

# PICTURE WALK



1. Before having students read, show them the cover of the book. Read the title aloud and have students predict what the story might be about based on the title alone.
2. Have students flip from page to page looking at each picture. Let them predict what is happening in each picture. Do not confirm or reject predictions; simply acknowledge responses.

*Pre-Reading Strategies*









# TEXT TALK



1. Introduce the book by reading the title and the names of the author and illustrator.
2. Share the genre with the students (expository, narrative, mystery, autobiography, biography, poetry, myth, fairy tale, fable, etc.)
3. Briefly summarize the story in five sentences or less.

*Pre-Reading Strategies*

# ANTICIPATION/REACTION GUIDE

		Spiders are friendly.
		Spiders have 7 legs.
		Spiders are reptiles.
		Spiders have 30 babies at a time.
		Spiders are strong.

1. Prepare an anticipation/reaction guide (as seen on the left) with five general statements from the text to be read.
2. Have students draw happy/sad faces in the “before” column if they agree/disagree with each statement.
3. Have students discuss their responses.
4. Read the text.
5. Have students fill out the “after” column the same way as they did the “before” column.

*Pre-Reading Strategies*

# KWL CHART

Name _____		Date _____	
Topic _____			
What I <b>KNOW</b> Already	What I <b>WANT</b> to Know	What I <b>LEARNED</b>	

1. Distribute KWL charts to each student.
2. Under the “K” column, have students write what they *know* about the topic they’re about to read about. Discuss responses.
3. Under the “W” column, have students write what they *want* to know about the topic they’re about to read about. Discuss responses.
4. Read the story.
5. Under the “L” column, have students write what they *learned* from the story.

*Pre-Reading Strategies*

# GRAND DISCUSSION


1. Engage students in a discussion about the theme or topic of the story they are about to read.
2. Encourage students to share what they know about the topic/theme.
3. Share a few key ideas from the story the students are about to read.



*Pre-Reading Strategies*

# SEARCH AND FIND

1. On each “Search and Find” card, write one thing students need to “search and find” in the story they are about to read.
2. Go over each item that students are to “find” in the story.
3. Have students read the story and record the page number that each item was found on.
4. After reading the story, have students share what they “found” in the text.

SEARCH AND FIND...	
_____	
_____	
_____	
 _____	
_____	

*Pre-Reading Strategies*

# VOCABULARY CARDS

1. Pass out a set of blank “Vocabulary Cards” to each student.
2. From students, elicit possible definitions for each word.
3. Have students write the definitions using the vocabulary word. (i.e. A kitten is baby cat.)
4. Have students illustrated each word.
5. As students read the story, have them write the page number that each word was found on.
6. After reading the story, have students put the words in the order they appeared in the story.
7. Have students use the vocabulary cards to write a summary of the story.

Word	

*Pre-Reading Strategies*

# I WONDER WHY...

1. Before reading the story, have students turn to the first page with a picture and wonder aloud why things are occurring in the picture. (i.e. “I wonder why the bunny is hiding under the rock.”)
2. Allow students to do the same for each consecutive picture.



*Pre-Reading Strategies*

# ANTICIPATION BOX



1. Decorate a cardboard box to place “artifacts” in. The artifacts should be items that one would encounter while reading the story.
  - a. If you were reading The Three Bears, for example, you might place a bear, doll, bowl, miniature bed, miniature chair, etc. in the box.
2. Pull out the items, one at a time, in the order they appear in the story.
3. Have students predict what the story may be about as you pull out each item. Students may wish to modify their predictions as more items are displayed.

*Pre-Reading Strategies*

# PREDICTION CARDS

Prediction
_____
_____
_____

1. Pass out a “Prediction” card to each student. Allow students to look through the pictures in the story and write down a one sentence prediction.
2. After reading the story, have students write on the back of their prediction cards what the story was actually about (in one sentence).

*Pre-Reading Strategies*