In response to the lesson Impression words Renard gave his students, Juwon created a kind of personal story about the topic; he read to the class:

I saw an ad in a magazine that said I could buy

10 CDs for a penny If I joined this music club.

They had all this cool music so I decided to

Join. After getting my first 10 choices, I received

A contract that had all these hidden commitments, like
I had to pick out so many monthly selections or I didn't

I'd have to pay for those CDs that were only a penny.
By then I knew this was a rip off, so I packed
everything back up in the box and wrote "return to
sender."

At this point in the strategy process, you are ready to expose students to the Information. It is a good idea to have them pay close attention to how what they're about to learn jibes with their readiness phase Impressions. Some teachers require students keep a record of the similarities and differences between their Impressions and the actual content by creating a Venn diagram or a compare/contrast chart. We recommend such practices because they add an accountability feature that raises the level of assurance students are remaining engaged throughout the lesson.

After hearing from several others, Renard then passed around an article entitled, "Ten CDs for a Penny? If It's Too Good to be True, It Probably Isn't." Students paired up and read sections of the short article aloud together, trading off reading paragraphs. Renard stopped them at regular intervals to ask questions and get responses based on their predictions in their lesson Impressions.

Tammy, an eighth-grade science teacher, presented her students with the following words by writing them on the board:

Breathing  oxygen  inhale  exhale
Nose  carbon dioxide
vocal cords  lungs  mucus