**Give One-Get One**

Give One, Get One is a before reading strategy and is a social way for students to tap into and build background knowledge for a text. It is similar to a brainstorm session but has a more communicative twist.

1. Generate a topic idea from the text and put it on the board. Some examples are

as follows:

• What I know about cell division

• Examples of friendship

• Keywords for studying astronomy

• Reasons to exercise

• Favorite idioms, metaphors, sayings

• What I already know about electricity

• Geometric shapes

2. Give each student an attached “Give One-Get One” organizer (scroll down for the graphic organizer). On the top half of the sheet, have students write down ideas related to the topic you gave.

3. Have students circulate throughout the room and exchange their ideas for at least three different ideas from other students. These new ideas go on lines 5-8 of the organizer. Require students to record the student’s name for each corresponding new idea and write it in the “from” column.

4. After several minutes, have students regroup and share with the class the ideas they heard from other students. During this discussion, have students use academic language such as “Julie had a similar thought,”“Mark predicts that...,” or Kristina differs in opinion because she...”

5. Discuss all the responses and then introduce the text.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Give One, Get One

Brainstorming Page

Ideas I will Give:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ideas I will Get: From:

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary of what I already know about the topic to be studied:

Created by Amy LaPierre, Howard-Suamico School District, based on Building Reading Comprehension

Habits in Grades 6-12, A Toolkit of Class room Activities by Jeff Zwiers.