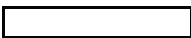
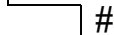


#6 READING STRATEGIES

1. Box in and read the title.
2. Trace and number the paragraphs.
3. Stop and think at the end of each paragraph to identify a key point.
4. Circle the key word or write the key point in the margin.
5. Read and label the key words in the questions.
6. Prove your answer. Locate the paragraph where the answer is found.
7. Mark or write your answer.

1. 

2.  #

3. **S T**

4. 

Complete steps 1-4
for entire text (each
paragraph).

5.  and label

6. P #

7. 

Complete steps 5-7
for questions that
follow the text.

EXPLANATION

“Plan and label” means you have a way to go through something systematically, and you have a way to label it or assign words to it so that you can repeat it.

Feuerstein (1980) found in his research that when individuals do not have a systematic way to do anything (or a task), they miss up to 50% of the original data.

See pages 79-81 in the book for a sample article and exercise.

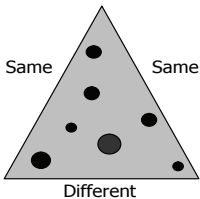
Step sheets provide procedural information for academic tasks. If students cannot plan, they often don't have procedural self-talk. They tend to do the first few steps, then give up. Step sheets help them successfully do tasks—from start to finish.

STEPS	AMOUNT OF TIME
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

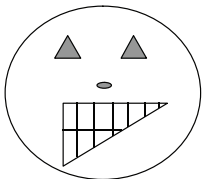
EXPLANATION

This activity is called a step sheet, a tool that helps students who ask what they should do even before you finish the directions for an assignment. Step sheets provide procedural information for academic tasks. If students cannot plan, they often don't have procedural self-talk. They tend to do the first few steps, then give up. Step sheets help them successfully do tasks on a consistent basis.

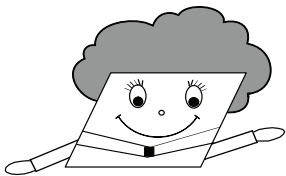
#9 SKETCHING FOR VOCABULARY



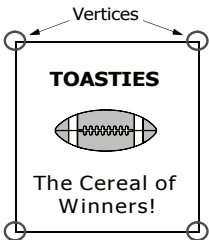
I saw an isosceles triangle in my refrigerator.



I often see a scalene triangle on Kenny's face.



My friend the rhombus is known as the "Dancing Wonder".



I found four vertices on a box of cereal.

#9 SKETCHING FOR VOCABULARY

Divide a paper into two columns. Have the student write a word in the first column, then draw a picture (a visual representation of the word) in the second column. If the student cannot draw a visual representation of the word, he/she probably does not know the word. One of the fastest ways to teach vocabulary in any subject is to have students sketch. If they cannot sketch the word, they likely do not know it.

EXPLANATION

These are student examples of sketching activities using certain maths terms: isosceles triangle, scalene triangle, rhombus and vertices.