

Before Reading – Previewing



Partner/Small Group Vocabulary Preview

- What?** This strategy is used before reading. Students discuss and define vocabulary before reading a selection.
- Why?** The preview allows students to access background information through discussion with classmates. They practice using resources to create working definitions of selected vocabulary. The preview can also be an informal assessment of students' prior knowledge.
- How?** Determine a list of key words or concepts that will be essential to the lesson or have students skim the reading and select unfamiliar words.

Model the process of completing the organizer for the whole class. Explain how you access all your prior knowledge about the word--such as its familiar use in context or its known prefixes, suffixes, or roots--to determine your own definition of a word. Use a dictionary entry to demonstrate how to use both the book definition and your own background knowledge to create a working definition.

Students meet in groups of two or three to review the list. They write their initial knowledge about the word in the "Definition" box. Then they consult a dictionary or glossary to include new or alternative definitions and add them to the "Definition" box. The new definitions must be written in the students' own words. The last box, "Examples from Reading," can be done by having students skim and record before they read or they can record while they read.

Before reading, a whole class review and discussion should follow the group work to reinforce accurate working definitions.

Name:
Topic:

Date:

Class:

Partner/Small Group Vocabulary Preview

Word:	
	Partner/Group Definition
	Example from Reading

Word:	
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	Example from Reading

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	Partner/Group Definition
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Example from Reading

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Example from Reading

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Example from Reading