

READING STRATEGIES



CASE AFNR | AED 496D

Updated 12/10/2021



Agricultural Education,
Technology & Innovation

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2018 Cohort

Highlight and Partner

Grab at least one highlighter and a partner. Individually read through the purpose and identify the most important thing that is being shared. Can list two or three most important things, depends on how long the purpose is and how much you want your students to dive into the topic. (~2 mins). After highlighting, pair up with your partner and share the most important things you identified and *why* you think they are the most important. (~3-4 mins to share). Finally, share as a class to discover what the class perceives is the most important section(s) of the purpose. This activity can be used to gauge where the class is at mentally for the lesson and/or what needs to be touched upon further by the instructor. (~5 mins).

Sticky Notes

Students identify a specified number of key words in either the purpose or the procedure. They place a corresponding number of sticky notes in a section of their notebook (e.g. for three key words being identified, there will be three separate sticky notes).

They write one keyword on the front of a sticky-note, draw a picture representing that word on the back of the sticky-note, and write the definition in their note book under the sticky note.

2018 Cohort

Key Points

1) The number of keywords that the students are specified to choose should be determined prior to class by the teacher. For example, if it is a small, simple portion of text, the teacher may only require the students to identify 1 keyword that they believe is most important. If it is long and/or complex, the teacher may choose up to 3 or 4 words. 2) For each keyword, students will draw a picture representing the keyword. Encourage creativity in the drawings. For example, a drawing depicting anti-biotics could include a germ army fighting with a syringe. This should be semi-fun. 3) This is a flexible activity. Have students share with a neighbor or the entire class. Alternatively, they can complete it in pairs. 4) Set a time limit. Some students like to draw a bit much. 5) This works really great with interactive notebooks.

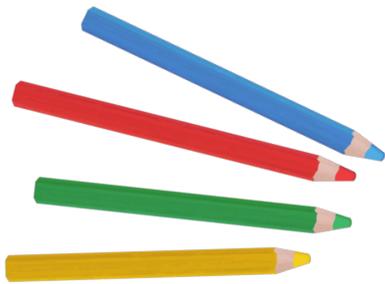
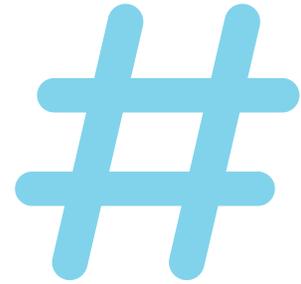
Purposeful Writing.

Have students read the purpose of a CASE lesson (or any assignment for that matter) and connect the content to the following: 1) Themselves 2) Prior Lesson 3) World. This aids students in the transferability of certain lessons and often will answer the “Why do I need to know this?” question. Example: GPS Lesson- Self: I can’t find anything in Tucson, not even the Tucson International Airport, and therefore have to use GPS to find my way around the city. Prior Lesson: Reading maps and determining the location of landmarks. World: Without GPS technology, self-driving cars and tractors would not be possible!

2018 Cohort

#Purpose

Student reads the purpose/directions and creates 2 Twitter hashtags that summarize the content.



Colored Pencils

Students underline verbs in one color (preferably green for “go”), and they underline key words in another color.

Icon It

Similar to using story cubes (little dice with icons on them that are randomly rolled and then a story created from the ‘luck of the draw’) have students draw three symbols/icons that help them remember key points so they may recall key points from the reading.



Words ASAP

Student reads the assigned reading and then write down as many words as they can remember.

2019 Cohort

Clues - Knowledge - Inference

For this reading strategy, have a student(s) volunteer to read aloud the purpose section of the lesson. Students then silently read the procedure portion to their self. Once everyone is finished, instruct them to write on a piece of paper or a sticky note the major text clues, background knowledge about the content, and their personal inference of what we will be doing or learning in today's lesson. Provide approximately 5 minutes to complete the reading strategy. Then ask for 3 student volunteers to share from each section.

Text Clues

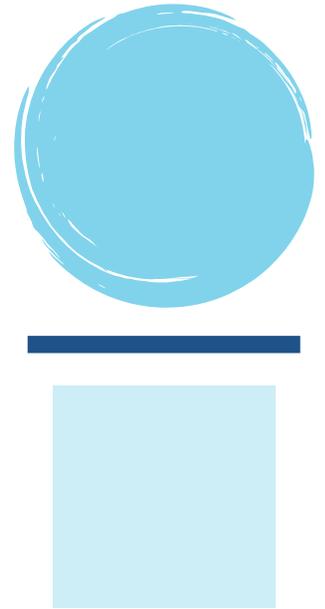
Background Knowledge

My Inferences

2019 Cohort

Circle, Underline, Square

Have students read through the purpose by themselves, and when they are done reading the purpose have them pair together with another student. Once paired, have the students read the procedures. They will circle the word of what the procedures are telling them to do, underline what it is they will be doing, and lastly draw a square around the criteria in which they will be performing this task.



What, Why, and How?

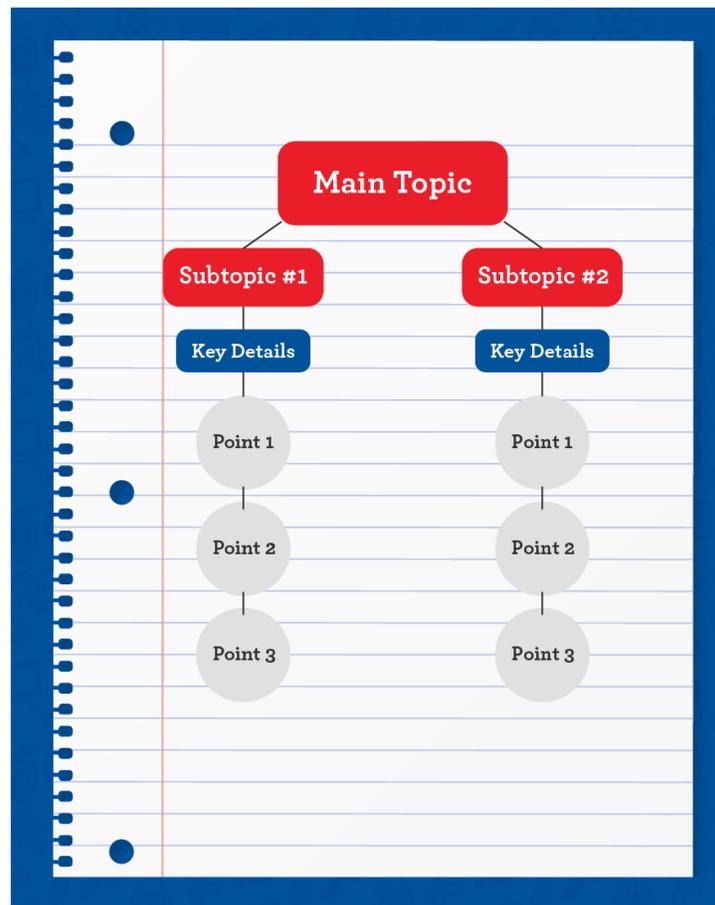


For this reading strategy, have students independently read a paragraph, section or page depending on the amount of content and identify the What, Why, and How of the reading. Have students circle the activities, underline why the activity is important or why we are doing the activity, and star how the activity will be completed, focusing on important steps that shouldn't be overlooked. After this is completed, have students share with partners what they circled, underlined and starred to reinforce important information that is necessary for successful completion of the activity.

2019 Cohort

Mind Mapping, Note Taking, and Graphic Organizers

This strategy offers a lot of freedom to students to personalize notes in a way that helps them learn best. This works really well with interactive notebooks and the use of color and line drawings to connect ideas. Students can do it on their own, or through a pre-made guided notes graphic organizer. For new content, I chose to do a guided structure, because of how many topics do exist and it is our first time seeing the topics. This also pairs well with taking notes at the end of a unit and for reviews. Students already have an understanding of content that they are able to reconnect on their own without a guided graphic organizer.



2019 Cohort

Interpretive Dance



Students create an interpretive dance around the purpose of the exercise. For example, 4.3.1 (water cycle) they can convey the steps of the water cycle. Students are given 5 minutes to create an interpretive dance, demonstrate it to table mates, and discuss key points from their routine. Following the group share, chose 2-3 students to perform their interpretation of content material to the entire class. (Note: choose students who will not only convey material, but will also feel comfortable doing this in front of everyone). Also have your own interpretive dance prepared in order to alleviate the awkwardness of this reading strategy.

Movie Posters

Have students read the purpose quietly to themselves. Once they are finished, instruct them to make a movie poster based off of the reading. Provide 3-5 minutes to sketch the poster. Once students are done, have them share with the class. You can use a document camera to view the poster so the entire class can see. Students then explain their poster and the reasoning behind each component. It is super interesting to see all the creative minds in the class and how each student could come up with so many different ideas. The diversity of each movie poster interpretation allows other students to better understand the content.

2019 Cohort

Retelling.

- **Instruction:** Read a set of instructions or passage and retell what you read to your neighbor. The teacher can have each group share their takeaways from each section.
- **Example:** We did procedures and had someone from each table retell those procedures to the other tables in a summary.
 - This can be done with your neighbor at your table or each table can be a group, and everyone can share with each other.
 - We did a set of procedures, but this could also be used for background information or the purpose when pertaining to CASE curriculum.
- **Processing:** This varies depending on the activities this is used for.
 - Simple "what", "so what", and "now what" questions can be used to facilitate discussion and surface key takeaways from what is read and retold.



2019 Cohort

Symbolism

In this reading strategy, students will read the first paragraph of the purpose. They will then identify the main idea or ideas in the paragraph. Students will draw a small, simple picture to represent the main idea. This strategy can and should be repeated for multiple paragraphs.



2020 Cohort

Absent Student

Students will read the purpose and then summarize the content as if they were catching up a student who was absent that day. This should include the most important content. Then have students share their summaries.



Prediction

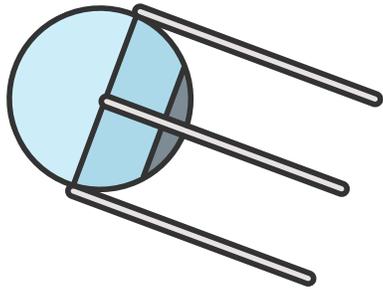
Students will look at the title of the lesson and predict what it will be about.

Need to Know, Nice to Know

Have students get out two different colored highlighters. Instruct students to read through the text all the way through without marking the text. Have students re-read the text and use one highlighter color to highlight “need to know information”, and another color for “nice to know” information.



2020 Cohort



Satellite Positioning

X marks the spot of the key term. Write an X next to any words they think are key terms after have everyone shares.

Claim Your Stake

Draw a stream and write down 3 nuggets or key terms from the reading in your stream.



Life, Death, and pH

Key clues to help solve the mystery. Draw a magnifying glass next to any key terms.

"Key" Words

Students draw a key for each key word they find. On the round part of the key that you hold, the students will write the word and on the part that is inserted in the lock, the students will write what they think it means.



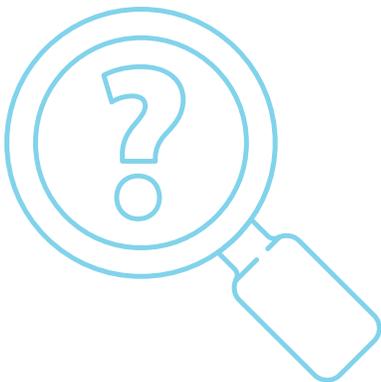
2020 Cohort

Prior Knowledge

Students will use their prior knowledge on food borne illnesses to determine what we will be talking about in this lesson.



Prior Knowledge, Questions, & Curiosity



Students will read the purpose and write down what prior knowledge that they have about the topic. Next they write down any questions they have about the topic or items they are curious to learn more about. Students can share their prior knowledge, questions, and curiosity. See if other students know the answer to their questions or share their questions, curiosities, and prior knowledge.

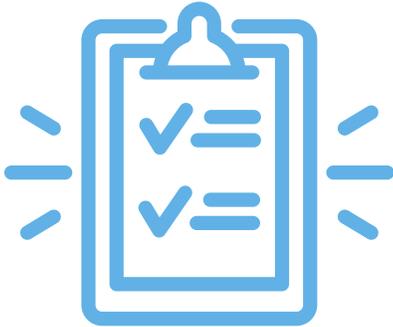
Under My Umbrella

Draw an umbrella. In the umbrella have the students write the main idea of the reading. Under the umbrella write key words that support our main idea. Above the umbrella write an example of the main idea or concept.



2020 Cohort

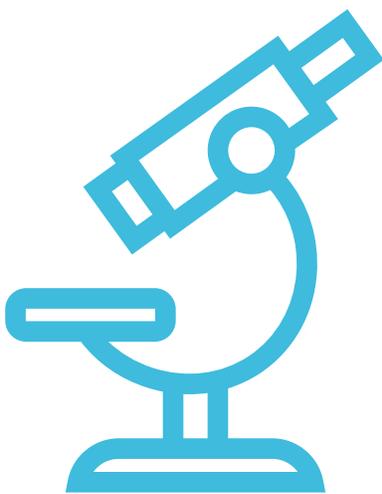
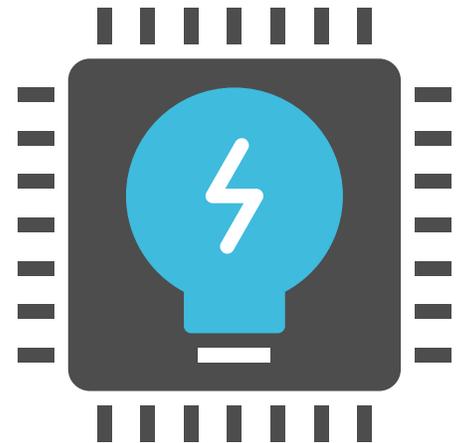
Summarize



Students will read the purpose silently and summarize to the class what it was about. This ensures that every student reads the purpose and can summarize what they read.

Main Ideas & Supporting Details

Students first read through the purpose on their own. As they read through they should be looking for the main idea and 2 supporting details. After they finish reading, students will get in to pairs and share the main idea and supporting details they found.



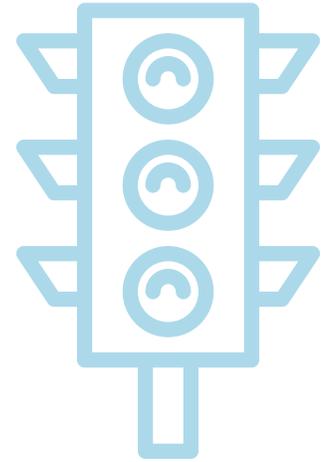
Circle Actions, Underline Equipment

Students will read the instructions and circle the action words that they will be doing and underline the equipment they will be using.

2020 Cohort

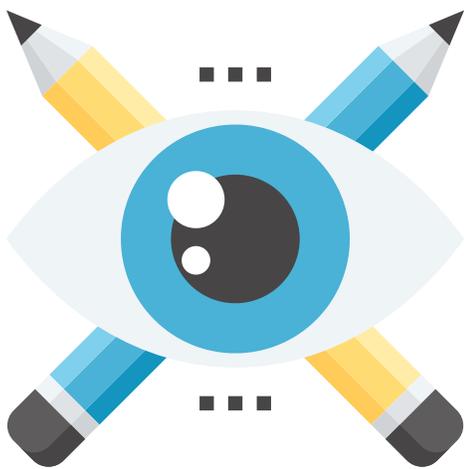
Stoplight

Read the section out loud and ask the students to follow along. After reading the section, ask students to find a green light- a concept they are confident in and don't need to review; a yellow light- a concept they are comfortable with, but need a little more explanation; and a red light- a concept they need to stop and break down before continuing.



Visualize and Summarize

Instruct students to read the text and create a quick sketch representing the purpose of the reading. After they have finished their sketch, have students create a one-to-two sentence summary of their sketch relating it to the text.



Vocab List

Have students read the text and use a highlighter to highlight vocabulary words relating to the text. Then using the context clues embedded in the text, students will define their highlighted vocabulary word in their own words.



2020 Cohort



Visualize and Create

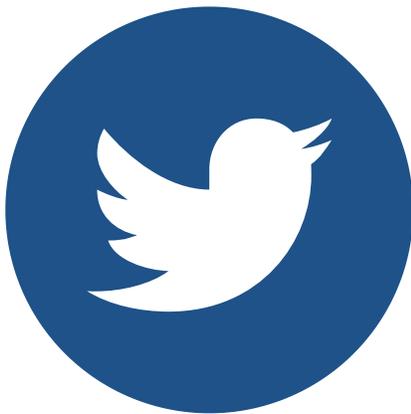
The purpose will be read aloud and then the students will draw or write down something that will help them remember the purpose.

Ice Cream Cone

After the students read the passage they draw an ice cream cone to represent the main idea and supporting details. In the cone, write the main idea and in each scoop write a supporting detail. If students like, they can add a cherry on top to represent a fun fact.



Tweet



After reading the passage, students will synthesize the main idea of the reading into a tweet that is 140 characters or less. Then they will create a hashtag to go with this tweet.

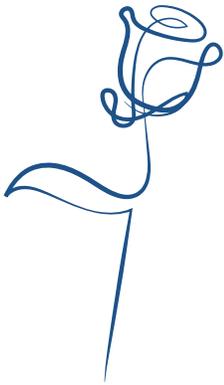
2020 Cohort

Stop, Summarize, Question

After reading a paragraph, take a moment and have the students summarize what they read in one sentence. Then have the students pose a question regarding what they just read.



Two Roses, One Thorn



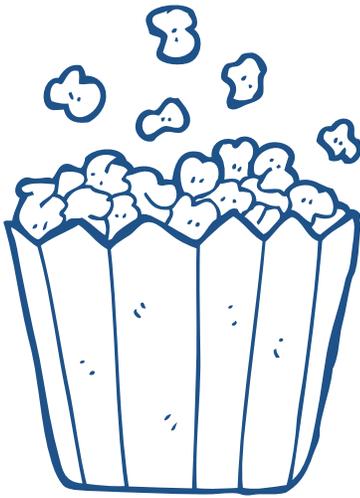
The students will read the purpose and think of two things they found interesting/liked and one thing they disliked/didn't understand/had a question about. This will help the teacher understand how well the students take in information and think deeper about what they are reading.

Game Time

After reading, write on the side: 1 thing you learned, 1 thing you want to learn, and 1 question you have.



2020 Cohort



Popcorn Read

Have student's popcorn read the purpose and then recap afterwards. To popcorn read, you pick a student and then they'll read a paragraph and then pick another student to read the next paragraph. Repeat until all sections have been read.

Create an Advertisement

Have the students read the purpose and then create an advertisement to recap the important key terms of the purpose. For Example: Photosynthesis. The students can create an advertisement selling photosynthesis and they can add reasons to "buy" it.



Recipe (paired with 5.2.5 Refueling Plants)

I preface that we are all cooks and we need to see what items we need for our "recipe" to complete the lab. The students will read the purpose and underline the important terms that we will use in our recipe to complete the lab.

2020 Cohort

The Newsroom (paired with 5.5.4 The Situation Room)

Have the students read the purpose to themselves and then as a group, present the most important key points but acting as a news anchor. For Example: Hi I'm Sam the Weatherman, it seems like a hurricane is going to make land today and it says anatomy and physiology could be management practices to tame this animal of a hurricane. Back to you at the station!

Here Comes the Sun (paired with 6.1.3 Solar Array)

Have the students draw a picture of the sun with rays. Then as they read the purpose to themselves or with a partner have them fill out the sun. The middle of the sun is the main idea of the purpose. The rays are supporting points of the purpose.

Land Zone Changing.

After reading the purpose, have students recall the 5 different zoning uses. Have students then create a pie chart with their personal "ideal" zoning percentages for a new area of land. Let the students share their ideal percentages and give their personal reasoning. Highlight that everyone's percentages are a little different, but they all have valid reasoning. This is why there are different opinions in regard to how land should be used, and why it changes over time.

2021 Cohort

Predicting the Future

1. Read the activity or passage title first.
2. Predict what you learn from the reading, then write down three predictions on a sheet of paper or a white board.
3. After you read the passage, write down three takeaways from the reading.
4. Determine if your three predictions match with your three takeaways?
 - a. If they share similarities, what are the similarities.
 - b. If predictions are different, what are the differences?
 - c. How did you come up with your predictions?

One Word Splash

Instruct students to read through their passage. Afterwards, they should come up with one word to describe the information they just read. If the passage is long, they may come up with one word per paragraph at the instructor's discretion. Then, have students share their word and explain why they chose it.



Picture This!

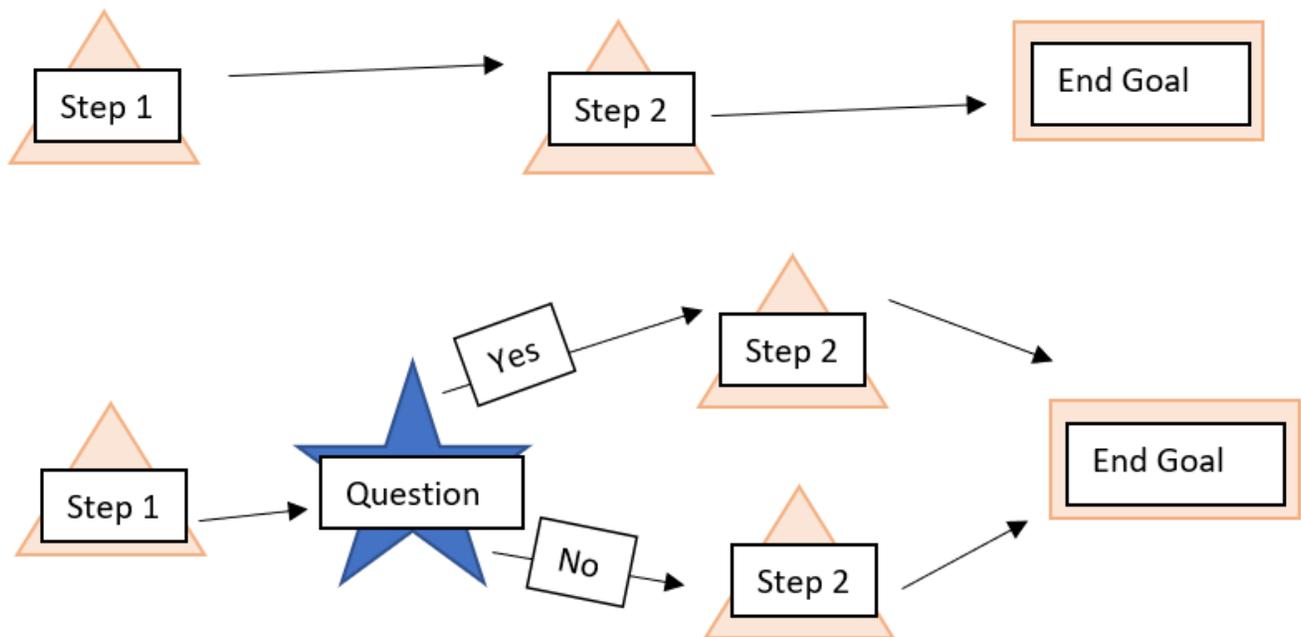
Students will read the passage they are assigned. Once they are done, they will draw a picture of the passage. They will have about five minutes to draw the picture. The focal point of the picture will be the main idea and the supporting details will be a part of the background. Once students draw the picture, they will present the picture to the class and explain the details of the picture.

2021 Cohort

Flow Chart

For a reading which includes sequential steps, a flow chart can be used to identify and pull key information.

Have students read a text and create a flow chart with certain steps according to the reading. If more scaffolding is necessary, have students underline steps and then transfer them into the flow chart. Each main idea/step should be written inside of a rectangle, with arrows pointing from one rectangle to the next sequentially. Alternatively, different shapes can be used to identify major steps from questions which may create two different flow paths and from the end goal.



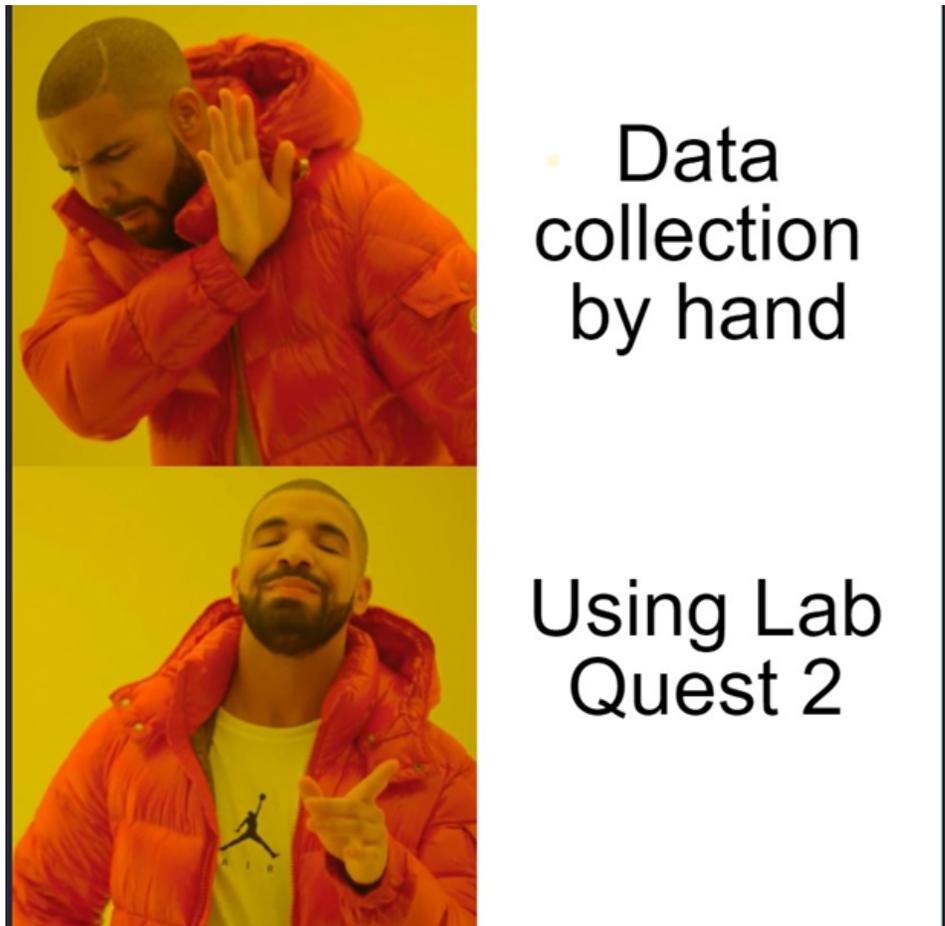
2021 Cohort

Read and Meme

Students read through the text, and rather than drawing an image they create a meme and a caption that they would use when they post the meme.

The meme must contain: The main idea of the reading

The caption must contain: Something you learned



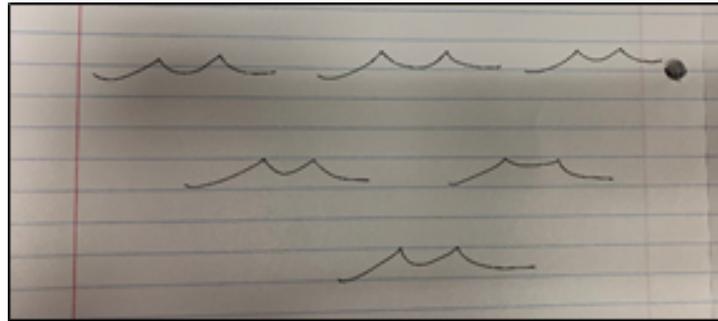
Did you know that utilizing technology can help with data entry?

2021 Cohort

From an Ocean to a Drop

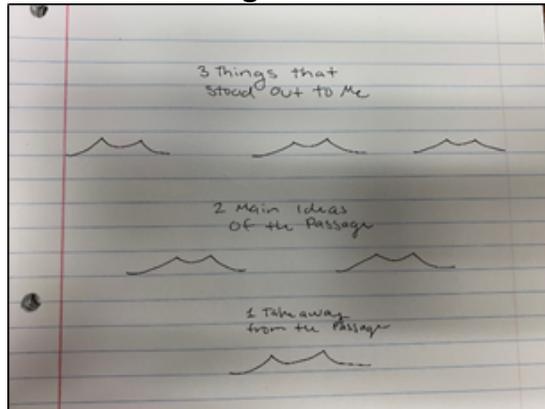
This strategy is similar to the well-known “What, So What, Now What?” funnel activity. Students should be able boil down the reading to a single “drop” or takeaway from reflecting on the first two levels of waves. It helps to capture important ideas/takeaways from a large passage that may seem daunting to the students.

Ask students to draw 5 ocean waves in a funnel formation (see below). As the instructor, you may want to draw an example on the board for them to alleviate confusion.



After students draw the waves, have them label each set of waves as follows (see image below):

- 3 waves - 3 Things that Stood Out to Me (in the Passage)
- 2 waves - 2 Main Ideas of the Passage
- 1 wave - 1 Takeaway from the Passage



Students can write the labels to the side, under or above the waves, anywhere that leaves them room to write their answers near the waves. As students read the passage, they should be writing their answers according to the labels on the different wave levels. Ask students to share their 1 takeaway and ask how their prior waves led them to that one drop. Ensure to bring up any important takeaways, main ideas, or parts of the passage that students did not mention. Have them capture those important items you bring up on their diagram.

2021 Cohort

What Does It Boil Down To?

In using this strategy, students will be asked to identify key ideas from the passage then translate those ideas into 1-3 takeaways. All their thoughts are organized in a tea kettle graphic.

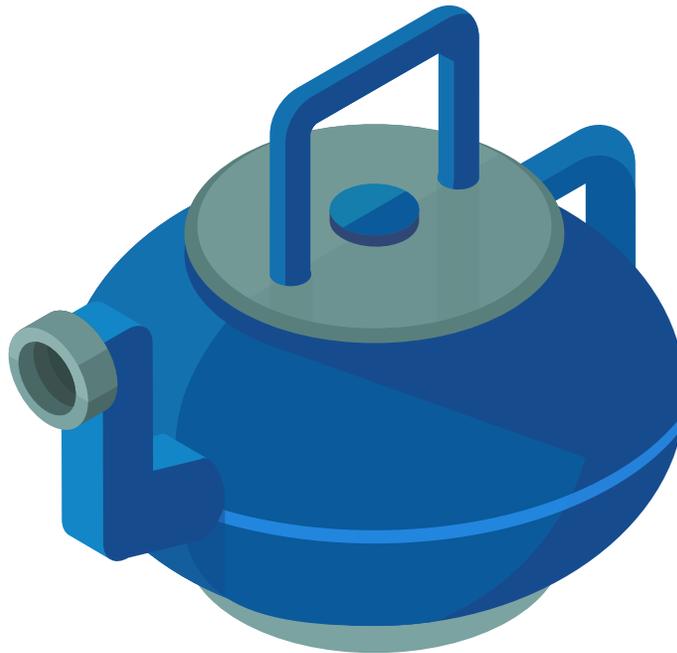
Ask students to draw a tea kettle. As the instructor, you may want to draw an example on the board or have an image from Google pulled up for them to alleviate confusion.

After students draw the kettle, you the instructor will label your example kettle as follows:

- Body of the kettle - main ideas of passage (# identified is up to you)
- Steam or “whistling” of kettle - 1-3 takeaways from the passage; “How could you explain this passage to someone in 1-3 sentences?”

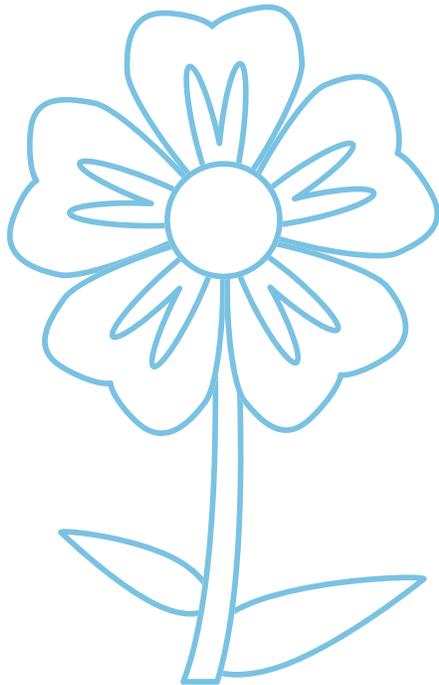
You may want to have students do the body of the kettle first then the steam instead of both components at once.

As students read the passage, they should be writing their answers according to the components. Answers can be in the form of 1-3-word phrases, full sentences, whatever you as the instructor decide. Prompt students to share their responses. Ensure to bring up any important takeaways, main ideas, or parts of the passage that students did not mention. Have them capture those important items you bring up on their diagram.



2021 Cohort

Building a Bloom



Have students draw a flower on their paper. The flower should include roots, a stem, and at least 1 leaf and 3 petals.

Instruct the student to read the passage and then fill out the flower.

Roots: Background information you know that you think might be helpful

Stem: Main idea

Leaves: Supporting ideas, or important concepts that relate to the main idea

Petals: Flashy/exciting things that you noticed, connections, or questions.

Three Layer Cake

1. Take out a white board or a sheet of scratch paper and writing utensils.
2. Draw a cake with three layers with filling between each layer.
3. Read the assigned passage first. Then in each layer, write down a key term from the reading.
4. In each layer of the cake filling, write a question you have about the passage.
5. For cake decorations, draw three decorations on top of the cake. The decorations represent the key terms you take away from the reading.
6. Students will share their three-layer cakes to the class or a class partner.



2021 Cohort

Get Connected

This strategy is designed to help students make connections between the reading and their own personal life experiences.

Have students read the whole passage. Then, have them write down 3-5 takeaways in a list format. From the takeaways, ask them to draw arrows pointing the opposite direction. On the other side of the arrows, they will write down a connection from their life experiences that relates to their takeaways.

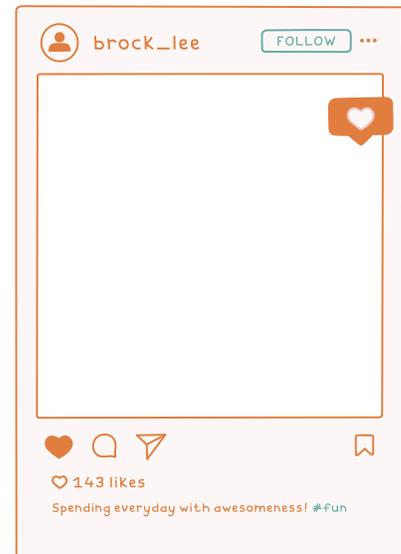
Herbivores are animals that only eat plants



I own a tortoise that eats only lettuce. Shelly is an herbivore.

#The Main Idea

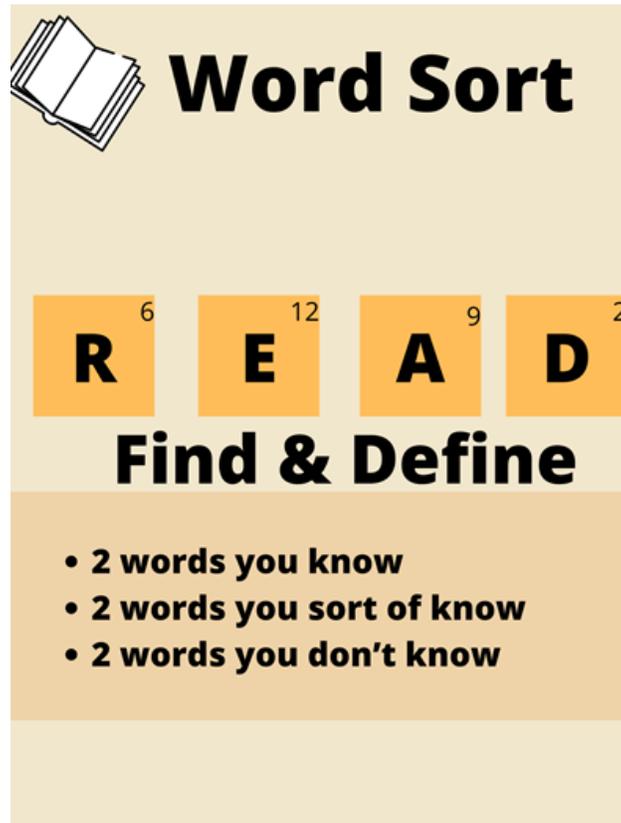
1. Students will take out a whiteboard or a piece of paper and markers or colored pencils.
2. Next, students will take one to two minutes to read the passage. When they are done reading, they will put their hands on the whiteboard or piece of paper.
3. Students will create an Instagram post about the passage. The Instagram post must have a picture of their interpretation of the passage, a caption, and at least three hashtags that are related to the Instagram post. The caption of the Instagram post will be a summary of the reading and hashtags will be key words students found in the reading. Students will have about five minutes to create their Instagram post.
4. If all students complete posts in less than five minutes, the instructor may end the time early.
5. Once students are finished with their Instagram posts, they will present to the class. They will explain how the picture relates to the reading passage, read the Instagram caption, and explain how they selected their hashtags.



2021 Cohort

Word Sort

The student will find 2 words in the reading they know, 2 words they sort of know, and 2 words they don't know. Then, they will define the word. Afterwards, debrief as a class and go over the words they found.



Word Sort

R⁶ **E**¹² **A**⁹ **D**²

Find & Define

- 2 words you know
- 2 words you sort of know
- 2 words you don't know

Drawing Buddies

Have students silently read the procedures to themselves to start. Students should pair up with another student near them/on the same table and grab a white board. Pass out dry erase markers if needed (1 per pair). Activity will take 3 mins. Students will take turn drawing components of the procedures with their partner: each person will have 30 sec. to draw and then they will switch who has the marker. This will continue for 3 mins, so each person will have 1.5 min to draw. During the activity, students may reference the procedures, gesture, and use nonverbal communication with their partner but they may not speak. Afterwards, have students share their drawings.

2021 Cohort

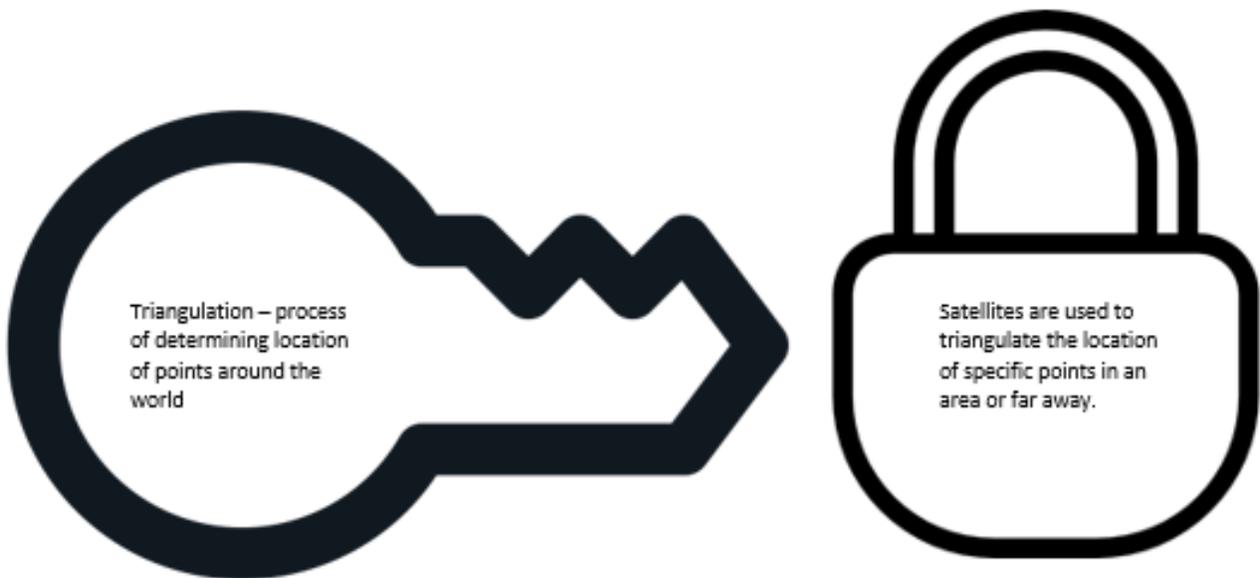
Unlocking the Main Idea with Key Terms

This strategy is designed to help students identify key terms, their definitions, and how they relate to the main idea of a passage by visualizing them.

Have students draw a very basic outline of a key. Explain to them that they will need enough space in this key to write terms and their definitions down. Next to the key, have students draw a basic outline of a padlock with a keyhole. With their graphics drawn, tell students to read over the passage and do the following:

- a. Write down 3-5 key terms and their definitions in the key outline.
- b. Capture in 1 sentence the main idea of the passage in the padlock outline.

After reading the passage and filling in their graphics, ask students to describe how the key terms contribute to the main idea of the passage.

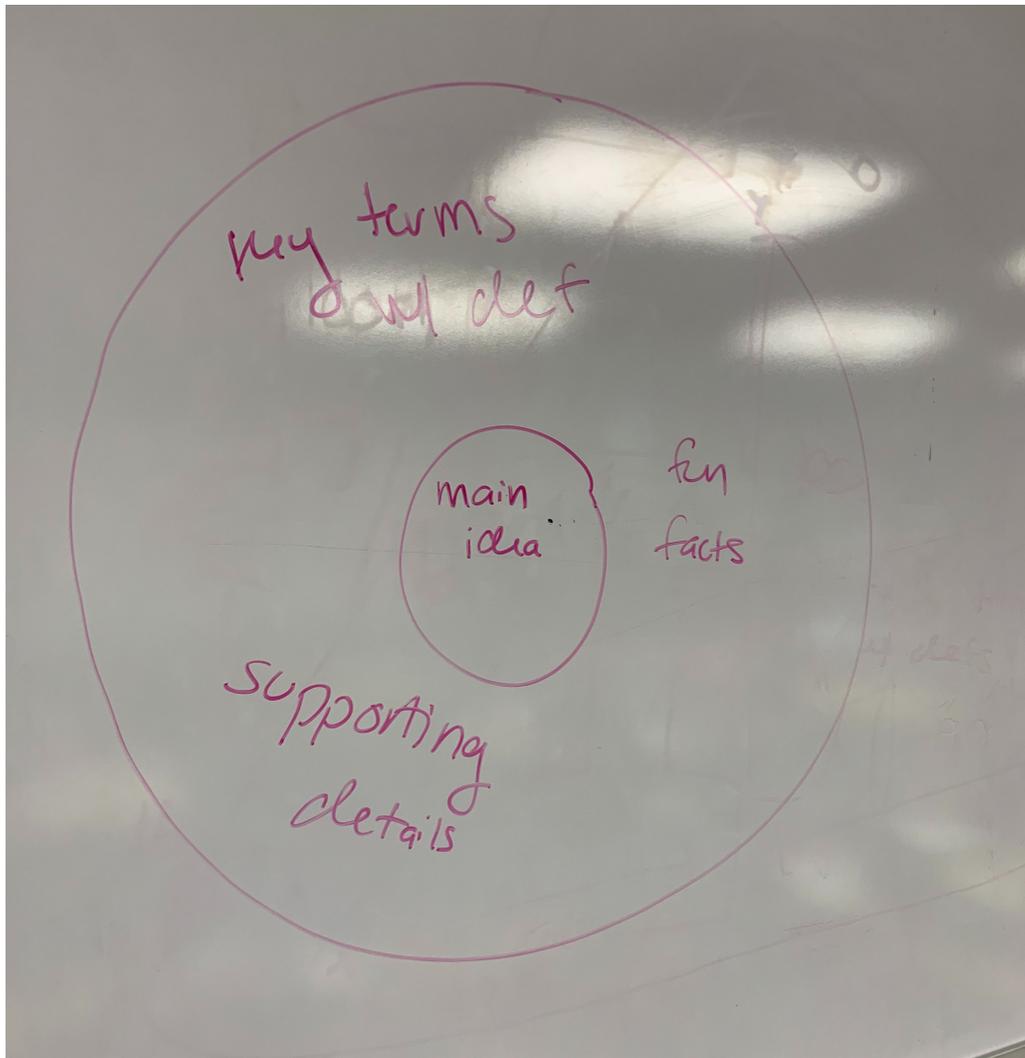


2021 Cohort

Well-Rounded Reading

This strategy is designed to help students define the main term of the passage and the key terms, fun facts, and other supporting details that help identify it.

Have students draw a small-medium circle and then a large circle around it. Explain to them that they will need to make both circles big enough to write phrases in. In the small circle, students will capture the main idea of the passage. In the outer circle, students will define key terms, jot down fun facts or interesting takeaways, and include any other supporting details from the passage that indicate the main idea.



2021 Cohort

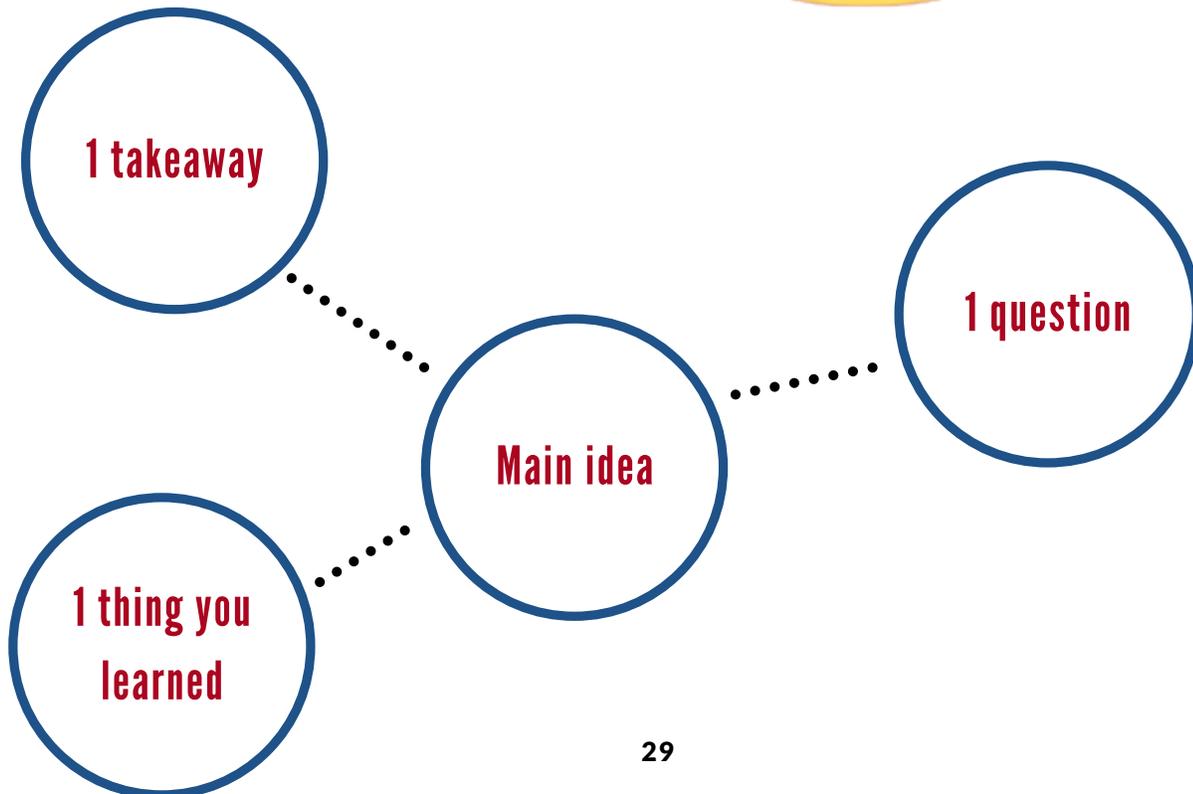
Hand Turkey

Have students draw a hand turkey and label then fill in the fingers and thumb according to this diagram.



Web Reading Strategy

Have students create a circle map "web" and label then fill in according to this diagram.

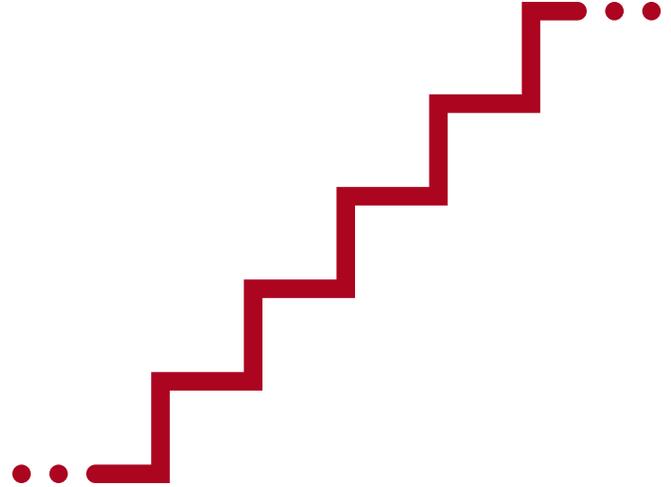


2021 Cohort

Staircase

The staircase is designed to show what key terms the reader found in the passage and how it leads to the passage summary.

1. Take out a whiteboard or a sheet of paper.
2. On the paper or whiteboard, draw a staircase with at least five steps.
3. Read the passage first. After reading the passage, write one sentence that summarizes the passage at the top of the staircase.
4. Starting at the bottom of the staircase, write one keypoint/main idea per staircase step from the reading.
5. After completing the staircase, students will share their summary and key points to the class.



Bullseye



Have students draw a 3-ring bullseye. In the outer circle, the students will identify the topic. In the middle ring, have students identify a main idea. On the inside circle, have students identify a supporting detail. The idea is to have students narrow down from a broad topic to specific details.

After you draw an example on the board and explain each ring to students, have students read through the purpose statement and fill out their bullseye.