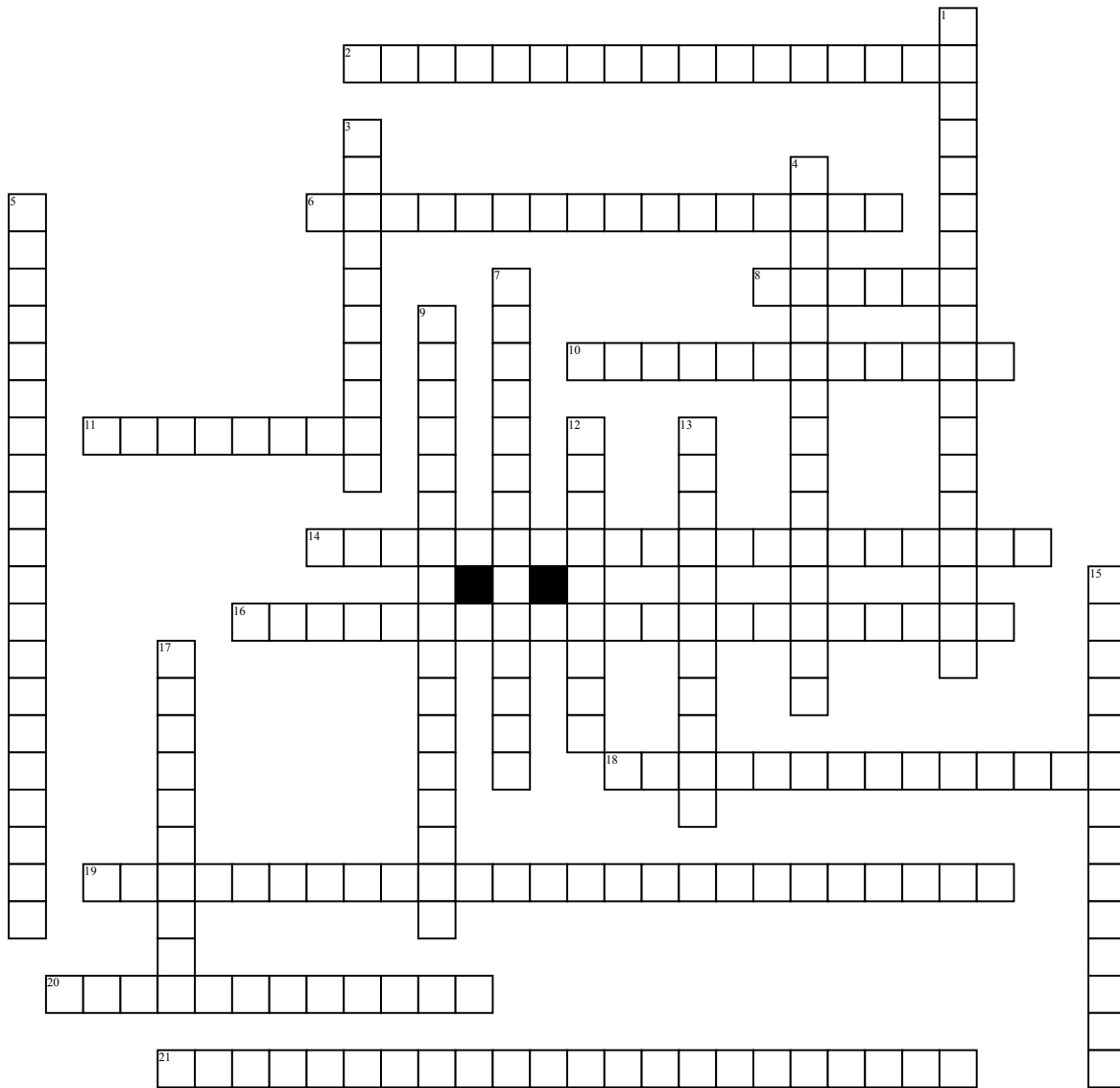


Chapter 2 (3rd Edition)



Across

- 2. Thought-provoking question that serves as the center of an instructional unit and makes instruction relevant (p. 23)
- 6. Visual display wherein the teacher pretends to be a historical or literary figure relevant to the lesson and answers scripted questions (p. 24)
- 8. The structure of knowledge students use to comprehend (p. 21)
- 10. Organizer that emulates the scientific method (p. 23) Note: Can be modified to promote recursive inquiry, summarization and/or evaluation of sources
- 11. Web-based inquiry strategy which leads students to investigate a topic (p. 22)
- 14. Learning that utilizes experience to help students realize the application of their knowledge (p. 28)
- 16. Followup to quick writes that requires students to share their own quick write, listen carefully to another student and then share what the other student said with two more students (p. 26)

Down

- 1. "teacher-prepared list of statements that connects to a passage of text" (p. 30)
- 3. "brief timed writing activities intended to activate background knowledge and personal experience" (p. 25)
- 4. A demonstration which incorporates an element of surprise to grasp students' attention (p. 21)
- 7. "the ability of one to interpret, analyze and create visual displays of information" (p. 22)
- 9. Anticipatory activity useful for readings which are complex; links information in the reading with other concepts in a meaningful way (p. 32)
- 12. _____ science, the field of study focused on the internal mind which education is now fundamentally based upon (p. 19)
- 13. Dominant learning theory prior to cognitive science, treated external stimulus as mechanisms for learning (p. 19)
- 15. "typically performed to display a theory, concept, or phenomenon" (p. 21) Note: Especially useful for struggling English language learners
- 17. Creative writing activity which only allows students to use key words from their quick writes (p. 27)

- 5. A potent, pathological aid in the recall of memory which can be incorporated into discrepant events (p. 22)