

Reading Mini Lesson #3: Activating Prior Knowledge

Lesson Focus/Teaching Point: Students will be able to activate prior knowledge to aid in reading comprehension.

Materials:

- Book/article you will use to model the 3-2-1 strategy
- Chart paper (if available, for anchor charts)
- Books/articles for students to practice using the 3-2-1 strategy

<p>Rationale/ Connection (3-5 minutes)</p> <ul style="list-style-type: none">• Activate students' background• Connect to prior lessons• Connect to real world	<p><i>Say: "When you go to the movies (or watch one on TV), what are some things you do to give you an understanding about what you're going to watch before you even get there?"</i></p> <p>Have students list. You may need to prompt/provide examples to get them going. The list may include:</p> <ul style="list-style-type: none">• Find out when and where the movie takes place (Ex: Hidden Figures takes place in the 1960s—I know segregation and civil rights were hot-button issues during that time)• Find out who directed the movie (Ex: This is a Tyler Perry movie. I've seen all the Madea movies and they are really funny—this one probably will be too)• Recognize the genre of the movie (This is a horror movie—people will probably die and there will probably will be sudden "spooks" that make me jump)• Watch the trailer/read a synopsis (YouTube or Google it)• Ask friends who have seen it (What did you think of...)• Any others you/students come up with <p>*Make this list an anchor chart and keep it posted to refer to throughout the year</p> <p><i>Ask: "Why do we do these things?"</i> Help students see that doing these things helps us better understand the movie as we watch it. (And helps us identify if we would even want to see the movie to begin with—book selection)</p> <p>State the learning target (see above): <i>Today, we are going to learn more about this skill—activating prior knowledge—and how we can apply it to our reading to help us better understand what we read.</i></p>
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<p style="text-align: center;">I Do (3-5 minutes)</p> <ul style="list-style-type: none">• Demonstration• Explain & give an example	<p>Say: <i>“We can do the same things on our list when we are about to read! One helpful strategy is the 3-2-1 method. After previewing the book (like you would preview a movie), list 3 things you already know, 2 things you’d like to know or learn more about, and 1 question you have in relation to the reading.”</i></p> <p><i>“Watch how I do it...”</i></p> <p>Have a book/article ready. Model how you would preview it—use the list students created as a guide. You may:</p> <ul style="list-style-type: none">• Identify when and where it takes place• Identify the author (and if you have read other things by the same author)• Identify the genre of the text• Read the back of the book, title, etc. <p>As you do these things, create your own 3-2-1 list (Identify 3 things you already know, 2 things you want to know/learn, and 1 question)</p> <p><small>*You may want to have the 3-2-1 method already listed on the board or written on an anchor chart as well</small></p>
<p style="text-align: center;">We Do (3-5 minutes)</p> <ul style="list-style-type: none">• Guided practice• Check for understanding/clear up misunderstandings	<p>Say: <i>“Now you are going to have a try. You are going to look at this (book, article) and activate your prior knowledge using the 3-2-1 method.”</i></p> <p>Give students an article/book and have them work in pairs/small groups to use the list made at the beginning to use the 3-2-1 method in order to activate prior knowledge for the text.</p> <p>Facilitate this practice and answer any questions/clear up misunderstandings.</p>
<p style="text-align: center;">You Do</p> <ul style="list-style-type: none">• Link to students’ independent and small group reading	<p>Say: <i>“Today and every day when you are reading, use this method to activate your prior knowledge in order to help you better understand what you are reading.”</i></p> <p>Have students use this method during their reading today (and in the future).</p>