

Figure 3.6 Quick-Write template for “What’s it *really* about?”

Name _____	Date _____
What’s it about?	
What’s it <u>reeeeeally</u> about?	

Himmele, P., Himmele, W., & Potter, K. (2014). *Total Literacy Techniques*, Alexandria, VA: ASCD.

Name _____

Mark up your required text and your required articles. At the end, add a 3-sentence summary and a final Aha.

First submission (10 of the 25%)

Second submission (15 of the 25%)

Your readings will be assessed using the following rubric:

Marked-up text rubric:

Highlighting, summaries, questions, elaborations, and connections in the margins of the text provided evidence that you actively interacted with the text.

5-Strongly Agree	4- Agree	3-Somewhat	2-Disagree	1- Strongly Disagree
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Notations provided *evidence of deep and careful reading*, as well as *deep and careful analysis of concepts*.

5-Strongly Agree	4- Agree	3-Somewhat	2-Disagree	1- Strongly Disagree
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Your three-sentence summary was written on the last page of every assigned reading, and captured the main points of the reading. These main points were points which most readers would agree are significant enough to use as a wrap-up of that text.

5-Strongly Agree	4- Agree	3-Somewhat	2-Disagree	1- Strongly Disagree
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The final “Aha’s” was written on the last page of every assigned reading, and provided evidence that you made thoughtful connections and deeply understood the significance of the concepts as they relate to your world and the world around you.

5-Strongly Agree	4- Agree	3-Somewhat	2-Disagree	1- Strongly Disagree
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From: Himmele, P. & Himmele, W., with Potter, K. (2014). *Total Literacy Techniques: Tools to helps students analyze literature and informational texts*. Alexandria, VA: ASCD.

Figure 3.2 Prompts for Analyzing Literature

Analyzing Literature

Remember: Don't just retell, *examine closely*, *explain why*, and *cite evidence*!

Exploring Interconnectedness

- 1) Discuss some of the Elements of Fiction and how they impact the text or each other (setting, characters, plot, exposition, rising action, climax, falling action, resolution, themes, style, symbolism).
- 2) What are the various story lines, and how do they affect each other?
- 3) What is dispensable in this story? What pieces could have been removed without altering the main story? If you had to eliminate a chapter, with minimal harm to the book, which would it be? Why?
- 4) What is indispensable in this story? What pieces were essential to making the story work as it does?
- 5) In what ways might you artistically represent the Elements of Fiction within this story?
- 6) Suppose you were to create a movie about this text. Describe the kind of music or soundtrack that you would use for the various parts. Tell why.

Exploring Characterization

- 7) Which are the most and least interesting characters? Why?
- 8) What makes the characters believable or not believable?
- 9) Whom might the characters represent in real life? Draw connections between the characters and certain personality types in society or in your world.

Exploring Themes & Ideas

- 10) What themes do you see developing?
- 11) How does the author use symbolism to develop the story?
- 12) How does the author use metaphors to develop the story?
- 13) How does the book present us with metaphors of life?
- 14) How are everyday issues reflected in this book?
- 15) What are some of the important life-questions that this text raises?
- 16) What principles might be learned from this text?
- 17) If you were to draw connections between this book and concepts that you have learned in social studies or science, what would those connections be?
- 18) What questions were left unanswered?
- 19) If the author were to write a follow-up text that continued along this theme, what do you believe should be included?

Exploring Author's Voice

- 20) What specific words does the author use to make a case for, and against, certain characters?
- 21) How does the author drop in subtle or not-so-subtle descriptions or events to make you like or dislike a character?
- 22) How does the author set the moods for this story?
- 23) How did the author use words to create settings that made you feel certain ways (safe/unsafe, comfortable/uncomfortable)?
- 24) Make some inferences with regard to what the author's ideal world would look like? What causes you to make those inferences?
- 25) Refer to the more vivid images in your mind. How did the author use language to create the more vivid images in your mind?
- 26) If you were to read this book out loud, what emotions would you give to certain parts? What voices would you use in certain parts? Why?
- 27) What do you know about the author(s)? How does the author live within the text?
- 28) To what other authors would you compare this author? Why?
- 29) How would you characterize this author's style that makes it different than that of other authors?
- 30) Select an excerpt, or piece of text, that you felt was the most interesting or the best worded. What made it the most interesting or the best worded?

By Pérsida & William Himmele

Figure 3.3 Prompts for Analyzing Informational Texts

Analyzing Informational Texts

Remember: Don't just retell, *examine closely*, *explain why*, and *cite evidence!*

Exploring Ideas

- 1) What are the issues being raised?
- 2) What questions were left unanswered?
- 3) Why do you believe that this was an important enough concept to include in your curriculum this year? Is its inclusion appropriate? Why/Why not?
- 4) What are the bigger messages being conveyed in this text?
- 5) What were some of the important life-questions that this text raises?
- 6) What principles might be learned from this text?
- 7) If the author were to write a follow-up text that continued along this theme, what do you believe should be included?
- 8) Suppose you were to create a documentary about the concepts in this text. Describe the kind of music or soundtrack that you would use for the various parts. Tell why.
- 9) The really important thing about this set of concepts is...

Exploring Interconnectedness

- 10) How does this issue lead to other issues in life?
- 11) What aspects of everyday life are affected by the concepts in this text?
- 12) For whom are these concepts most important? Why?
- 13) Who might dislike or disagree with what is presented in this text? Why?
- 14) Who do the concepts in this text benefit? How might they benefit from this text becoming widely publicized?
- 15) Whom do the concepts in this text not benefit? How might they be harmed from this text becoming widely publicized?
- 16) Brainstorm all the people or things that are affected by the information contained in this text?
- 17) Say you were to become an expert in these types of concepts, how might they enhance your life?
- 18) What occupations would be open to experts in this knowledge?
- 19) How has history been affected by the type of information contained in this text?
- 20) How have people's personal histories been affected by the type of information contained in this text?
- 21) How are the contents of this text a reflection of the times in which it was written? How does it represent a snapshot of society during a specific timeframe?
- 22) In a hundred years, how do you think this issue might be presented?

Exploring Author's Approach, Voice, or Bias

- 23) What was the author's purpose in writing this text? What other purposes are there?
- 24) How did the author achieve his/her purpose(s)?
- 25) Discuss parts that were creatively worded in order to achieve a specific purpose.
- 26) What do you know about the author(s)? What is the author's bias? How does the author live within the text?
- 27) How would you characterize this author's style that makes it different than that of other authors?
- 28) How did the author set tones, convince, create a sense of urgency, or create moods that enhanced the message of this text?
- 29) Make some inferences with regard to what the author's ideal world would look like? What causes you to make those inferences?
- 30) If you were to read this text out loud, what tone would be used? How does the author "sound" to you? What words or stylistic traits make you think that?

By Pérsida & William Himmele

Bounce Card

Bounce:

Take what your classmate(s) said and bounce an idea off of it. For example, you can start your sentences with:

- “That reminds me of...”**
- “I agree, because...”**
- “True, another example is when...”**
- “That’s a great point...”**

Sum it up:

Rephrase what was just said in a shorter version. For example, you can start your sentences with:

- “I hear you saying that...”**
- “So, if I understand you correctly...”**
- “I like how you said...”**

Inquire:

Understand what your classmates mean by asking questions. For example, you can start your questions with:

- “Can you tell me more about that?”**
- “I see your point, but what about...?”**
- “Have you thought about...?”**

Himmele, P. & Himmele, W. (2011) *Total Participation Techniques: Making every student an active learner*. Alexandria, VA: ASCD

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Level 1 Bounce Card

“We just learned about...”

“It makes me think about...”

“I think that way because...”

Adapted by Himmele, P. & Himmele, W. from their book, (2017) *Total Participation Techniques: Making every student an active learner*. Alexandria, VA: ASCD

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Level 2 Bounce Card

Bounce:

Take what your classmate(s) said and bounce an idea off of it. For example, you can start your sentences with:

“That reminds me of...”
“I agree, because...”

Sum it up:

Rephrase what was just said in a shorter version. For example, you can start your sentences with:

**“I hear you saying
that...”**
“I like how you said...”

Ask:

Understand what your classmates mean by asking questions. For example, you can start your questions with:

**“Can you tell me more
about that?”**

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I Am Content-Poetry Frame

I am

I wonder

I hear

I see

I want

I am

I pretend

I feel

I touch

I worry

I cry

I am

I understand

I say

I dream

I try

I hope

I am

By _____

Concept Mapping LRC

pp.50-52

- **Arrange** word cards, so that the cards can help explain the content
- **Interact/Share:** Once you've laid out your map, explain it to two other people.
- **Glue:** Make any changes and glue down your words.
- **Connect (using verbs/phrases),** so that anyone can read through your concept map and understand the content.



The Debate Team Carousel

<p>1. Give your opinion and explain your <i>rationale</i>. Record your opinion and explain your reason for it.</p>	<p>2. Add a supporting argument. Read your classmate's response. In this box, add another reason that would <u>support</u> your classmate's response.</p>
<p>3. Add an opposing argument. In this box, record a reason that might be used as an <u>opposing</u> argument to what is written in boxes #1 & #2.</p>	<p>4. Add your "two cents." Read what is written in the three boxes. Add <u>your opinion</u> and <u>your reason</u> for it in this box.</p>

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Figure- The Debate Team Carousel

Please cite when using: Himmele & Himmele, 2017, *Total Participation Techniques*, Alexandria, VA: ASC
Drs. William & Persida Himmele, 2011, *Total Participation Techniques*, Alexandria, VA:ASC

Name _____

Date _____

Picture Pause #1	Picture Pause #2	Picture Pause #3
Topic:	Topic:	Topic:
The BIG Picture		
<i>Explanation:</i>		