

## Strategies for Comprehension

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## Strategies for Reading Comprehension

### **Carousel Brainstorm**

[recommended by Susan Rubel of Connecticut]

#### **What Is a Carousel Brainstorm?**

Whether activating background knowledge or checking understanding after studying a topic, a carousel brainstorm allows you to have students pull out and think about what they know about subtopics within a larger topic.

#### **How Does It Work?**

Begin by putting students in groups of 3 or 4. Give each group a sheet of newsprint/chart paper. Each group's sheet has a different subtopic written on it. One student serves as the recorder and has a particular color of magic marker. Explain that the students will have a short time (say, 30 seconds) to write down on their chart paper all the terms they can think of that they associate with their topic. Explain upfront that you will then have them pass their sheet over to the next group, and a new topic will be passed to them. Make it clear which direction you'll have them pass the sheets so that this is orderly AND so that each group will receive each of the subtopic sheets. At the end of the 30 seconds, tell them to cap their markers, remind them to keep their markers, but have them pass their sheets to the next group according to the pre-determined path for passing. After three or four passings, you will probably want to extend the writing time to 40 seconds, then 45 seconds, and perhaps up to a minute, because all the easy ideas will have been taken by previous groups, and the students will need more time to talk about and think of other terms to be added to the brainstorm list. Keep having students brainstorm, write, and pass until each group has had a chance to add ideas to each of the subtopic sheets. Let them pass it the final time to the group who had each sheet first.

The first time I saw this strategy used was actually in an 8th grade science class. The topic was the Circulatory System, and students had read the textbook chapter on it the night before. The teacher began the day with Carousel Brainstorming. The individual chart paper sheets were labeled with subtopics relevant to the Circulatory System: Heart, Lungs, Capillaries, Arteries, Veins, Exchange of Gases, and so on.

## **Isn't This Like "Graffiti?"**

Yep, almost exactly like it, but the difference is that with *Graffiti*, the sheets are posted on the wall, and the students move around from sheet to sheet. With *Carousel Brainstorming*, the students stay seated and the sheets are passed. Otherwise, it's hard to tell the difference.

## **How Might I Push It a Step Further?**

I like to go beyond the simple brainstorm and have the group who started with the sheet look it over when it returns to them, note all the other ideas that were added after it was passed around to the other groups, and then circle the three terms that they think are most essential, most important, or most fundamental to the topic at the top of their sheet. That way, they spend some time critically evaluating all the possible terms and topics and making decisions about which are most representative of or most closely associated with the given topic. Sometimes, students do this quickly or almost glibly, but often the groups will spend quite a while hashing this out. That tells me that they are really thinking about it. Then, I'll have them try to write a definition for their topic, a statement that explains to someone who is unfamiliar with it what that topic is really about. I tell them that since they have already circled three terms that they consider essential or fundamental to their topic, they'll probably want to **USE** those three terms in their definition, or be darned sure to consider them for inclusion in their definition. While this has the limitation of having students think deeply about only **ONE** of the subtopics (the sheet they have before them, not all the other subtopics on the other sheets), I still find great value in the depth of thinking and conversation as we take the strategy this much further.

## Strategies for Reading Comprehension

### **Questioning the Author**

[McKeown, Beck, & Worthy, 1993]

#### **What Is Questioning the Author?**

Questioning the Author is a protocol of inquiries that students can make about the content they are reading. This strategy is designed to encourage students to think beyond the words on the page and to consider the author's intent for the selection and his or her success at communicating it.

The idea of "questioning" the author is a way to evaluate how well a selection of text stands on its own, not simply an invitation to "challenge" a writer. Students are looking at the author's intent, his craft, his clarity, his organization...in short, if the author has done well, students can say so, and they can identify why they say so. Likewise, if students are struggling over a selection of text, it may be because it hasn't been written very clearly. Students can see this, and say so, but then they are invited to improve on it.

#### **How Does It Work?**

The standard format involves five questions. Students read a selection of text (one or more paragraphs, but generally not as much as a whole page), and then answer these questions:

1. What is the author trying to tell you?
2. Why is the author telling you that?
3. Does the author say it clearly?
4. How could the author have said things more clearly?
5. What would you say instead?

As developed by Margaret McKeown, Isabel Beck, and Jo Worthy, Questioning the Author becomes a tool for recognizing and diagnosing inconsiderate text. Sometimes, as we know, students struggle with content not because they are failing as readers but because the author has failed

as a writer. It is this notion of the "fallible author" that McKeown *et al* wish students to become aware of. When they think a failure to understand is their own fault, students often pull away from their reading. But if they will approach text with a "reviser's eye," as McKeown and her colleagues put it, they can shift from trying to understand text to making text more understandable.

## Got Some Text I Could Practice On?

Here's a selection that's offered just for fun, but I think you'll get the idea.

<b>Each employee must wash his hands thoroughly with warm water and soap after each trip to the toilet and before beginning work.</b>	
<b>What is the author trying to tell you?</b>	The author is telling me that I must be clean before I can work at my job; in particular, I have to wash my hands whether I'm just starting work or if I've just been to the bathroom.
<b>Why is the author telling you that?</b>	<p>I think it has to do with who the author is; in this case, I think the author is the Health Department, which is responsible for sanitation issues in restaurants. To keep customers of an eating establishment from getting sick and to reduce the transmission of disease, employees who handle food or utensils or plates have to make sure they have clean hands.</p> <p>If the author were the owner of the restaurant, though, she would probably want her employees to wash their hands for a similar reason, only in her case she is concerned about different consequences. If people who eat at her restaurant get sick because employees weren't clean, then it would hurt her business.</p> <p>A customer might also express the same sentiment as the Health Department or restaurant owner, but his motivation would simply be that he doesn't wish to get sick because of unsanitary practices by employees.</p>
<b>Is it said clearly?</b>	It seems pretty clear and straight-forward.
<b>How might the author have written it more clearly?</b>	Well, it has a real legalistic sound to it. That's probably necessary because of a uniform health code and the nature of governmental agencies and the way that they communicate. You can hear the unspoken tagline: "By Order of the Health Department." In this case, it's probably written pretty clearly and might be hard to improve upon. It does seem a little wordy. For instance, if you tell someone to wash his hands, do you have to remind him to do so with soap and warm water?
<b>What would you have wanted to say instead?</b>	"Please don't make me eat your germs. Wash your hands before touching my food!"

## Strategies for Reading Comprehension

### **Think-Pair-Share**

[Lyman, 1981]

#### **What Is Think-Pair-Share?**

**Think-Pair-Share** is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are to be **DOING** at each of those stages.

#### **How Does It Work?**

**1) Think.** The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (probably not minutes) just to **THINK** about the question.

**2) Pair.** Using designated partners (such as with *Clock Buddies*), nearby neighbors, or a deskmate, students **PAIR** up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

**3) Share.** After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to **SHARE** their thinking with the rest of the class. She can do this by going around in round-robin fashion, calling on each pair; or she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on the overhead.

#### **Why Should I Use Think-Pair-Share?**

We know that students learn, in part, by being able to talk about the content. But we do not want that to be a free-for-all. Think-Pair-Share is helpful because it structures the discussion. Students follow a prescribed process that limits off-task thinking and off-task behavior, and accountability is built in because each must report to a partner, and then partners must report to the class.

Because of the first stage, when students simply THINK, there is Wait Time: they actually have time to think about their answers. Because it is silent thinking time, you eliminate the problem of the eager and forward students who always shout out the answer, rendering unnecessary any thinking by other students. Also, the teacher has posed the question, and she has EVERYONE thinking about the answer, which is much different from asking a question and then calling on an individual student, which leads some students to gamble they won't be the one out of 30 who gets called on and therefore they don't think much about the question. Students get to try out their answers in the private sanctuary of the pair, before having to "go public" before the rest of their classmates. Kids who would never speak up in class are at least giving an answer to SOMEONE this way. Also, they often find out that their answer, which they assumed to be stupid, was actually not stupid at all...perhaps their partner thought of the same thing. Students also discover that they rethink their answer in order to express it to someone else, and they also often elaborate on their answer or think of new ideas as the partners share. These, it seems, are powerful reasons to employ Think-Pair-Share in order to structure students' thinking and their discussion.

## Strategies for Reading Comprehension

### **Three-Minute Pause**

[as modeled by Jay McTighe]

#### **What Is a Three-Minute Pause?**

At a wonderful workshop on the backwards design planning process (as suggested by Ralph Tyler and further developed by Grant Wiggins), Jay McTighe incorporated a **Three-Minute Pause** as a break in large sections of content. The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

#### **How Does It Work?**

**1) Summarize Key Ideas Thus Far.** The teacher instructs students to get into groups (anywhere from three to five students, usually). Give them a total of three minutes for the ENTIRE process. First, they should focus in on the key points of the lesson up to this point. It's a way for them to stop to see if they are getting the main ideas.

**2) Add Your Own Thoughts.** Next, the students should consider prior knowledge connections they can make to the new information. Suggested questions: What connections can be made? What does this remind you of? What would round out your understanding of this? What can you add?

**3) Pose Clarifying Questions.** Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where we're headed? Can you probe for deeper insights?

#### **Why Should I Take the Time for a 3-Minute Pause?**

It depends on how much "stuff" you want students to be thinking about before they get a chance to process the new information. If you don't want to have to keep reteaching information, then you should give your students time to think about, make sense of, organize, and reflect on their learning. The Three-Minute Pause is a perfect bridge, a chance for students to consolidate and clarify their emerging understanding, before you move on to teach more new ideas or concepts. It's simple, straightforward, productive, efficient, and instantly useful.

The Three-Minute Pause has been around for a while, and it's taken a lot of different forms. This version of it I wish to credit to Jay McTighe. He is the co-author, with Grant Wiggins, of the well-regarded *Understanding By Design*, published by the Association for Supervision and Curriculum Development.

## Strategies for Reading Comprehension

### Semantic Feature Analysis

[Johnson & Pearson, 1984]

#### What Is It?

With a Semantic Feature Analysis chart or grid, one can examine related concepts but make distinctions between them according to particular criteria across which the concepts can be compared.

#### How Does It Work?

A set of concepts is listed down the left side (or across the top; it doesn't much matter which) and criteria or features are listed across the top (or down the side). If the concept is associated with the feature or characteristic, the student records a Y or a + (plus-sign) in the grid where that column and row intersect; if the feature is not associated with the concept, an N or - (minus-sign) is placed in the corresponding square on the grid. For instance, consider types of government: democracy, dictatorship, monarchy, oligarchy, theocracy, and republic. What might be the characteristics of governments that might be associated with various types?

#### Help Me Visualize A Semantic Feature Analysis Chart

Got a good graphic for me?

	FDR	JFK	Nixon	Reagan	Clinton
Democrat	+	+	-	-	+
War Time President	+	-	+	-	-
Congress of Same Party	-/+	+	-	-/+	-/+
Re-Elected	+	+	+	+	+
Served in Congress	-	+	+	-	-
Won Majority of Popular Vote	+	-	-/+	+	-

# The SQ3R Reading Method

<b>Survey! Question! Read! Recite! Review!</b>	
<b>Before you read, <u>S</u>urvey the chapter:</b>	<ul style="list-style-type: none"> <li>• The title, headings and subheadings</li> <li>• Captions under pictures, charts, graphs or maps</li> <li>• Review questions or teacher-made study guides</li> <li>• Introductory and concluding paragraphs</li> <li>• Summary</li> </ul>
<b><u>Q</u>uestion while you are surveying</b>	<ul style="list-style-type: none"> <li>• Turn the title, headings, and/or subheadings into questions;</li> <li>• Read questions at the end of the chapters or after each subheading</li> <li>• Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?"</li> <li>• Ask yourself, "What do I already know about this subject?"</li> </ul> <p>Note: if it is helpful to you, write out these questions for consideration. This variation is called SQW3R</p>
<b>When you begin to <u>R</u>ead</b>	<ul style="list-style-type: none"> <li>• Look for answers to the questions you first raised;</li> <li>• Answer questions at the beginning or end of chapters or study guides</li> <li>• Reread captions under pictures, graphs, etc.</li> <li>• Note all the underlined, italicized, bold printed words or phrases</li> <li>• Study graphic aids</li> <li>• Reduce your speed for difficult passages</li> <li>• Stop and reread parts which are not clear</li> <li>• Read only a section at a time and recite after each section</li> </ul>

<p><b><u>Recite after you've read a section:</u></b></p>	<ul style="list-style-type: none"> <li>• Orally ask yourself questions about what you have just read and/or summarize, in your own words, what you read</li> <li>• Take notes from the text but write the information in your own words</li> <li>• Underline/highlight important points you've just read</li> <li>• Use the method of recitation which best suits your particular learning style but remember, the more sense you use, the more likely you are to remember what you read - i.e.,</li> </ul> <p>TRIPLE STRENGTH LEARNING: Seeing, saying, hearing</p> <p>QUADRUPLE STRENGTH LEARNING: Seeing, saying, hearing, writing!</p>
<p><b><u>Review an ongoing process:</u></b></p>	<ul style="list-style-type: none"> <li>• Day One <p>After you have read and recited the entire chapter, write questions for those points you have highlighted/underlined in the margins. If your method of recitation included note-taking in the left hand margins of your notebook, write questions for the notes you have taken.</p> </li> <li>• Day Two <p>Page through the text and/or your notebook to re-acquaint yourself with the important points. Cover the right hand column of your text/notebook and orally ask yourself the questions in the left hand margins. Orally recite or write the answers from memory. Make "flash cards" for those questions which give you difficulty. Develop mnemonic devices for material that needs to be memorized.</p> </li> <li>• Days Three, Four and Five <p>Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated. Make additional flash cards if necessary.</p> </li> </ul>

- **Weekend**

Using the text and notebook, make a Table of Contents - list all the topics and subtopics you need to know from the chapter. From the Table of Contents, make a Study Sheet/Spatial Map. Recite the information orally and in your own words as you put the Study Sheet/Map together.

- Now that you have consolidated all the information you need for that chapter, periodically review the Sheet/Map so that at test time you will not have to cram.

# THINK ALOUD

**Description:** **Thinking aloud** allows others to see what you think by narrating how you think as you read text or discuss an idea. Often students are directed to read a chapter and take notes on important ideas. Knowing how to think about what is read and knowing what such thinking looks like is innate to good readers. Students often do not know what good thinking is, so teachers must constantly model it for them and ask them to model it in order to shape their performance through feedback.

Another important outcome of modeling a think aloud is the realization that reading is complex. When the teacher models, false starts, guesses, confusions, revisions, and questions he or she demonstrates the thinking/reading process.

## Step-by-Step

1. Use think-alouds to
  - Demonstrate what students should do and how they should do it
  - Reflect on what they read
  - Help them comprehend their reading
  - Develop their internal reader
2. Use think-alouds in a variety of configurations, such as
  - Teacher to students
  - Student to teachers (in conferences or class discussions)
  - Students to students
  - Author to readers (via interviews with the authors or the teacher's summary of an author's remarks taken from an article)
3. Express your thinking aloud
  - On paper
  - In your head
  - A small/large group
  - On a tape

4. Keep in mind that thinking aloud strategies are not a sequence but a set of habits of mind common to all effective readers which, if used well, can help readers make sense of a wide variety of texts in different media and of varying complexity. When we use the think-aloud technique, we
  - Predict
  - Describe
  - Compare
  - Make connections
  - Monitor and correct
  - Question
  - Clarify
  - Apply previous or new knowledge
  - Identify what is important
  - Troubleshoot and problem solve
  - Speculate
5. Think-alouds provide the teacher an informal assessment of students' thinking and comprehension that can be used to structure the culminating assignment.
6. Use this strategy when assigning a reading to a class to model for them how they should approach the reading. This clarifies their purpose and directs their attention allowing them to read more effectively.
7. The think-aloud helps readers better understand what they are reading by forcing them to think about what they read *as they read it*. A think-aloud might be personal or philosophical, addressed to the author or oneself. During a think-aloud, encourage students to interact with the text by doing any or all of the following:
  - Speculating
  - Guessing
  - Wondering
  - Observing
  - Arguing
  - Philosophizing
  - Conjecturing
  - Estimating
  - Hypothesizing

# CHUNKING THE TEXT

**Description:** **Chunking the Text** provides students with the ability to break the text into shorter, more manageable units. This strategy enables students to read with more independence while reinforcing text organization skills and increasing text opportunities since students are reading shorter pieces and reflecting upon the content. Chunking the text begins with teacher modeling and instruction in determining appropriate "chunking" indicators (i.e., examples, transition words, and paragraphing) and leads to students' independently chunking the text.

## Step-by-Step

1. Depending on the text, such as genre, length, structure, and type, determine how a text should be chunked:
  - Paragraphs
  - Stanza
  - Scene
  - Section
  - Chapter
  - Page
  - Line
  - Sentence Segments
  - Problems (in math and science)
2. Model the chunking of text by first selecting simple, accessible texts in different genres.
3. Instruct students using the following sequence:
  - Examples and justification for when, why, and how to use this strategy
  - Model using a text similar to the class reading assignments
  - Guide them through an initial practice and evaluate the degree of mastery before moving to an independent application of the strategy

- Allow students to use the strategy, scaffolding the instruction, until they gain proficiency
4. Through various discussion opportunities (small groups/whole class) have students evaluate the decisions made while utilizing the strategy. This will encourage them to extend this awareness of text features as they read.
  5. Extend the strategy by rewriting or making notes after completing a "chunked" text.

### **Extensions**

- Encourage reflection of both teaching and reading by engaging in discussion
- Summarize the last section to reinforce instruction of main idea and separating details
- Formulate questions to answer from reading the previous chunk as students read the next chunk.
- Make predictions about chunked texts

# EXIT SLIPS

**Description:** **Exit Slips** are quick ways to invite student response after learning. Exit slips are completed at the end of a class period and are collected by the teacher as students leave the room. Generally, exit slips are anonymous with every student being required to turn one in prior to exiting the classroom. Exit slips provide quick feedback to the teacher about how students understood the lesson and/or what concepts might need further exploration in future lessons. Exit slips encourage students to reflect upon the lesson while providing quick feedback. It is important, whether students are anonymous or required to write their names on their slips, that students be encouraged to be honest. They need to be assured that their comments and concerns will be addressed.

## Step-by-Step

1. Identify the type of response/feedback needed to assist student's learning: for example, did students seem confused, and need to ask questions.
2. Exit slips may be produced in advance or may be a question that students respond to on a scrap of sheet of paper.
3. Allow students to provide open feedback or have them use a stem such as the following:
  - Today I learned...
  - I don't understand...
  - I would like to learn more about...
  - I need help with...
  - A question I have is...
  - Please explain more about...
  - The most important thing I learned today is...
  - Three things I learned today are...
  - The thing that surprised me today was...
  - I am still confused about...

- I wish...
  - The best part of class today was...
4. At the end of class direct students to complete an exit slip
  5. As students leave the classroom, collect the slips. Use them to assess student learning and to plan follow-up instructions.

### **Extensions**

- At the next class session, use an exit slip or several to begin instruction. This allows students to realize the importance of their comments.
- Allow students, when working in small groups, to submit one exit slip for the group's work.

# READ ALOUD

**Description:** Reading aloud, whether it is done by the students or the teacher, is one of the most helpful techniques for improving reading skills and engaging readers of all ages. Hearing the text while looking at it on the page helps many readers process the information more effectively and understand how it should be read. As students listen to the teacher's emphases and pauses, they see how those relate to the punctuation and structure of the sentence. Reading aloud also develops students' language sense as they hear the way words are used, pronounced and interpreted.

**Note:** Always allow students the opportunity to preview and read silently prior to reading aloud because their focus is on decoding not on comprehension. Never force students to read aloud, invite them.

Reading aloud should not replace silent independent reading. Be warned. Students with reading difficulties quickly learn that they can bypass the assigned text readings since the teacher will summarize main points or read it aloud to them.

## Step-by-Step

1. Read aloud when
  - Hearing the text will help students enjoy it or process it in a more effective way
  - Introducing new or difficult texts
  - Reading poetry or plays
  - Sharing with text of special interest
  - Focusing students' attention
  - Beginning or ending a class or segment (as an opener or a wrap-up)
2. Choose diverse materials to read aloud, such as
  - Directions
  - Class books
  - Literature

- Observations (e.g., from a scientific report used to begin a class or group discussion)
  - Children's books
  - Random items you discover in your own reading that you think are fun, powerful or useful to share
3. Read aloud in various configurations, such as
    - Students to a small group
    - Student to the whole class
    - Teacher to the students
  4. Provide a safe, supportive environment to ensure successful read alouds.
  5. Text talk. Read aloud from a book or several books that might appeal to students. Choose interesting segments that can be read with expression. Stop at the crucial moment when they are hooked.
  6. Keep in mind guidelines for reading fiction aloud to students from Janet Allen's (1995) *It's Never to Late*.
    - Determine if this is the right book to meet the needs of these students at this time
    - Ask if this book can be read in such a way that students will not be bored
    - Choose books that you enjoy, as this will help you read them better
    - Choose a book that matches instructional goals
  7. Use reading aloud across the subject areas (e.g., reading story problems aloud in math class helps to emphasize their narrative structure).
  8. Before, during and after read alouds have students
    - Make predictions
    - Follow along on the page while the text is being read aloud
    - Take notes
    - Relate reading to specific content
    - Summarize (written or oral)

## Extensions

- Have students record their own reading and thinking aloud - this allows both the student and the teacher to assess fluency.
- With a timer, set for one minute, have students record their reading
- When the timer indicates, stop reading and mark the precise spot in the text.
- Count the number of words. High school students should read 120 words in a minute. This builds fluency, accuracy and speed.
- Use audio tapes of books or poems to add variety to read alouds. Also consider using videotaped performances of poems and plays.

# Speed and Comprehension

## Reading Rates

- Each type of reading has a different rate; an exciting novel is a quicker read than a text in biology.
- Textbooks vary in how well they are written; as a consequence, some are more difficult to read.
- Each semester, time yourself reading a chapter in each of your textbooks. See how many pages an hour you can read. Once you have an accurate estimate of your reading rate, you can better plan your reading time and study time.

## Comprehension

- Scan the chapter first. Identify the sections to which the author devotes the most amount of space. If there are lots of diagrams for a particular concept, then that must also be an important concept. If you're really pressed for time, skip the sections to which the least amount of space is devoted.
- Read the first sentence of every paragraph more carefully than the rest of the paragraph.
- Take notes on headings and the first sentence of each paragraph before reading the chapter itself. Then close your book and ask yourself what you now know about the subject that you didn't know before you started.
- Focus on nouns and main propositions in each sentence. Look for the noun-verb combinations and focus your learning on these.

**For example, consider the following text:** Classical conditioning is learning what takes place when we come to associate two stimuli in the environment. One of these stimuli triggers a reflexive response. The second stimulus is originally neutral with respect to that response, but after it has been paired with the first stimulus, it comes to trigger the response in its own right.

- Rather than read every word, you might decode this text graphically.

Classical conditioning = learning = associating two stimuli

First stimuli triggers a response

Second stimulus = originally neutral, but paired with first → triggers response.

Rather than reading and re-reading your text, take notes in this form so that you've rewritten the important parts of the text. Once you have written notes, you don't have to worry about the text itself.

## Strategies for Reading Comprehension

# Power Thinking

### What Is Power Thinking?

Power Thinking is an alternative system for outlining information that is hierarchical in nature. In other words, the information can be grouped according to main ideas, subtopics, and details. It considers information according to which level it belongs on, and we use numbers to signify those levels.

### How Does It Work?

**Power 1:** main idea, thesis, topic

**Power 2:** subtopic, category of Power 1, detail of a Power 1

**Power 3:** detail or subtopic of a Power 2

*...and so on...*

### Can You Show Me What a Power Thinking Outline Would Look Like?

1: TV Shows

A: Dramas

- ER
- Pretender
- Law & Order

B: SitComs

- Fresh Prince
- Kramer
- Everybody Loves Raymond

C: Soap Operas

- All My Children
- As the World Turns
- Young and the Restless

# That's Nice, but How About One Related to Social Studies?

## Five Themes of Geography

### 1: Location

#### A: Absolute

- Latitude and Longitude Coordinates
- Street Address

#### B: Relative

- In the Atlantic Ocean
- West of Madagascar
- 30 Miles South of Albany

### 2: Place

#### A: Human Characteristics

- Houses
- Wheat Fields
- Cities

#### B: Physical Characteristics

- Mountains
- Rivers
- Deserts

### 3: Human-Environment Interaction

#### A: Depend On

- Living Near Water
- Trees for lumber, paper

#### B: Modify

- Clearing Land for Farming
- Grading to Create Roadways
- Creating Reservoirs

#### C: Adapt To

- Warm Clothes in Cold Climates
- Building Shelter

#### 4: Movement

##### A: People

- Cars
- Planes

##### B: Goods

- Railroads
- Trucking
- Ships

##### C: Ideas

- Newspapers
- Internet
- Television

#### 5: Region

##### A: Political

- United States
- Japan
- Brazil

##### B: Language

- Latin America
- Arab World (where people speak Arabic)
- English-Speaking World

##### C: Agricultural

- Rice Growing
- Tobacco States
- Grain Belt

##### D: Industrial

- Rust Belt
- Silicon Valley
- Textile Region