Rationale:

This resource includes practice work for using background knowledge to better understand the text. It includes the following detailed practice:

1. What I Know About the Settings
2. What I Know About the Characters
3. What I Know About the Events
4. What I Know About the Facts
5. Connecting Background to New Learning
6. What I Know About the Topics
7. My Background with Vocabulary Words
8. Personal Connections
9. Illustrating My Prior Knowledge
10. My Mind Map
11. Prior Knowledge Quiz
12. Comparing My Background to Characters
13. Comparing My Setting to the Text
14. Comparing My Problems to the Text
15. Telling Stories About My Background Knowledge
16. Evaluating My Background Knowledge
17. Thinking How My Background Helps Me Read
18. My Best Background Knowledge
19. Background Knowledge and My Perspective
20. How My Background Knowledge Changes

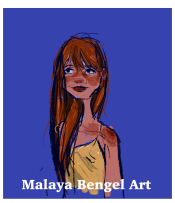
These pages are great for big kids to practice using their background knowledge to better understanding reading.

The printable pages in this resource can be used in several ways, including:

- As daily morning work to review comprehension work skills
- During guided reading small groups
- During independent reading time or centers
- To work with partners and small groups
- As an assessment for teachers to monitor students' reading comprehension abilities
- As homework review sheets
- As a quick and fun 10 minute time filler.
- As 'when you're finished' additional work for students
- To use with substitute teachers

*******Thank you so much to these amazing artists, whose work is found in this resource!!**





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"Telling Stories About My Background"

Name: _____ Date: _____

What To Do:

One way readers can think carefully about their background related to a text is to tell stories about experiences they have had. Write two different stories about things you have experienced that you think will help you understand the text.

Story:

Story:



Challenge: Get together with a partner and share your help you better understand the text.

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"Comparing My Problems to the Text"

Name: _____ Date: _____

What To Do:

Readers often find themselves comparing their own set of problems to the problems in the text. Choose three different problems from the text. Compare how your own problems are alike and different from the problems in the text.

Problem: _____

Alike: _____

Different: _____



Different: _____

Different: _____



your opinions of each of the problems from the text. Use your own life

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"Prior Knowledge Quiz"

Name: _____ Date: _____

What To Do:

Readers think about all their prior knowledge before, during, and after reading so that they can compare what they know to what they are reading. Answer the following questions to think about all your prior knowledge.

As you look at the cover before reading, what prior knowledge do you think you have about the main idea? _____

Describe a time during reading when you used your prior knowledge to help understand the text. _____

What kind of prior knowledge do you have regarding the problems and solutions in the text? _____

What kind of prior knowledge do you have regarding the main ideas and key details in the text?. _____

In your own words, tell why it is important for readers to think about their prior knowledge during reading? _____



How is reading a book that you have very little prior knowledge connections with different from reading a book with lots of connections? _____

Challenge: Share your answers with a partner. Write down any new thinking on the back of this page as you share your answers together.

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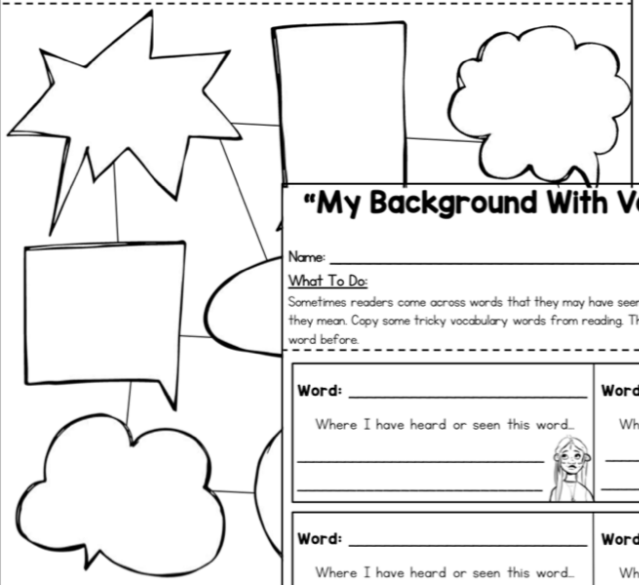
20 Graphic Organizers

"My Mind Map"

Name: _____ Date: _____

What To Do:

Readers are always making connections in the text with what they already know in their minds. As you read today, fill in the mind map with connections you make between the text and your background knowledge.



Challenge: Share your mind map with a partner. Tell connections you did with the text. Share any new thin

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"Personal Connections"

Name: _____ Date: _____

What To Do:

Many times parts of a text will remind readers of a personal experience. Their minds will drift to a time in their lives where they had a similar experience as to what is happening in the text. Describe some parts of the text where your mind thought of personal experiences.

Text Details:	Personal Connection:
_____	_____
_____	_____
_____	_____



	Personal Connection:
_____	_____
_____	_____
_____	_____

	Personal Connection:
_____	_____
_____	_____
_____	_____

	Personal Connection:
_____	_____
_____	_____
_____	_____

are the personal connections you made with the text. Write down any new this page.

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"My Background With Vocabulary Words"

Name: _____ Date: _____

What To Do:

Sometimes readers come across words that they may have seen or heard before, but they are unsure of what they mean. Copy some tricky vocabulary words from reading. Then describe where you have heard or seen each word before.

Word: _____	Word: _____
Where I have heard or seen this word...	Where I have heard or seen this word...
_____	_____
_____	_____

Word: _____	Word: _____
Where I have heard or seen this word...	Where I have heard or seen this word...
_____	_____
_____	_____

Word: _____	Word: _____
Where I have heard or seen this word...	Where I have heard or seen this word...
_____	_____
_____	_____

Word: _____	Word: _____
Where I have heard or seen this word...	Where I have heard or seen this word...
_____	_____
_____	_____



Challenge: Make a list of all the words on the back of this page. Then make your best guess as to the meaning of each word. Share your words and definitions with a partner.

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USE WITH ANY TEXT!



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

What I Know About the Setting	What I Know About the Characters	What I Know About the Events	What I Know About the Facts
Connecting Background to New Learning	What I Know About the Topics	My Background and Vocabulary Words	Personal Connections
Illustrating My Prior Knowledge	My Mind Map	Prior Knowledge Quiz	Comparing My Background Knowledge to Characters
Comparing My Setting to the Text	Comparing My Problems to the Text	Telling Stories About My Background Knowledge	Evaluating My Background Knowledge
Thinking How My Background Knowledge Helps Me Read	My Best Background Knowledge	Background Knowledge and My Perspective	How My Background Knowledge Changes

DIGITAL INCLUDED!

"My Background With Vocabulary Words"

Name: _____ Date: _____

What To Do:

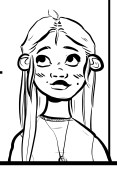
Sometimes readers come across words that they may have seen or heard before, but they are unsure of what they mean. Copy some tricky vocabulary words from reading. Then describe where you have heard or seen each word before.

Word: _____

Where I have heard or seen this word...

_____

_____



Word: _____

Where I have heard or seen this word...

_____

_____

Word: _____

Where I have heard or seen this word...

_____

_____

Word: _____

Where I have heard or seen this word...

_____

_____

SAMPLE

Word: _____

Where I have heard or seen this word...

_____

_____

Word: _____

Where I have heard or seen this word...

_____

_____

Word: _____

Where I have heard or seen this word...

_____

_____

Word: _____

Where I have heard or seen this word...

_____

_____



Challenge: Make a list of all the words on the back of this page. Then make your best guess as to the meaning of each word. Share your words and definitions with a partner.

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"Evaluating My Background Knowledge"

Name: _____ Date: _____

What To Do:

Readers can evaluate their background knowledge by thinking about how much they actually know about a topic. Name some topics related to the text. Then circle a number to tell how much you know about the topic (10 being you know everything, 1 being you no nothing).

Topic: _____

1 2 3 4 5 6 7 8 9 10

Topic: _____

1 2 3 4 5 6 7 8 9 10

Topic: _____

1 2 3 4 5 6 7 8 9 10

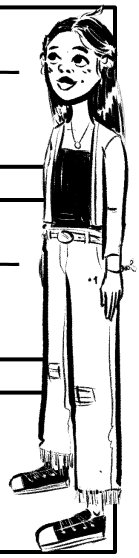
Topic: _____

1 2 3 4 5 6 7 8 9 10

SAMPLE

Topic: _____

1 2 3 4 5 6 7 8 9 10



Topic: _____

1 2 3 4 5 6 7 8 9 10

Topic: _____

1 2 3 4 5 6 7 8 9 10

Challenge: Cut out each of the cards. On the back of each card write one or two sentences explaining what you know about the topic and why you gave yourself the rating you did.

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