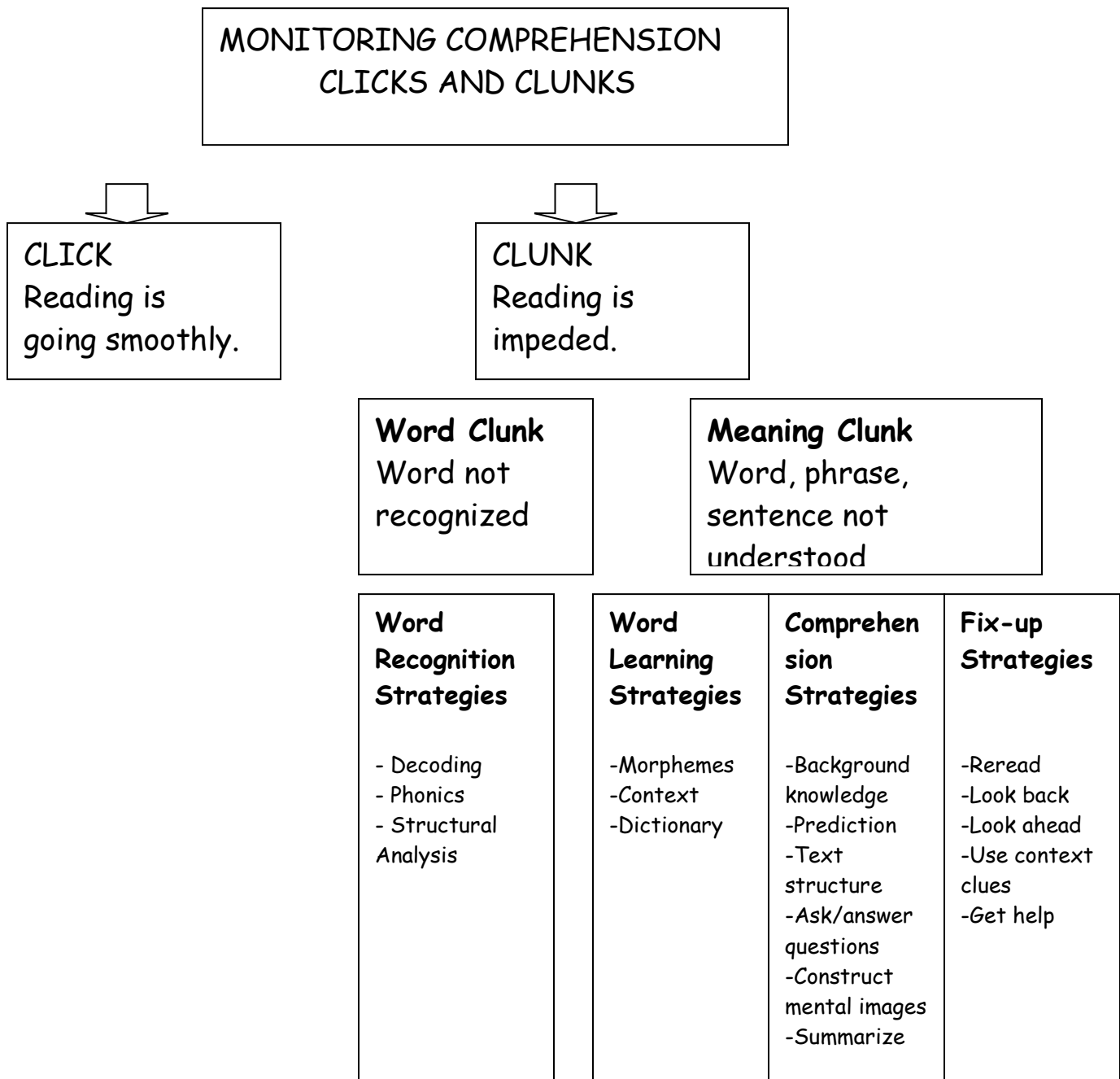


Comprehension: Strategies that Matter

Participant Handouts



GIST Template

Name _____

Article Title

Article Source

1. Read the article
2. Fill out the 5Ws and H.

Who:

What:

Where:

When:

Why:

How:

3. Write a 15- 20-word GIST.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Practice Using the GIST Template

The Lady Who Created Frankenstein

Hardly anyone today knows who Mary Wollstonecraft Shelley was. But everyone knows about her famous creation, for she made Frankenstein. Of course, Mary Shelley didn't actually build the monster. She wrote the novel Frankenstein, the story of the mysterious doctor who made the huge man-monster in his laboratory.

Mary was born in 1797 in England. Her father was a famous philosopher and her mother, who died when Mary was young, was an early believer in women's rights. Most girls at that time received very little education, but Mary learned by listening to her father and his many educated visitors. One of her father's visitors was Percy Shelley, a famous poet. When Mary was just sixteen years old, she fell in love with Percy. Several years later they were married.

When Mary was twenty years old, she and Percy went on a summer vacation to the country with some friends. The weather was too cold and rainy for them to be outdoors, so the Shelleys and their guests decided to have a ghost story writing contest to pass the time. After a few days, everyone had a story but Mary. She tried again and again to write, but ended up throwing all of her attempts away. She was about to give up, but that night she had a dream. In her dream she saw a terrible face staring at her through the darkness, a face that was not quite human. It seemed to be put together in pieces, and it could not speak. The creature seemed to be running away through the fog, looking for help. The nightmare was so frightening that Mary awoke terrified.

The next day Mary sat down and wrote the story that later became Frankenstein. This is not just another horror story, because Mary's monster is not really evil or bad. He is just a victim of people's hatred and prejudice.

Mary's husband and friends declared her story the winner of the contest and persuaded her to publish it. Although she wrote other novels, none of them became as famous as the one about the terrible monster that she saw in her dream.

GIST Template

Name _____

Article Title

Article Source

1. Read the article
2. Fill out the 5Ws and H.

Who: Mary Shelly

What: wrote the horror story Frankenstein

Where: in England

When: on a summer vacation

Why: for a ghost story writing contest

How/Why: after she had a nightmare about a monster

3. Write a 15- 20-word GIST.

Mary Shelly wrote the story Frankenstein on a summer vacation in England for a writing contest after having a nightmare.

SOMEBODY WANTED BUT SO/THEN

Somebody	Wanted	But	So	Then
Little Red Riding Hood	wanted to visit her grandmother	but she disobeyed her mother, left the path, and met a sly, hungry wolf.	The wolf said he would eat LLRH and her grandmother.	Then hunter saved them and killed the wolf.

Passage for SWBS/T
(from the Connect to Comprehension Extension Kit)

Theseus and the Minotaur

There once lived a huge beast, the Minotaur (**MIN o tor**), which was composed of a bull's head and a man's body. He was enclosed in a twisting maze called the Labyrinth (**LAB uh rinth**). Anyone who ignored the king's advice and went inside the maze could not escape, but was injured and then killed by the Minotaur.

One day, a mighty hero named Theseus (**THEE see us**) arrived at the maze. He was a great athlete and thought he could explore the maze, locate the Minotaur, and kill him.

Before he went inside the maze, Theseus met a young woman named Ariadne (**Ar ee AHD nay**), who admired him and offered to help. She gave him a complete ball of yarn to take with him so he would not be confused inside the Labyrinth.

Theseus took the yarn and unwound it as he went to look for the Minotaur. He found the enraged beast and beat it with his fists until it was dead. Then Theseus followed the yarn back to the entrance of the maze.

Everyone in the village was excited to see that Theseus was safe. They invited him to stay with them for an entire year since he had rescued them from the danger of the Minotaur.

. SOMEBODY WANTED BUT SO/THEN






Somebody	Wanted	But	So	Then

Question-Answer Relationships (QARs)

Name..... Date.....

In the Book ↓	In My Head ↓
Right There	On My Own
The answer to this type of question is written explicitly in the text.	This answer to this type of question encourages you to make a personal connection with the text.
Think and Search	Author and Me
The answer to this type of question is found by using multiple pieces of information from different places in the text.	The answer to this type of question asks you to consider the author's perspective and your views to create your response.

Text Structure Signal Questions & Signal Words

Cause and Effect	Compare and Contrast	Sequence	Problem and Solution	Description
				
Cause is why something happened. Effect is what happened. (Sometimes the effect is listed first.)	Shows how two or more things are alike and/or how they are different.	Describes items or events in order or tells the steps to follow to do something or make something.	Tells about a problem (and sometimes says why there is a problem) then gives one or more possible solutions.	A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.
Signal Questions				
What happened? Why did it happen? What caused it to happen?	What things are being compared? In what ways are they alike? In what ways are they different?	What items, events, or steps are listed? Do they have to happen in this order? Do they always happen in this order?	What is the problem? Why is this a problem? Is anything being done to try to solve the problem? What can be done to solve the problem?	What specific topic, person, idea, or thing is being described? How is it being described (what does it look like, how does it work, what does it do, etc.)? What is important to remember about it?
Signal Words				
So Because Since Therefore If...then This led to Reason why As a result May be due to Effect of Consequently For this reason	Same as Similar Alike As well as Not only...but also Both Instead of Either...or On the other hand Different from As opposed to	First Second Next Then Before After Finally Following Not long after Now Soon	Question is... Dilemma is... The puzzle is... To solve this... One answer is... One reason for the problem is...	For instance Such as... To begin with An example To illustrate Characteristics *Look for the topic word (or a synonym or pronoun) to be repeated

Visualizing/Verbalizing

The following activities are useful for students who have difficulty recalling information they have read. This difficulty is due to a lack of ability to make mental images of the words being read.

*"If I can't picture it,
I can't understand it."*
--Albert Einstein

"First, on your paper, draw three clouds for your three idea pictures. I am going to read a three- sentence paragraph. As I read each sentence, draw what you are visualizing in the cloud."

"Some spiders go fishing when they get hungry." Draw your first picture. What does your spider look like? What color is he? What is he doing?"

"The fisher spider climbs down plant stems into the water." Draw your second picture. Remember to connect this image to the first one, so that you will have a complete "movie' when we finish.

What did those words make you picture and draw? What does the plant look like? What part of the plant is the spider climbing down? What did the spider do when he got down the plant stem?

"The spider injects its powerful poison into the fish and drags it up on land, where it is eaten." Draw your third picture. What did those words make you visualize?

Now give me a picture summary. It will tell me what you drew in each cloud.

Practice with Sentence by Sentence Imaging

Read one sentence at a time. Allow the student time to form a mental image and to draw a picture to represent this image. Then ask interpretive questions such as the ones above. Finally, ask the student to verbalize his/her "movie" by referring to the pictures he/she drew.

Those who watch birds have seen them take dust baths. They flutter around dipping in the dust like children playing in the bathtub. Birds do this to try to get rid of the little bugs that are in their feathers.

There is a worm in the sea that is really a living fish-line. It can be found curled up under a rock. It looks small, but when it uncoils it is eighty feet long!

An elephant can give itself a bath with its trunk. It takes water into its trunk and out the water comes, all over the elephant's body. If an elephant can't find clean water, it gives itself a mud bath with its trunk.

Birds do not always make their nests in trees or bushes. Once, a bird used a mailbox to make its home. One bird was living in a baseball glove that was hanging outside a garage. Another bird made its home in a purse that had been left open on the ground.

Remember that, after students are comfortable with drawing and verbalizing, you can help them to "anchor" their images and provide a structure from which to think by using a colored square for each image.