◆ Wordles

Use: Before reading

This is another way to **activate prior knowledge** and have students **make predictions** about the content they will read.

The last step in this process is informal **summarizing**, and can be adapted to writing formal summaries.

Preparation:
Determine the passage/section/article you will use.
If it is already online, copy and paste it into Wordle.net. If it is not online, type it into a Word document and copy and paste it.
Make copies for individual students, small groups, or simply project it on the board.

Procedure:

1. **Distribute** (or project) the Wordle. Explain that the size of each word represents its frequency of use in the section students will read.
2. Tell them they will have a specific amount of time (generally about 2-3 minutes) to study the Wordle and **make predictions** about what will be the important ideas in the reading. (I generally have them make a minimum of 3 predictions, but it depends on the students and on the passage.)
3. At the end of the time, have them **compare** in pairs or in a small group, with the freedom to edit their answers.
4. Before beginning the reading, have a **short class discussion** in which students share their predictions.

After the 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.**