

## ◆ Preview Sprints

**Use:** Before reading

This teaches students a skill primarily useful when reading textbooks and magazine articles. By strategically scanning an article or section, students **activate prior knowledge** and are able to **make predictions** about the content they will read.

The term “sprint” is used because the strategy tries to create a sense of urgency in students.

Not only are these important in improving comprehension, but Preview Races teaches the skill in a way that **students can apply independently** to other reading.

**Preparation:** None.

**Procedure:**

1. Call your students’ attention to (or remind them of) **the way textbook sections are laid out**. Use a section covered earlier in the course, pointing out **chapter/section titles, headings and subheadings, pictures & graphics** (along with their **captions**), and any other information visually emphasized by the publisher. Then make “predictions” about what you can expect to be covered in the section. (In other words, **model the process**.)
2. Tell (or remind) students that **previewing** these things **before reading** takes a few moments, but actually **speeds up their reading**. (Many of them “read” quickly, but can’t remember what they read. If they have to re-read, it takes even longer.)
3. **Tell them they will have \_\_ seconds** (60-90, depending on the section) **to preview** a section, and that at the end of that time they will have to close their books and **will have \_\_ seconds (10-20) to write** down \_\_ predictions (2-6) of what they think will be important in that section.
4. Now they’re prepped. Have them **open their books** to the page where the section begins, and say **“GO!”**
5. You may project **a timer** on the board if helpful.
6. When the time (60-90 seconds) is reached, say, **“STOP! Close your books!”** Then tell them to write down the number of predictions you want.
7. After 20-45 seconds, have students **share their predictions** with a partner, a small group, or with the class.
8. If desired, after reading, have students **evaluate their pre-reading predictions**. (This may be an informal oral evaluation or a written one, in which they comment on each of their own predictions.) This is step is an exercise in **informal summarizing**.

