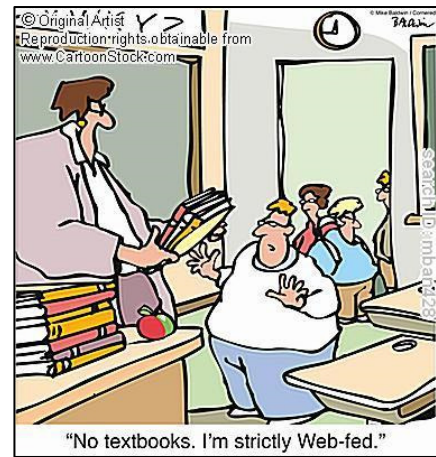


Strategy:

## TAG

(Textbook Activity Guide)

BEFORE

 DURING AFTER**background**

The **Textbook Activity Guide (TAG)** helps students better understand the structure of a confusing textbook. Many times students become overwhelmed by textbook reading. They might see everything in the textbook as equally important (or unimportant) and then view the textbook not as a reference with predictable reference tools, but a long, dull novel without any interesting characters or actions. Textbooks can stymie a student before he/she even begins reading. **So, TAG helps them to break the reading into more manageable chunks and guides them through the text with a focus on strategic processes and self monitoring.**

While TAGs are typically intended for textbooks, they differ from a traditional study guide because the listed tasks lead students to look at processes for learning new information. The products of using these processes then require students to use effective reading and learning strategies to internalize information and then make connections to their prior knowledge of the content.

**IMPLEMENT**

Many different TAG codes exist, so feel free to use ones that you think will work for your students & content. The codes below were used on several TAG documents found on the web. One example had students self-monitor as they read. A TAG example follows on page 2.

**POSSIBLE TAG STRATEGY CODES TO GUIDE STUDENTS:**

P=PREDICT

WT=PROVIDE A WRITTEN RESPONSE

SKIM=READ QUICKLY FOR STATED PURPOSE

GO=COMPLETE A GRAPHIC ORGANIZER (ie: VENN DIAGRAM, T-CHART, ETC.)

PP=PREDICT WITH PARTNER

**Possible TAG Strategy Codes to guide students:**

RR= Read and retell in your own words to your partner

DP= Discuss with partner

PP= Predict with a partner

WR= Write a response on your own

SK= Skim quickly for purpose stated then discuss with partner

MOC= Map, outline, or chart the information

**Self-Monitoring Codes**

✓ = I understand this information

? = I am not sure I understand this information

X = I do not understand this and need to reread and restudy &amp; ask my teacher.

Adapted from:Allen, Janet. "Textbook Activity Guide." *Textbook Activity Guide*. Web. 28 Feb. 2011.

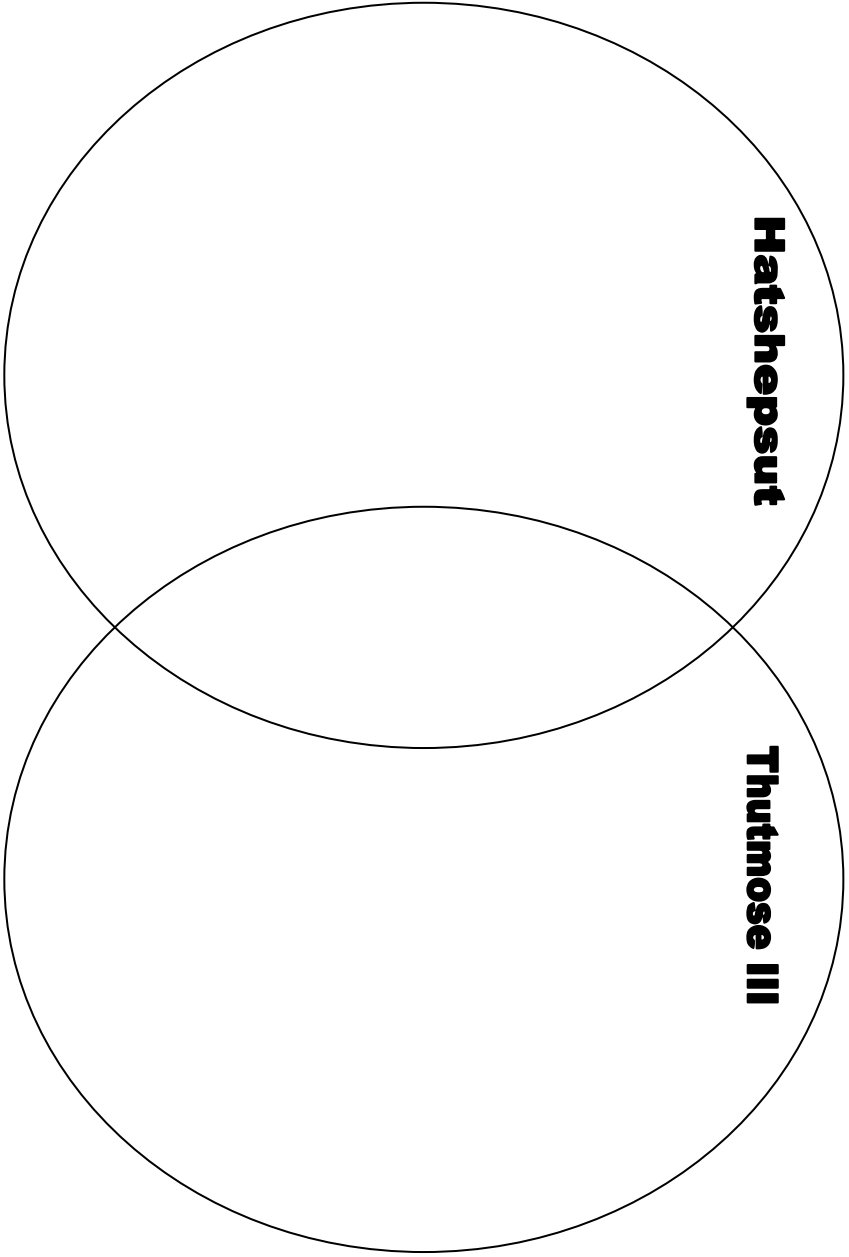
# TAG

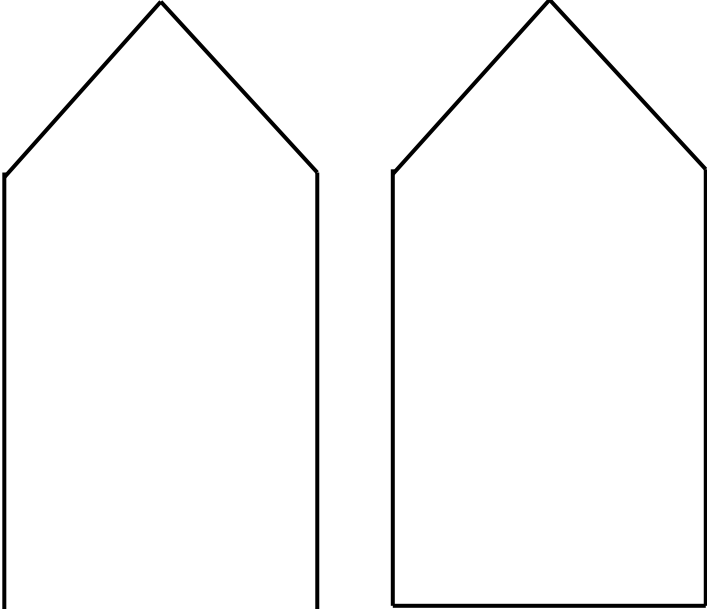
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## SAMPLE TAG: Houghton Mifflin Social Studies Book, Level 6, P. 199-203

Step #	Page(s)	Strategy Code	Directions		
1	p. 201	<b>SKIM</b>	<p>Use the timeline to determine the years of the New Kingdom.</p> <p>Years of New Kingdom: _____</p>		
2	p. 199-203	<b>SKIM</b>	<p>With your partner, list all the headings and subheadings found in this section.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Headings:</b></p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Subheadings:</b></p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> </td> </tr> </table>	<p><b>Headings:</b></p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<p><b>Subheadings:</b></p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>
<p><b>Headings:</b></p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<p><b>Subheadings:</b></p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>				
3	p. 199-203	<b>PP, WR</b>	<p>Based on these subheadings, create two prediction questions. For example, if I look at the subheading "A Better Calendar," my prediction question might be, "I wonder if the book will tell me how the Egyptian calendar is different from the one that existed before this?"</p> <p>P1: _____</p> <p>P2: _____</p>		
4	p. 199	<b>P</b>	<p>Discuss with your partner the way the word <b>pharaoh</b> changed in meaning. Write those meanings.</p> <p>Pharaoh Meaning: _____</p> <p>_____</p> <p>Pharaoh Meaning: _____</p> <p>_____</p>		

5	p. 200-203	GO	<p><i>Work with your partner to complete a Venn Diagram that compares and contrasts the accomplishments of Hatshepsut and Thutmose III.</i></p> 
6	p. 200	WR	<p><i>Write a note to yourself about why there were no pyramids built during this period.</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

7	p. 199-201	<b>GO</b>	<p>Create a Map that shows the order of rulers during the New Kingdom.</p>
8	p. 200-201	<b>PP, WR</b>	<p>Predict with your partner the response of the Egyptian people when Hatshepsut wouldn't let Thutmose III rule the Kingdom. Create newspaper headlines for that day's newspaper:</p> <ol style="list-style-type: none"> <li>one headline for an interview with Hatshepsut: _____</li> <li>one headline after interviewing a man and woman on the street _____</li> <li>one headline after interviewing Thutmose III _____</li> </ol>
9	p. 199-203	<b>GO</b>	<p>Create two obelisks with one representing Hatshepsut's reign and one representing Thutmose III's reign. Your words and drawings should be specific enough so we could match the obelisk with the ruler.</p> 
10	ALL	<b>P, WR</b>	<p>Discuss with your partner the lasting gifts we have received from the rulers and people living during the New Kingdom age. Write a summary sentence that would help us remember.</p> <p>_____</p>