

Previewing Strategy: Advance Organizers

Sampling

Sampling is a valuable tool for teachers in setting the stage for student learning. It allows students to read or examine several types of sources to focus on what they can discover and what they wonder about its importance. This supports building students' background knowledge of a topic by introducing important concepts using visuals and verbal information. Used prior to instruction, it provides insight into students' background knowledge on the topic, their misconceptions, and even their areas of interest.

Description of item	I discovered	I wonder

Steps for Previewing Sampling

When planning, the most important question you need to answer is, “What sources can be used in small doses to build background knowledge for students about a topic?”

1. Complete the strategy in advance to consider what aspects of the sources are helpful for students to consider.
2. Model the process of using the strategy to build background knowledge about a topic:
 - a. Think Aloud what is important to know about the source (i.e., primary or secondary source, date published, etc.)
 - b. Note the source type
 - c. Read aloud or examine the source and Think Aloud what can be discovered about it.
 - d. Model how to pose “I wonder...” questions that pertain to the source and may be important to the topic.
3. Pairs or groups work together to practice it with simple examples or a familiar topic.
4. Students individually record important ideas in their notebook to be referred to during the lesson.

Considerations for Previewing Sampling

- Use the graphs, photos, and illustrations in the text to build background knowledge
- Do a picture walk of the chapter. This can be very helpful.
- Use historical picture books (fiction and nonfiction) that tell stories not only with words, but also with illustrations.

Example of Sampling

Description of item	I discovered	I wonder
photograph	They were crowded together and had lots of suitcases and big bags	Where are they going?
letter	All Americans of Japanese descent had to report to relocation centers	Why do they have to do that?
Picture Book: <i>Flowers from Mariko</i>	A barbed wire fence is around the buildings	Is this the relocation center?