

## Flip Charts

### What Is a Flip Chart?

A Flip Chart is a way to organize information. The information in a Flip Chart is typically arranged by theme, classification, episodes, or patterns. Pages are layered, leaving space at the bottom or sides for a tab.

### Why Would I Use Flip Charts in My Classroom?

Flip Charts are student constructed and, therefore, provide a lesson in organizing their learning. Rather than filling in blanks or organizer cells, students have to create a system to make information accessible and meaningful. Once created, Flip Charts provide them with excellent support for reviewing learning or writing comparison papers.

### How Would I Use Flip Charts in the Classroom?

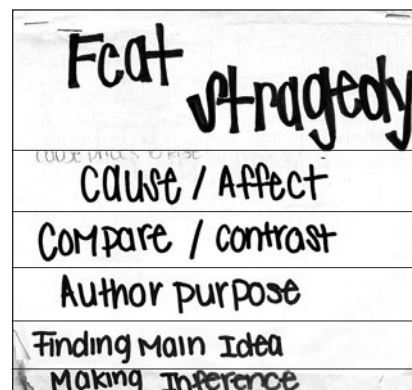
I first began using Flip Charts in my high school classroom to help students keep track of the language rules they were creating. As an alternative to a grammar and usage text, I gave them examples and nonexamples of rules. For instance, if my students were struggling with placing commas correctly, I gave them three examples of commas used correctly and three examples of commas placed incorrectly. Students worked in groups to write a comma rule that would include the correct examples. Each time we created a rule, we created a flip chart page for that rule. By the end of the semester, students had their own language-usage reference books with examples meaningful to them.

Flip Charts are easy to create, too. Students take several sheets of paper (usually 8½-by-11-inch) and stack them leaving one-half to three-quarters of an inch at the bottom of each sheet. The sheets are stacked so that the bottom of each page ends about one-half to three-fourths of an inch above the page under it. When the stack of pages is folded over, the space at the bottom becomes a tab for the contents of that flip page.

When I wrote *Tools for Teaching Content Literacy*, I was consulting at a middle school in Long Beach, California, where language arts teachers had students create their own Flip Charts of test-taking strategies. The figure shown here is from one of Lynnette Elliott's ninth-grade Exceptional and Special Education

(ESE) students in Orlando, Florida, where students created Flip Charts for the same purpose. The word *strategy* may be misspelled in the title, but this student's ability to define and apply the strategies she will need for reading in school, life, and on their state test is noteworthy.

In the schools where I consult, students create Flip Charts for many reasons. Cathy Bouchard's science students at Caribou Middle School in Caribou, Maine, make them not only to organize their notes and thinking but also to support their writing. Her students have created Flip Charts for plant cells and animal cells studies, which they then refer to (flipping one page at a time) to write comparisons between animal and plant cells. While studying the solar system, this same class created Flip Charts that highlighted characteristics of every planet. The applications for these foldables are endless. However they are used, they are an effective, kinesthetic support for note taking and learning.



### References/Further Reading

- Allen, J. 2003. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.
- Wood, K. D., D. Lapp, J. Flood, and D. B. Taylor. 2007. *Guiding Readers Through Text: Strategy Guides for New Times*. Newark, DE: International Reading Association.

# Reaction Guide

## What Is a Reaction Guide?

A Reaction Guide (Herber 1970) is one of a broad category of guides that Herber calls Illustrative or Pattern Guides. Originally, these guides served to reinforce the internal organization patterns of expository writing such as cause/effect, problem/solution, enumeration, and comparison/contrast. The Reaction Guide provided students with statements to which they would respond using their knowledge of content and text structures or patterns.

Over time, the Reaction Guide has connected to other statement guides, such as the Anticipation Guide (Readence, Bean, and Baldwin 1981) and the Reaction Review Guide (Wood et al. 2007). In all cases, the guides are composed of statements to which students respond as a way of demonstrating their understanding of content.

## Why Would I Use a Reaction Guide in My Classroom?

The series of statements in a Reaction Guide can lead students to connect their current background knowledge and opinions to ideas they will encounter prior to reading (Anticipation Guide) or guide them as they review and respond to learning that has occurred postreading. These are excellent assessment tools; they provide a common ground for collaborative learning and anchor learners to the essential ideas and information of what is being studied.

## How Would I Use a Reaction Guide in My Classroom?

Reaction Guides are always made up of a series of statements. How you choose to structure those statements will depend on your instructional purposes. The steps for this activity are simple:

1. Decide on the critical content objectives you want students to learn. Choose big ideas as well as significant details that support those ideas.
2. Assign a reading selection that will lead students to those details and big ideas.
3. Create a guide that will assist students in finding the information and provide them with an opportunity to apply that information to new contexts.

Instructional Purpose/ Content Objectives	Reaction Guide Instructions	Sample Reaction Guide Statements
Demonstrate content knowledge and knowledge of impact of cause and effect in the events studied.	Each item has two phrases separated by a slash (/). Look in the text to confirm whether the first phrase caused the second phrase in each.	<p>_____ 1. bombing of Pearl Harbor/war on Japan</p> <p>_____ 2. <i>Of Mice and Men</i> George killed Lennie/ Lennie is saved from Curly's brutality</p>
Demonstrate content knowledge and knowledge of stated or implied comparison or contrast.	If you believe the author stated a comparison or contrast directly, write <i>D</i> in the space provided. If implied, write <i>I</i> ; if none, <i>N</i> .	<p>_____ 1. whole numbers/ fractions</p> <p>_____ 2. surface area/ volume</p> <p>_____ 3. virus/bacteria</p>
Demonstrate literal and inferential knowledge of content.	If the statement is true and can be found in the text, write <i>Stated</i> . If the statement is true but not stated, write <i>Implied</i> in the space provided.	<p>_____ 1. Hitler never planned to be an ally to Russia.</p> <p>_____ 2. Salmonella is a food-borne bacteria.</p>

Rather than show only one Reaction Guide, I chose to give examples of several types of guides in the organizer shown here. You can adapt any of the models to meet the needs of students in your content classes. The possibilities for using Reaction Guides are endless, but the goals remain the same: guides should give students an opportunity to review learning; make connections, applications, and judgments about the learning; and create a common ground for discussion.

## Research/Origins

Herber, H. L. 1970. *Teaching Reading in Content Areas*. Upper Saddle River, NJ: Prentice Hall.

Readence, J. E., T. W. Bean, and R. S. Baldwin. 1981. *Content Area Reading: An Integrated Approach*. Dubuque, IA: Kendall/Hunt.

## References/Further Reading

Wood, K. D., D. Lapp, J. Flood, and D. B. Taylor. 2007. *Guiding Readers Through Text: Strategy Guides for New Times*. Newark, DE: International Reading Association.