

Roberta went around the room and gathered questions from each of the student pairs, writing them on the board. After every student had an opportunity to add his/her question to the total, Roberta drew the class's attention to those questions that were essentially the same, and added stars next to those questions. Some questions, such as *How do you clone someone?* had five stars, since at least five separate pairs of students came up with the same or highly similar question. Another question, *Who will get cloned?* was repeated four times, and *How much does It cost?* had three stars.

At this stage, students are ready for the presentation of the Information. Like all of the readiness strategies discussed in this section and chapter, SQPL is adaptable to virtually any Information source, such as reading material, lecture, discussion, video, and the Internet. Students should be directed to pay very close attention to Information that answers the questions the class generated, especially class consensus questions.

Roberta handed out to her students the article entitled, "Can Humans Be Cloned Like Sheep?" She alerted the class that as Information is encountered that answers one of the readiness questions, the Information should be written in their notebooks. Throughout the reading of the article, Roberta stopped students periodically to discuss the piece in general and answers to student questions in particular.

It is important to point out that student-generated readiness questions should not be the only perspectives students have of the content. SQPL should be one strategy among many and should not comprise the overall exploration of the topic. SQPL helps students make an investment in the learning process, since they become gatherers of information based on their own inquiry and not on prompts given them by the teacher or the textbook. Nonetheless, student questions may fail to cover critical information. Therefore, you will need to employ other strategies and methods to ensure all important aspects of the topic are considered by students.

## GRAPHIC ORGANIZERS AND WORD WEBS

Schema theory informs us that it is best to preteach the overarching concepts and terms that provide the mental framework for building new knowledge structures (Dye, 2000; Robinson, 1998). One excellent way to teach terms and concepts directly is with **graphic organizers** (Egan, 1999; Robinson, Katayama, & DuBois, 1998) and **word webs** (Johnson & Rasmussen, 1998). These are diagrams of the relationships among the key concepts and terms. The key difference between the two is that the graphic organizer is a teacher-provided structured overview, whereas the word web is developed by students with teacher guidance.

The graphic organizer in Figure 5.7 was given to eighth graders in a history class before they began reading in their texts about the Industrial Revolution. An organizer such as this enables students to see the structure of the text material and anchors in memory the big ideas to which details and facts can be attached.