

BUILDING BACKGROUND KNOWLEDGE

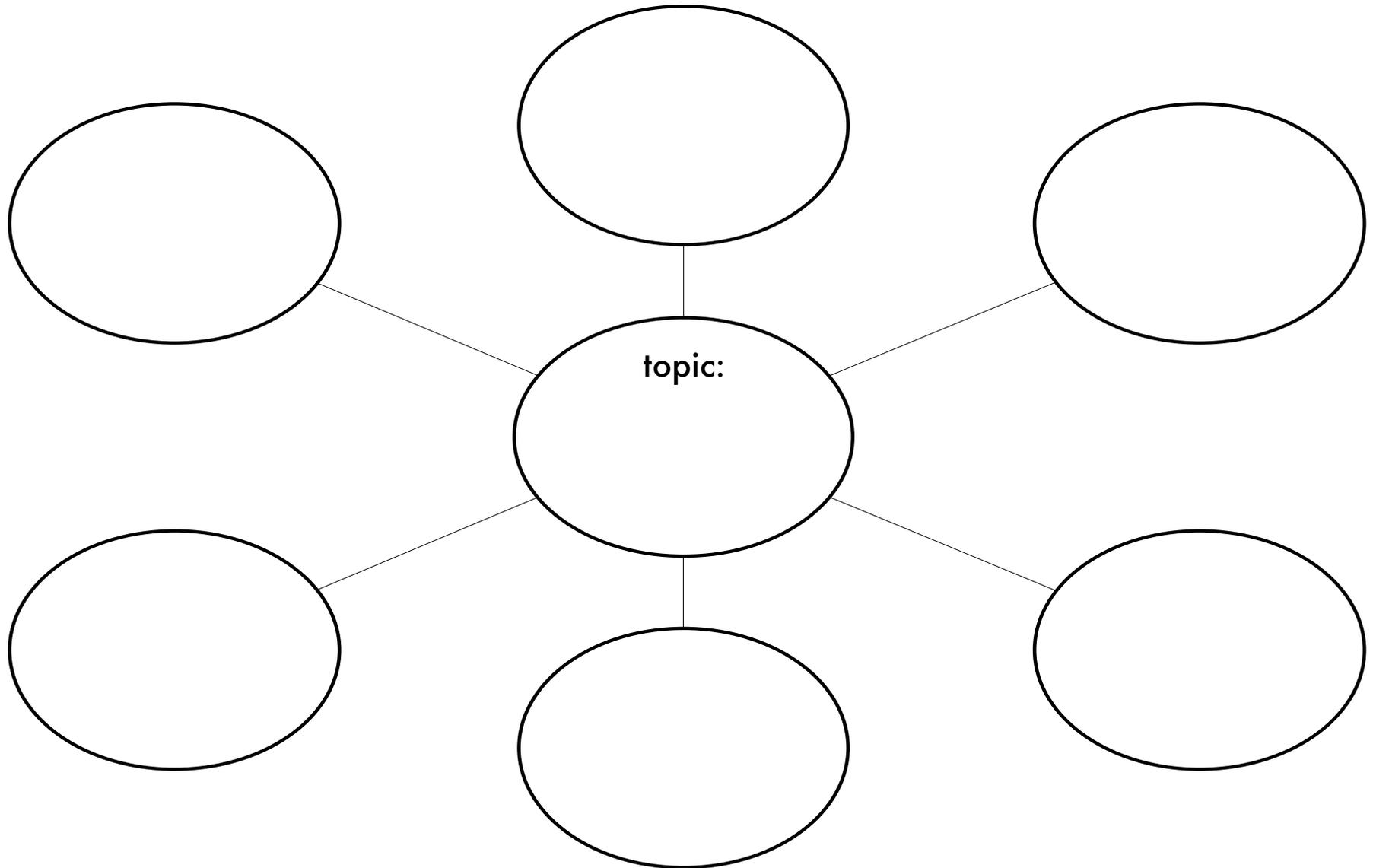
- Identify topic: _____
- Complete a semantic map & list related vocabulary
- Complete a Venn diagram
- Look at pictures and/or watch a video
- Engage in a sensory experience

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- Choose three to read: Poem Article Short story
Picture book About the author Paragraph Other

SEMANTIC MAP

Complete the semantic map with words & concepts that are related to your topic. What information do you already know?



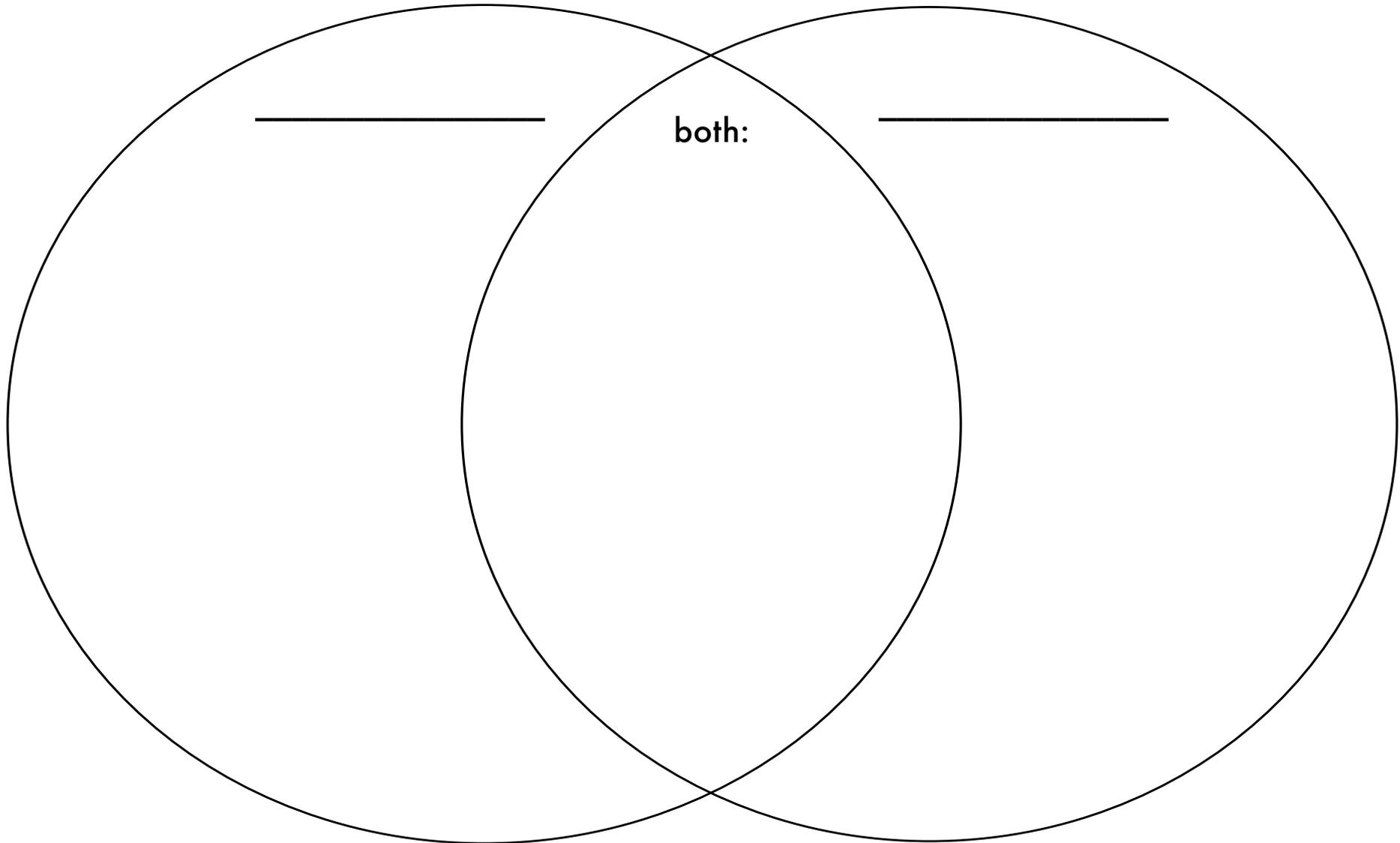
RELATED VOCABULARY

Come up with a list of 7 words that match the requested type of word and are related to your topic. Describe how the word relates to your topic (e.x. if your topic is 'birds' and you write 'nest' for noun, the relationship is that birds lay eggs in a nest).

WORD	TYPE OF WORD	RELATIONSHIP
	Noun	
	Verb	
	Adjective	
	Adverb	
	Emotion	
	Location	
	Noun	

VENN DIAGRAM

Complete the Venn diagram by comparing **your topic** to a similar or related topic. How are they the same/different?



SENSORY ORGANIZER

Explore an object or place that is related to your topic (*i.e. if your topic is the beach, touch some sand, dig for seashells, listen to the waves, etc.*). Then, complete the chart below to describe the experience. Remember to use lots of adjectives!

SENSE	DESCRIPTION
See	
Hear	
Touch	
Smell	
Taste	
Feel (emotions)	

PICTURES, VIDEOS, AND TEXT

Watch a video, look at pictures, and/or a read text related to your topic. Then write about three things you learned. Use the sentence starters below if you need help.

1. _____?
_____?
2. _____?
_____?
3. _____?
_____?

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I learned that...

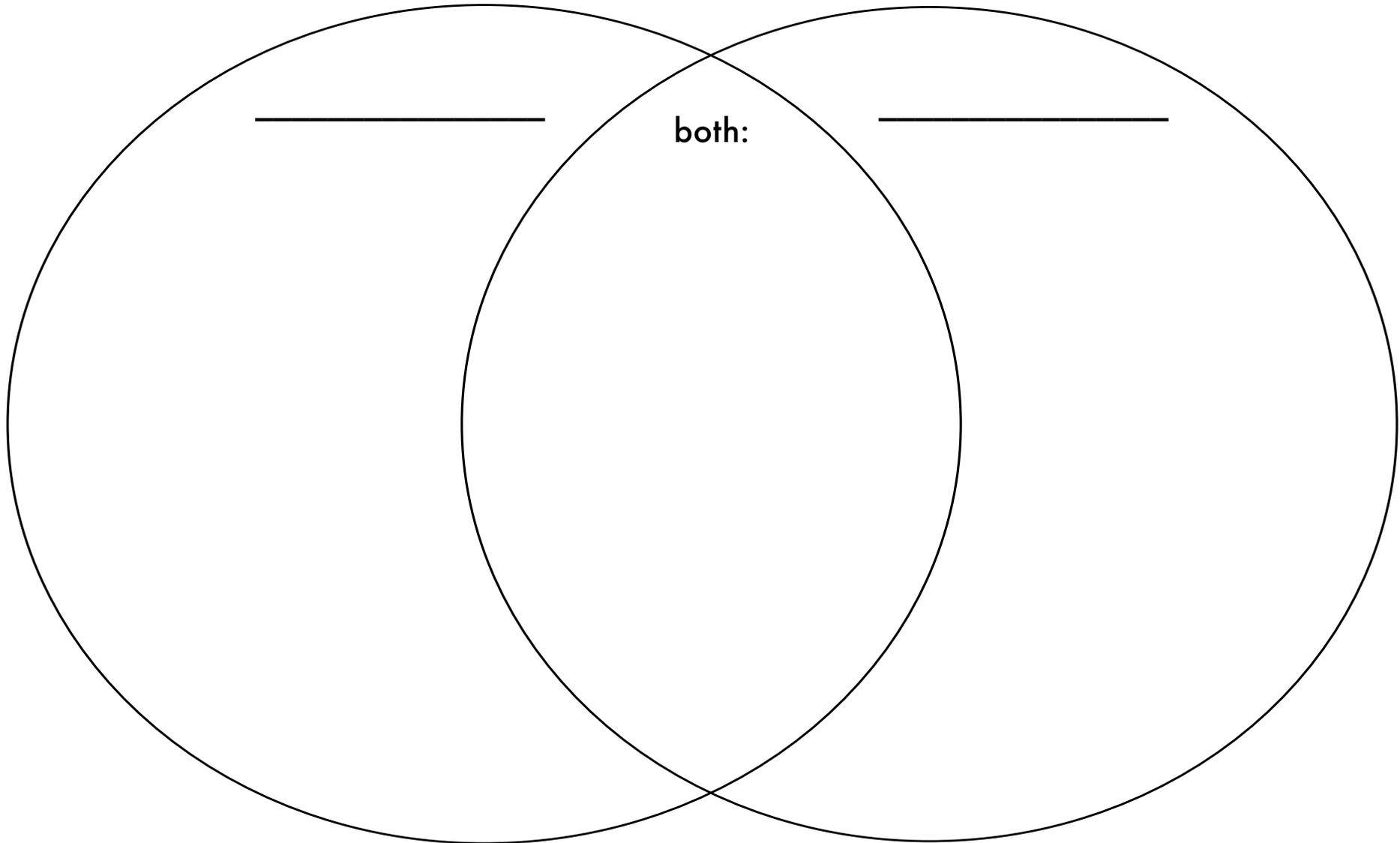
I found ___ interesting because...

I was surprised that...

The video/picture/text taught me that...

VENN DIAGRAM

Complete the Venn diagram by comparing **two different sources on your topic** (*articles, books, etc.*). How is the information that is provided by each the same or different?



ASKING QUESTIONS

Now that you've built some background knowledge, what are three questions you still have about the topic? What else do you want to find out?

1. _____
_____?

2. _____
_____?

3. _____
_____?

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Who

What

When

Where

Why

How

Can

Is/Are

ADDITIONAL INFORMATION...

- To further expand background knowledge, encourage students to complete their own pages on the same topic. Then, have a whole group discussion in which everyone shares their collective knowledge about the topic. This will likely need to be split across multiple days. If you have less time, one possible variation is to have each student complete a single page before coming together to discuss.
- To target inferencing skills, choose a new text on the same topic. Refer to completed pages from this packet when discussing how text evidence can combine with background knowledge to form inferences.



For more info on inferencing...

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