**EDU 279**

**Module Six Assignments**

**Lab**

**Lab Assignments:**

\*Lab 1

<https://www.youtube.com/watch?v=eE1l0262KJA>

Watch the video of this teacher teaching a lesson using visualization. As you are watching, take notes on the strategies this teacher is using to help her students with comprehension. After watching the video, list four strategies this teacher used while teaching the lesson. For each strategy, provide an example (from the video) of how it was used by the teacher. Share and explain your opinion of the video too.

\*Lab 2

Choose an informational text (for a specific content area or unit study) for students. Create a set of questions that can be answered by previewing the Table of Contents only. The questions can be written on 3x5 cards.

1. Choose an informational text and display the Table of Contents for students to preview together.
2. Ask the Author’s purpose for writing this book and what focus the book may have.
3. Tell students you have developed some questions based on what they have been learning about the topic. Students will work in pairs to determine which Chapter in the book may provide an answer to the questions they are given.
4. Back in whole group, discuss what they have learned about the book and if it is appropriate for their unit of study.

**Course / Lecture Assignments**

**Discussion Assignments**:

See the course resources for detailed, general directions and a grading rubric for discussion boards. You can insert the prompt(s) you wish to use into to general template.

Prompt One:

#1 What is a graphic organizer?

1.How is it used in the teaching/learning process?

2. Choose one type of graphic organizer and explain how it is used. Explain the benefits for students.

Prompt Two:

#2 What is a KWL chart?

1. How does it incorporate writing into the reading lesson?

2. How can it help generate discussion among students?

**Module Assignments:**

Option One:

#1 Anticipation guides are designed to prepare students to read with comprehension. They help students connect the topic with prior knowledge, raise questions about what they are going to read and set purposes for reading. Use the link below for further explanation of an anticipation guide.

<http://www.theteachertoolkit.com/index.php/tool/anticipation-guide>

Assignment Directions:

1. Choose a fiction or nonfiction book appropriate for children. (10 points)
2. Using the template (attached in Module 6) design an anticipation guide for your chosen book.
3. The students will answer the questions before and after reading the book. The anticipation guide will help generate discussion about the book too!
4. Provide an example of the anticipation guide you created. (30 points)
5. State the process for using the anticipation guide in your classroom. Will students work alone or in groups? What is your role? Be specific on how you will use the guide to prepare students for reading. (60 points)

State the name of the book you chose. (10 points) Provide an example of the Anticipation Guide. (30 points) State the process for using the Anticipation Guide in your classroom. (60 points) All questions should be answered completely in paragraph form.

Option Two:

#2 Anticipation, Building Knowledge and Consolidation are the ABC’s of reading. Research and provide an explanation for Anticipation, Building Knowledge and Consolidation. (60 points) After you have explained each of the three areas, decide which of the strategies listed below belong in each area. (40 points)

Strategies:

Literature Circles

Think/Pair/Share

Guided Reading

Anticipation Guide

Reader’s Workshop

Dual entry Diary

Research and provide an explanation for Anticipation, Building Knowledge and Consolidation. (60 points) Each area should be explained thoroughly in paragraph form. Place each listed strategy in the area of Anticipation, Building Knowledge or Consolidation. (40 points)