Clues, Problems, Wonderings

Problems:
1. Teachers skip it
2. Story problems are raised rather than word problems
3. Teachers write in whole sentences
4. Write it on board & erase (you can't revisit it)
5. Browse whole story rather than a few pages.
6. Forget to add to chart during reading
7. Forget to discuss the chart after reading
8. Too many responses or not enough -- takes too long/poor pacing

Solutions:
1. Follow routine card
2. Assist w/ tricky words
3. Model note taking for students
4. Items 6 and 7 - Use chart paper, clings, or overhead
5. Item 8 - Limit responses

Purpose:
1. In clues, problems and wonderings, it’s important that students have the opportunity to activate prior knowledge.
2. It is important for students to identify problem words in the passage prior to reading.
3. This is a great opportunity where we can model note taking for students.
4. Items 6 and 7 - Clues, Problems and Wonderings is a tool to be used for pre-reading, during reading, and post reading, so it’s important that it’s written on something that can be revisited (transparency, chart paper, cling on).
5. It’s important to limit the number of responses for the sake of pacing, so long as we’ve modeled the thought-process of good readers.
6. Elicit more student responses through think-pair-share.