

<p>Strategy Name</p> <p><i>What is it called?</i></p>	<p>Explanation</p> <p><i>How does it work?</i></p>	<p>Considerations</p> <p><i>When would I use it? Why would I use it? Are there challenges of using it I should think about?</i></p>
<p>3) SEE-I</p>	<p>2)paraphrased by different group members</p> <p>3) Students construct a clarification of a matter using the process of stating what it means, elaborating on the statement in their own words, providing an example, and providing an illustration</p>	<p>3)Students will have to have a great understanding of a concept in order to complete a SEE-I. This activity will demonstrate a deep understanding of the concept and any area that are lacking information. This activity could pose a problem if it was introduced to quickly when considering a new concept, students need to have a good understanding of a concept before completing a SEEI.</p>
<p>4) Heading Translations</p>	<p>4)This is an active reading activity that requires students to come up with as many questions as they can think up that might be answered from the headings of a reading, from either an article or textbook</p>	<p>4)This is a pre-reading activity that will ensure that students are completing the reading in an active manner. This also helps students to create questions, which is a skill. An issue that might arise is the ability to differentiate the activity.</p>

<p>5) SQ3R Activity</p>	<p>5)Survey-read the titles of each section of the reading Question – translate each heading into as many questions as you think will be answered in that section – the clearer the questions, the higher the level of engagement, and hence the deeper the comprehension is likely to be. Read – read each section (one at a time) with your questions in mind - use the small group critical reading activity (one reader and two note-takers) Recite – after each section, recall the groups questions, and try to answer them with direct references from the text. Review – once the group has finished all the assigned sections, review the questions created from the headings at the beginning of the SQ3R. See if the group can still answer them. If not, review the relevant passages of text.</p>	<p>5)This strategy provides for purposeful, directed reading. By having students work in small groups, clarification discussions can ensue. This strategy may work best with difficult readings, that is, readings that may be beyond the comprehension level of most of the students, but is required information. This could pose a problem in the fact that it is group work and group work always has the potential to not be effective.</p>
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