**Engagement Options for Whole Group Lessons**

**Anticipation Guides**

Used to help engage students during previewing of text and give purpose throughout lesson.

<http://www.readwritethink.org/files/resources/lesson_images/lesson226/anticipation.pdf>

<http://www.readwritethink.org/files/resources/printouts/AnticipationGuide.pdf>

**Take a stand activity**

Write an opinions/statement on the board that has to do with lesson (Ex. A main idea is found at the beginning of a story.) Allow student to take a stand and move around the room to one side/one corner to show whether they agree or disagree. Students can also be required to provide a description as to why or why not. Then teach lesson, and allow students at the end of the lesson to take a stand again, and describe how their opinion changed/stayed the same and why.

<http://tennesseesaves.org/teachingresources/teachingtools/opinionlessonplan.pdf> (Lesson doesn’t go, but two posters can be printed and used for your corners or walls)

**Predictions/Visualizing/Asking Yourself Questions/Making Connections**

Read only a portion of the whole group text. Stop and have students use a sticky note to list predictions, or draw pictures of what is happening in the story, or write down three questions they have at this point in the story, or make connections to self-another text-or the world, etc. Then read some more, and have students share aloud or with a partner how any of these have come true/not true, changed, or been answered/not answered, or new connections have been made.

**Choice Menu**

Give students several options of text & activities the can choose to complete with the whole group text.

[http://daretodifferentiate.wikispaces.com/Choice+Boards](http://daretodifferentiate.wikispaces.com/Choice%2BBoards) (Many different menu options)

**Text choice**-After minilesson/introduction, allow students to read whole group text with a purpose(be sure to give them a central question they are responsible for answering when they return) with a partner, small group, or independently. Then pull students back together to discuss text points you want to be sure they get.

**Activity choice**-Ex. Main Idea lesson

\*Complete graphic organizer/mind map after reading text.

\*Draw a picture that expresses the main idea and several story details. Have a partner guess the main idea drawn.

\*Create a spider (center of body is main idea-legs are details). Have a partner read legs and try to guess the main idea-can cover with post-it.

\*Write a story that has the same main idea as the text you read.

**Reading for Meaning**

(My Silver/Strong handbook is at HES. I will get it to you the next time I am at PME.) Beth probably has a copy as well, or another teacher who has been in the district for 4-5 years.