

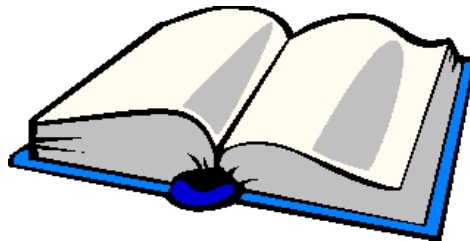
# ***MAX Teaching***

## ***With Reading and Writing***

*Mark A. Forget, Ph.D.*

### **Using Literacy Skills To Help Students Learn Subject Matter**

**MAX Teaching Workshop Materials**



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## Pre-Learning Concept Check

**Directions:** Use this to rate your understanding of the important terms from this reading. If you are an expert, and you know the word really well, give yourself a **+** in the space to the left of the word. If you have heard of it, but are not sure or do not feel like an expert, place a **✓** in the space. If you do not know the word, use a **0**.

### Part I: The Daily Elements of MAX Teaching

**Before  
Learning**

**After  
Learning**

- |       |  |       |
|-------|--|-------|
| _____ | 1. <b>MAX</b> Teaching with Reading and Writing..... | _____ |
| _____ | 2. Four Components of Cooperative Learning.....      | _____ |
| _____ | 3. Skill Acquisition Model.....                      | _____ |

### Part II: Classroom Activities

- |       |   |       |
|-------|---|-------|
| _____ | 1. Anticipation Guides.....                                     | _____ |
| _____ | 2. Previewing.....  | _____ |
| _____ | 3. Cornell Note Taking.....                                     | _____ |
| _____ | 4. Cubing.....  | _____ |
| _____ | 5. Fiction Prediction – Directed Reading/Thinking Activity..... | _____ |
| _____ | 6. Directed Reading/Thinking Activity – Non-Fiction.....        | _____ |
| _____ | 7. Focused Free Writes.....                                     | _____ |
| _____ | 8. Math Translation.....  | _____ |
| _____ | 9. GIST.....  | _____ |
| _____ | 10. Guided Reading Procedure.....                               | _____ |
| _____ | 11. Hunt for Main Ideas.....                                    | _____ |
| _____ | 12. INSERT.....   | _____ |
| _____ | 13. Interactive Cloze Procedure.....                            | _____ |
| _____ | 14. Paired Reading.....   | _____ |
| _____ | 15. PQRST.....  | _____ |
| _____ | 16. PreP.....   | _____ |
| _____ | 17. Extreme Paired Reading.....                                 | _____ |
| _____ | 18. Sensible Sentence Highlighting.....                         | _____ |
| _____ | 19. Student-Generated Graphic Representations.....              | _____ |
| _____ | 20. Think-Pair-Share.....                                       | _____ |
| _____ | 21. Stump the Teacher/Stump the Students.....                   | _____ |
| _____ | 22. Three-Level Study Guides.....                               | _____ |
| _____ | 23. Pre & Post-Learning Concept Checks.....                     | _____ |

## **ANTICIPATION GUIDE: How Students Learn Most Effectively**

**Before Reading:** In the space to the left of each statement, place a check mark ( ✓ ) if you agree or think the statement is true.

**During or After Reading:** Add new check marks or cross through those about which you have changed your mind. Keep in mind that this is not like the traditional “worksheet.” You may have to put on your thinking caps and “read between the lines.” Use the space under each statement to note the page, column, and paragraph(s) where you have found information to support your thinking.

\_\_\_1. Students must participate actively in their learning in order for the material learned to become personal knowledge.

\_\_\_2. The best place for low-performing readers to improve their reading skills is in a remedial reading class.

\_\_\_3. Most students from kindergarten through twelfth grade can practice critical thinking about virtually any subject matter.

\_\_\_4. In most school-related learning situations, students and teachers retain much more from what they discuss than from what they read.

\_\_\_5. Teachers should rely heavily on the textbook as a tool to help students learn their subject matter.

\_\_\_6. Through daily repetition of practice in using communication skills to learn and process new information, students can become autonomous learners.

\_\_\_7. Reading is thinking – and students’ scores on most state-mandated standardized tests would improve if teachers were to provide students with guided practice in reading/thinking skills in their daily routine of course content instruction.

**M**otivation

The **teacher** motivates students by

- linking the day's lesson to students' \_\_\_\_\_,
- adding to their prior knowledge through sharing and discussion.
- modeling a \_\_\_\_\_ to be used.

The **students** cooperatively establish their own purposes for reading by

- making \_\_\_\_\_,
- asking \_\_\_\_\_, or
- anticipating use of the \_\_\_\_\_.

**A**cquisition

The **teacher** \_\_\_\_\_ guided practice in the literacy skill(s).

The **students** read silently to acquire new knowledge & skills by

- maintaining their own \_\_\_\_\_ for reading,
- practicing a literacy \_\_\_\_\_,
- gathering written information.

**E**Xtension

In the third phase, The **teacher** \_\_\_\_\_ **students'** discussions to

- \_\_\_\_\_ meaning from text by manipulating ideas,
- \_\_\_\_\_ knowledge beyond text by practicing higher order thinking skills, and
- report on success resulting from the literacy \_\_\_\_\_.

Activities for the third phase of the lesson: \_\_\_\_\_

\_\_\_\_\_

The Goal?

Making reading/thinking \_\_\_\_\_ for students!

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### **THREE LEVEL STUDY GUIDE: *MAX Teaching: Rationale & Method***

INSTRUCTIONS: Scan the statements on this study guide before reading pages 18-24. Then, during or after reading, place a check mark ( ✓ ) in the space next to each statement with which you agree. Be sure to be able to refer to the text to support your choices whether you agree with a statement or not.

#### **LEVEL I: RIGHT THERE ON THE PAGE**

- \_\_\_ 1. Learning subject matter through reading, writing, and discussion is engaging and helps students to improve their own thinking skills.
- \_\_\_ 2. MAX is an acronym that stands for motivation, acquisition, and extension.
- \_\_\_ 3. Teachers who use reading and writing in their classrooms to help students learn their subject matter should be reading specialists or language arts teachers.
- \_\_\_ 4. Silent reading allows students to interpret new information in their own personal ways.

#### **LEVEL II: READING BETWEEN THE LINES**

- \_\_\_ 5. Reading and writing is not so much about the ability to manipulate print as it is about the ability to think in a sophisticated way.
- \_\_\_ 6. Critical thinking is thinking that questions its own validity.
- \_\_\_ 7. Heterogeneous grouping is an important characteristic of a literacy oriented classroom.
- \_\_\_ 8. Some students who are able to read aloud with tremendous fluency are not really good readers.
- \_\_\_ 9. Literacy skills – like a person’s first language – are acquired through meaningful use.

#### **LEVEL III: READING BEYOND THE LINES**

- \_\_\_ 10. “Teach a child what to think and you make him a slave to your knowledge. Teach a child how to think and you make all knowledge his slave.”
- \_\_\_ 11. Most students would perceive MAX teaching to be a less threatening learning environment than a more traditional classroom.
- \_\_\_ 12. If a significant number of teachers used literacy skill practice in their classrooms most of the time, more students would better learn their subject matter.

My Prediction

What Really Happens

# A Shot in the Dark

By Saki

Philip Sletherby settled himself down in an almost empty railway carriage, with the pleasant consciousness of being embarked on an agreeable and profitable pilgrimage. He was bound for Brill Manor, the country residence of his newly achieved acquaintance, Mrs. Saltpen-Jago. Honoria Saltpen-Jago was a person of some social importance in London, of considerable importance and influence in the county of Chalkshire. The county of Chalkshire, or, at any rate, the eastern division of it, was of immediate personal interest to Philip Sletherby; it was held for the Government in the present Parliament by a gentleman who did not intend to seek re-election, and Sletherby was under serious consideration by the party managers as his possible successor. The majority was not a large one, and the seat could not be considered safe for a Ministerial candidate, but there was an efficient local organization, and with luck the seat might be held. The Saltpen-Jago influence was not an item which could be left out of consideration, and the political aspirant had been delighted at meeting Honoria at a small and friendly luncheon-party, still more gratified when she had asked him down to her country house for the following Friday-to-Tuesday. He was obviously "on approval", and if he could secure the goodwill of his hostess he might count on the nomination as an assured thing. If he failed to find favour in her eyes -- well, the local leaders would probably cool off in their embryo enthusiasm for him.

Among the passengers dotted about on the platform, awaiting their respective trains, Sletherby espied a club acquaintance, and beckoned him up to the carriage-window for a chat.

"Oh, you're staying with Mrs. Saltpen-Jago for the week-end, are you? I expect you'll have a good time; she has the reputation of being an excellent hostess. She'll be useful to you, too, if that Parliamentary project -- hullo, you're off. Good-bye."

Sletherby waved good-bye to his friend, pulled up the window, and turned his attention to the magazine lying on his lap. He had scarcely glanced at a couple of pages, however, when a smothered curse caused him to glance hastily at the only other occupant of the carriage. His traveling companion was a young man of about two-and-twenty, with dark hair, fresh complexion, and the blend of smartness and disarray that marks the costume of a "nut" who is bound on a rustic holiday. He was engaged in searching furiously and ineffectually for some elusive or non-existent object; from time to time he dug a sixpenny bit out of a waistcoat pocket and stared at it ruefully, then recommenced the futile searching operations. A cigarette-case, matchbox, latchkey, silver pencil case, and railway ticket were turned out on to the seat beside him, but none of these articles seemed to afford him satisfaction; he cursed again, rather louder than before.

The vigorous pantomime did not draw forth any remark from Sletherby, who resumed his scrutiny of the magazine.

"I say!" exclaimed a young voice presently, "didn't I hear you say you were going down to stay with Mrs. Saltpen-Jago at Brill Manor? What a coincidence! My mater, you know. I'm coming on there on Monday evening, so we shall meet. I'm quite a stranger; haven't seen the mater for six months at least. I was away yachting last time she was in Town. I'm Bertie, the second son, you know. I say, it's an awfully lucky coincidence that I should run across someone who knows the mater just at this particular moment. I've done a damned awkward thing."

"You've lost something, haven't you?" said Sletherby

"Not exactly, but left behind, which is almost as bad; just as inconvenient, anyway. I've come away without my sovereign-purse, with four quid in it, all my worldly wealth for the moment. It was in my pocket all right, just before I was starting, and then I wanted to seal a letter, and the sovereign-purse happens to have my crest on it, so I whipped it out to stamp the seal with, and, like a double-distilled idiot, I must have left it on the table. I had some silver loose in my pocket, but after I'd paid for a taxi and my ticket I'd only got this forlorn little sixpence left. I'm stopping at a little country inn near Brondquay for three days' fishing; not a soul knows me there, and my week-end bill, and tips, and cab to and from the station, and my ticket on to Brill, that will mount up to two or three quid, won't it? If you wouldn't mind lending me two pound ten, or three for preference, I shall be awfully obliged. It will pull me out of no end of a hole."

"I think I can manage that," said Sletherby, after a moment's hesitation.

"Thanks awfully. It's jolly good of you. What a lucky thing for me that I should have chanced across one of the mater's friends. It will be a lesson to me not to leave my exchequer lying about anywhere, when it ought to be in my pocket. I suppose the moral of the whole thing is don't try and convert things to purposes for which they weren't intended. Still, when a sovereign-purse has your crest on it--"

"What is your crest, by the way?" Sletherby asked, carelessly.

"Not a very common one," said the youth; "a demi-lion holding a cross-crosslet in its paw."

"When your mother wrote to me, giving me a list of trains, she had, if I remember rightly, a greyhound courant on her notepaper," observed Sletherby. There was a tinge of coldness in his voice.

"That is the Jago crest," responded the youth promptly; "the demi-lion is the Saltpen crest. We have the right to use both, but I always use the demi-lion, because, after all, we are really Saltpens."

There was silence for a moment or two, and the young man began to collect his fishing tackle and other belongings from the rack.

"My station is the next one," he announced.

"I've never met your mother," said Sletherby suddenly, "though we've corresponded several times. My introduction to her was through political friends. Does she resemble you at all in feature? I should rather like to be able to pick her out if she happened to be on the platform to meet me."

"She's supposed to be like me. She has the same dark brown hair and high colour; it runs in her family. I say, this is where I get out."

"Good-bye," said Sletherby.

"You've forgotten the three quid," said the young man, opening the carriage-door and pitching his suit-case on to the platform.

"I've no intention of lending you three pounds, or three shillings," said Sletherby severely.

"But you said--"

"I know I did. My suspicions hadn't been roused then, though I hadn't necessarily swallowed your story. The discrepancy about the crests put me on my guard, notwithstanding the really brilliant way in which you accounted for it. Then I laid a trap for you; I told you that I had never met Mrs. Saltpen-Jago. As a matter of fact I met her at lunch on Monday last. She is a pronounced blonde."

The train moved on, leaving the soi-disant cadet of the Saltpen-Jago family cursing furiously on the platform.

"Well, he hasn't opened his fishing expedition by catching a flat," chuckled Sletherby. He would have an entertaining story to recount at dinner that evening, and his clever little trap would earn him applause as a man of resource and astuteness. He was still telling his adventure in imagination to an attentive audience of dinner guests when the train drew up at his destination. On the platform he was greeted sedately by a tall footman, and noisily by Claude People, K.C., who had apparently travelled down by the same train.

"Hullo, Sletherby! You spending the week-end at Brill? Good. Excellent. We'll have a round of golf together to-morrow; I'll give you your revenge for Hoylake. Not a bad course here, as inland courses go. Ah, here we are; here's the car waiting for us, and very nice, too!"

The car which won the K.C.'s approval was a sumptuous-looking vehicle, which seemed to embody the last word in elegance, comfort, and locomotive power. Its graceful lines and symmetrical design masked the fact that it was an enormous wheeled structure, combining the features of a hotel lounge and an engine-room.

"Different sort of vehicle to the post-chaise in which our grandfathers used to travel, eh?" exclaimed the lawyer appreciatively. And for Sletherby's benefit he began running over the chief points of perfection in the fitting and mechanism of the car.

Sletherby heard not a single word, noted not one of the details that were being expounded to him. His eyes were fixed on the door panel, on which were displayed two crests: a greyhound courant and a demi-lion holding in its paw a cross-crosslet.

The K.C. was not the sort of man to notice an absorbed silence on the part of a companion. He had been silent himself for nearly an hour in the train, and his tongue was making up for lost time. Political gossip, personal anecdote, and general observation flowed from him in an uninterrupted stream as the car sped along the country roads; from the inner history of the Dublin labour troubles and the private life of the Prince Designate of Albania he progressed with an easy volubility to an account of an alleged happening at the ninth hole at Sandwich, and a verbatim report of a remark made by the Duchess of Pathshire at a Tango tea. Just as the car turned in at the Brill entrance gates the K.C. captured Sletherby's attention by switching his remarks to the personality of their hostess.

"Brilliant woman, level-headed, a clear thinker, knows exactly when to take up an individual or a cause, exactly when to let him or it drop. Influential woman, but spoils herself and her chances by being too restless. No repose. Good appearance, too, till she made that idiotic change."

"Change?" queried Sletherby, "what change?"

"What change? You don't mean to say-- Oh, of course, you've only known her just lately. She used to have beautiful dark brown hair, which went very well with her fresh complexion; then one day, about five weeks ago, she electrified everybody by appearing as a brilliant blonde. Quite ruined her looks. Here we are. I say, what's the matter with you? You look rather ill."

## Typical First Four Weeks of School

|               | <b>Classroom Activities</b>                              | <b>Homework</b> |
|---------------|--|-----------------|
| <b>Day 1</b>  | Student Survey + Cloze Test                              |                 |
| <b>Day 2</b>  | Results of survey + classroom expectations (predictions) |                 |
| <b>Day 3</b>  | Textbook overview + two-column notes                     | 2 column notes  |
| <b>Day 4</b>  | Anticipation guide                                       | 2 column notes  |
| <b>Day 5</b>  | ReQuest + note taking + studying                         | 2 column notes  |
| <b>Day 6</b>  | DRTA (What-I-Know Sheet) + studying                      | 2 column notes  |
| <b>Day 7</b>  | Preview + INSERT + studying                              | 2 column notes  |
| <b>Day 8</b>  | Anticipation Guide + quiz on day 4 & 5 material          | 2 column notes  |
| <b>Day 9</b>  | Paired reading (reinforces PQRST thinking)               | 2 column notes  |
| <b>Day 10</b> | PQRST (reading/notetaking strategy)                      | 2 column notes  |
| <b>Day 11</b> | 3-level study guide                                      | 2 column notes  |
| <b>Day 12</b> | GIST   | 2 column notes  |
| <b>Day 13</b> | Writing paragraphs & essays                              | 2 column notes  |
| <b>Day 14</b> | Review + study of 2-column notes                         | 2 column notes  |
| <b>Day 15</b> | Test & collect 2-column notes                            | none            |
| <b>Day 16</b> | Return tests & compare grades with quality of notes      | 2 column notes  |
| <b>Day 17</b> | Anticipation guide                                       | 2 column notes  |
| <b>Day 18</b> | Preview & Think aloud to model metacognition             | 2 column notes  |
| <b>Day 19</b> | PreP and ReQuest & Cubing                                | 2 column notes  |
| <b>Day 20</b> | DRTA with modified INSERT & Free Write                   | 2 column notes  |