

## PreP

Description: A strategy that asks students to use his/her prior knowledge to make connections between prior knowledge and the information and concepts to be studied. Brainstorming is a key feature of the prereading plan, which may be used to estimate the levels of background knowledge that students bring to the text assignment. Great way to spark curiosity in students.

Focus Group: Elementary- Adult

Major Focus: Vocabulary

Procedure:

Directions:

1. Identify a key concept or vocabulary word from the reading.
2. Ask students to free-associate what they think of when they hear the word.
3. List responses on overhead, etc. and don't allow students to comment on their response.
4. After all responses are elicited, select some and ask students to clarify their responses "What made you think of \_\_\_\_\_?"
5. After discussion about responses, ask students if they have any further ideas about the subject that they would like to add.

\* Use some kind of stimuli (picture, questions) to encourage brainstorming.

Three-Phase Plan:

1. Initial associations with the concept. The students make associations between prior knowledge and the new concept. The teacher prompts this by asking students to say what comes to their mind when they hear a key term or concept related to the material to be read. The teacher records these initial associations on the board.

2. Reflecting on initial associations. As associations are recorded on the board, the teacher asks the students to elaborate on their responses by asking questions. At this step emphasize thinking about the associations and explaining your thinking to others.

3. Reformulation of knowledge. The students are now asked to summarize or add any new ideas from their discussion. After listening to other students' associations, students often remember something they may have forgotten they knew.

\* The students read the assigned text and review associations made.

Adapted from Buehl, Doug 1995. Classroom Strategies for Interactive Learning. Wisconsin State Reading Association.

Example:

A teacher wants to compare the five classes of complex invertebrates and decided to conduct a PReP activity on insects. The teacher asks the students, "What comes to mind when you hear the word 'insects?' Why?" The students come up with ideas while the teacher writes them on the board.

Examples: wings, bite, insects are gross!, three body parts, antennae, six legs, spiders, they destroy stuff

Next, the teacher asks the students how they came up with their ideas. (This is chance for the students to clarify, revise, accept, and integrate their ideas.)

Examples:

Teacher: "Mary, you said 'wings.' Why?"

Mary: "Because a lot of insects fly, so they have to have wings."

Teacher: "Okay, can you name some insects that fly?"

Mary: "Bees, lightning bugs, flies."

Teacher: "Trang, you said, 'Insects are gross.' What made you think of that?"

Thang: I was thinking about a time when I was living in Florida and a cockroach flew into my room and landed on my bed while I was sleeping. When I opened my eyes, all I could see were these antennae moving, and I screamed.

After students elaborate on the knowledge they have about all of the words they generated on the list, the teacher asks the students to use the list and the discussion to think of associations they have made.

Examples:

Teacher: "Now that we have an idea about insects after talking about them for a while, have you come up with any new ideas? Bill, what made you think of spiders?"

Bill: "I HATE spiders! They are nasty bugs."

Stacey: "Don't spiders have eight legs?"

Class: "Oh, yeah!"

Teacher: "Well, that's interesting. If a spider has eight legs, then is it an insect?"

Paul: "I have a question. Amy said insects destroy stuff, but don't bees carry pollen around so flowers can grow or something like that?"

Amy: "Oh yeah! We read a book about that last year. They carry pollen from flower to

flower so they can grow !"