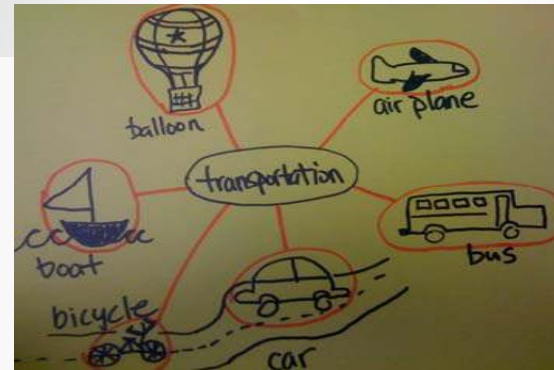




GRAPHIC ORGANIZER EX. BEAR ON A BIKE



PRE-READING ACTIVITIES

Semantic mapping/graphic organizers – the adult and students develop a list of words and concepts related to the story and then develop a visual representation or map of how the words and concepts are related to one another (Gillam & Ukrainetz, 2006; Hoggan & Strong, 1994).

Graphic organizer - ex. Bear on a Bike

- Say: “We are going to read about a bear who goes on an adventure. On his adventure, he uses different types of transportation.”

PRE-READING ACTIVITIES

- Pre-reading discussion – Pre-reading questions are designed to tie the students’ knowledge and ideas from the graphic organizer to the concepts in the book.

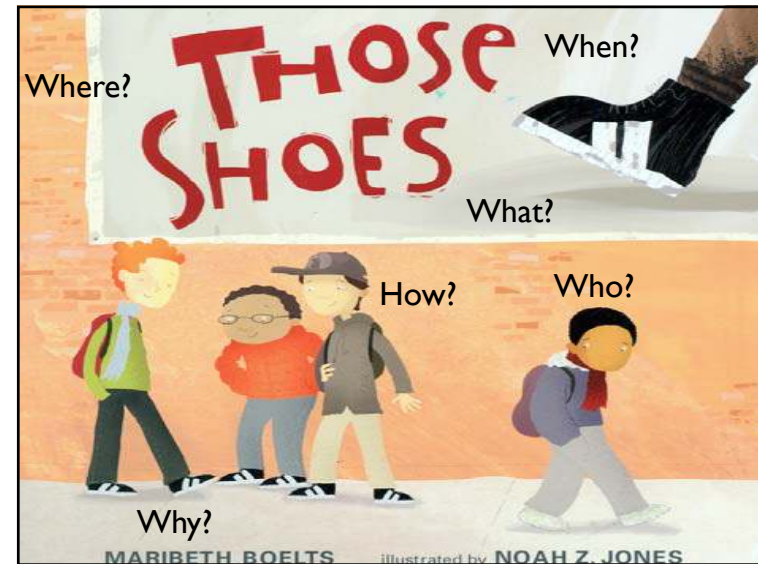
• Ex. Bear on a Bike



- Ask:
 - What are ways we get from one place to another?
 - How do you get to school?
 - How do others get to school?
 - What do you use to travel in your neighborhood?
 - What do you use to travel in the water?

PRE-READING ACTIVITIES

Music – use songs semantically related to the material in the book. (Hoggan & Strong, 1994)



PRE-READING ACTIVITIES

Illustration discussion – The student creates a story using illustrations from the selected book. Scaffolding techniques may be used to facilitate higher semantic and syntactic complexity. Several templates that can be used during this activity are included.



INTRODUCE NEW VOCABULARY



Name

Category/Group

Size

Color

Texture

Parts

Sound

INTRODUCE NEW VOCABULARY



Life skills classroom: Community workers book