on the topic. Have students read the books (at their independent level) to either confirm their answers or to change their thinking. Ask students to mark pages in their books with sticky notes that support their answers and to record new information on the Anticipation/Reaction Guide.
4. Divide students into small groups to compare their findings and refer to their books to support their responses.
5. As a class, discuss the differences and similarities of responses to the Anticipation/Reaction Guide before reading and after reading, using the books for corroboration.
6. Have student pairs discuss how the Anticipation/Reaction Guide helped set a purpose for their reading and how information from their reading altered their thinking.

Technology:

- Have students research the topic online. You may wish to have them share their information with the class in the form of an oral presentation and/or a slide presentation. To extend the lesson, have students create their own anticipation/reaction guides to use before and after a new topic is studied.

Strategies for Differentiation

- Build students' knowledge about objects being used by initiating a discussion to describe the objects and discuss why they are important. Ensure that students make connections to their real lives.
- Clarify the word *purpose* by showing examples from a text book that students already know, and ask, "Why did the author write this?"
- Define and extend the meaning of *purpose*. Use a simple simulation to show how we use purpose everyday. Ask, "Why do we listen to the weather forecast? What is the purpose?"
- Ask students to list purposes for reading:
 - To learn about animal habitats
 - To learn the difference between amphibians, mammals, and reptiles
 - To get information about early Americans or Egypt
- Model how to respond to the attached Anticipation/Reaction Guide and how to find the answers to the guide while reading.

Anticipation/Reaction Guide

Respond to the statements *before* reading and then again *after* reading. Place an **A** if you **agree**. Place a **D** if you **disagree**. Write the name of the book and page number next to the statement for your reference. In the last column, add any additional information, something interesting, or any questions after reading.

Response before reading	Topic _____ Statements	Response after reading	Title and page number	Additional information