

Tea Party

Purpose

As described by Kylee Beers in her book *When Kids Can't Read: What Teachers Can Do*, the Tea Party protocol offers students a chance to consider parts of the text before they actually read it. It encourages active participation and attentive listening with a chance to get up and move around the classroom. It allows students to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior knowledge. This protocol is very similar to Mystery Quotes, but with a strong focus on pre-reading, hence its description as its own protocol.

Materials

- Phrases, sentences, or words directly from the text copied onto strips or index cards, one per student
- Recording form for predictions and questions, one per student

Procedure

1. Decide on phrases, sentences, or words directly from the text to copy onto strips or index cards.
2. Don't paraphrase the text. You may omit words to shorten a sentence, but don't change the words.
3. Have students organized into groups of four or five.
4. Hand out strips or cards with phrases from the text; two (or more) students will have the same phrases.
5. Each student independently reads his or her phrase and makes a prediction about what this article could be about. Then students write a quick statement on their prediction recording form.
6. Next, students mingle around the room, reading to each other and discussing possible predictions.
7. Return to the small groups and, as groups, write a prediction starting with "We think this article will be about..., because..." Also, list questions they have.
8. Now, read the selection. Students read independently or as a group, highlighting information that confirms or changes their predictions.
9. Write a statement about revised predictions. Also continue to list lingering questions.

Variations

- Use this protocol as a kickoff to a larger unit or expedition on the topic in question.
- Have students remain in their groups for the protocol instead of mingling, or have them work in pairs.

References

Adapted from: Original by Debbie Bambino adapted from: Beers, G. (2003). *When kids can't read, what teachers can do: A guide for teachers, 6-12*. Portsmouth, NH: Heinemann.