

Preview

Lesson Objective	(Comprehension) Students will improve reading comprehension by previewing text.	
Vocabulary	<p>previewing: the process of identifying big ideas and making predictions about the content of a text</p> <p>predictions: declarations in advance, made on the basis of observation, experience, or scientific reason</p>	
Reviewed Vocabulary	headings, subheadings, captions	
Instructional Materials	Teacher	Student
	<ul style="list-style-type: none"> • Teacher Masters • Demonstrate— <i>Preview Steps Poster</i> • Timer 	<ul style="list-style-type: none"> • Student Booklet • Practice—Copies of text for each pair of students, selected from a nonfiction text they will read in class that day. Selected text should contain pictures, captions, headings, subheadings, and so forth.

Preview

Writers often assume that their readers will have background knowledge on the topic they are writing about. As readers, thinking about what we already know about a topic before we start reading can help us make better connections to what has been written. First, we'll determine the big ideas from the text and what they mean. Then, we'll predict what we think we'll learn from the passage.

Engage Prior/Informal Knowledge

If I see the trailer of a movie before I watch the actual movie, I often find that later it's easier for me to follow the action. Why do you think this is? How can seeing a movie preview help me understand what happens in the movie? *(Possible answers include: you already know the main characters; you have already seen some of the major scenes; you already know what the main conflict in the movie will be; you already know what the main topics in the movie are.)*

Teacher Note

Numerous movie trailers are available online. It may be useful to have the students watch an appropriate trailer, discuss what they saw, and decide what probably will occur in the movie that wasn't shown in the trailer.

The reading strategy that you're going to learn today is a lot like seeing the trailer for a movie before you actually watch it. You are going to learn to preview a text before you read.

Demonstrate

When you glance at a magazine cover, what do you see that can help you understand what the articles are about? (*article titles, subheadings, pictures, graphics, bolded print*)

Previewing is the process of identifying big ideas and making predictions about the content of a text. Just like looking at a magazine cover, previewing a text before reading also begins with the things you can already see and understand.

Display the *TM#1: Demonstrate—Preview Steps Poster*.

The first step in previewing is: “Identify the big ideas.” Big ideas include people, places, things, and concepts that the text is about.

Display the *TM#2: Demonstrate—Passage*.

Look at the passage titled, “A Texas-sized Kitty.” We will *not* read this article today; we are only using it to learn how to preview a text before we read. We can determine the big ideas of a text by looking at the title, subtitles, bolded print, and pictures.

Look at the picture and the subheadings of the article. What do you think are the big ideas or the subjects of this article?
(*mountain lions, habitat, diet*)

Display the *TM#3: Demonstrate—Preview Log*. Cover everything below the line in the Preview Log labeled “Title.” Then, reveal the first column of the chart, titled “Big Ideas.”

This is the Preview Log. Since the title of this passage is “A Texas-sized Kitty,” I have written *A Texas-sized Kitty* on the Preview Log where it says “Title.”

I have written *mountain lions, habitat, and diet* on the line that says “Big Ideas.”

Who can tell me what is the first step in Preview? (*Identify the big ideas.*) **How can we find the big ideas?** (*Look at the title, subtitle, bolded print, and pictures.*)

Point to the *TM#1: Demonstrate—Preview Steps Poster*.

The second step in Preview is to decide whether or not you know the meaning of each big idea. Thinking about our understanding of the big ideas will help us understand more of what we read.


Uncover the second column in the *TM#3: Demonstrate—Preview Log*, labeled “Do I know what they mean?”

In the second column, I marked that I know the meanings of *mountain lions* and *diet*, but I’m not sure about *habitat*, so I wrote a question mark.

What is the second step of Preview? (*Decide whether or not you know the meaning of each big idea.*)

Uncover the third column in the *TM#3: Demonstrate—Preview Log*, labeled “Meanings.”

The third step is to write down what you know of the meanings of each big idea. In the third column, I wrote down what I know of the meanings of the three big ideas I identified. Notice that I guessed at the meaning of *habitat*, even though I’m not completely sure.

 <p>Watch For</p>	<p>Students may think “diet” refers to eating less, or eating healthy food. Point out that in this context, “diet” refers to the general eating habits of the mountain lion.</p>
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The fourth step in previewing is to write what we already know about the topic.

Uncover Part 4 in the *TM#3: Demonstrate—Preview Log*, labeled “What I already know about this topic.”

I know that there are big wildcats like mountain lions all over the world, and I remember hearing a story on the news recently about a mountain lion that had traveled all the way from Chicago to Connecticut, which is thousands of miles. So I wrote that in Part 4.

What is the fourth step in previewing a text? (*Write what you already know about the topic.*)

The last step is to make predictions about what we think we will learn in the passage. Making predictions helps us focus our attention while we read.

Again, the title is “A Texas-sized Kitty,” and the subheadings are “Habitat” and “Diet.” What can we guess we will learn from this article? (*where mountain lions live, what mountain lions eat*)

Uncover Part 5 in the *TM#3: Demonstrate—Preview Log*, labeled “Predictions.”

What is the last step in previewing a text? (*Make predictions about what you think you will learn.*)

Teacher Note

Prior to Practice, you may wish to show students various magazine covers and have them use the Preview Steps Poster to practice making predictions.

Practice

1. Students practice the Preview strategy with a selection of text from the day's reading.

Distribute copies of a nonfiction text students will read in class that day.

Now you will practice previewing a text that you are going to read. Complete the Preview Log for the text I have given you.

Have students work in pairs to complete the *SB#1: Practice—Preview Log* for that text. Have students restate the instructions and check for understanding. Set the timer for 8 minutes.

Circulate among the students while they work, check for understanding, and provide corrective feedback as needed.

2. Review student responses.

When 8 minutes have passed, ask for volunteers to share their ideas. Have students make corrections or additions to their own papers.

Independent Practice

1. Have students complete the *SB#2: Independent Practice*.
2. Collect the materials, score the work, and check for mastery.