

# Strategy 1: Previewing Text Implementation Guide

## Overview

Previewing text before students read helps them learn the material better by setting a purpose for reading, focusing on the most important information, and connecting the information in the text to what they already know. In this activity students will become more familiar with a previewing strategy while reading a passage on the Spanish explorer Juan Ponce de León.

## The Strategy in Action

Students should complete the following steps to practice the strategy. Be sure to pass out copies of Activity Guide 1 before students begin their work.

- Step 1: Purpose for Reading.** Have students answer questions 1–3 on their activity guides. You may decide either to set the purpose for reading yourself, such as to write a paragraph, prepare a presentation, or have a class discussion, or have students come up with this information on their own.
- Step 2: Important Ideas.** Questions 4–8 ask students to focus on the most important ideas of the passage. You may want to have students pause for a few minutes after completing these questions to discuss their answers and make sure that they are able to identify the main ideas.
- Step 3: Connect to What You Know.** Have students complete the chart to discover what they already know about the topic and to help them generate questions they would like answered in the reading.
- Step 4: Read the Text.** Now have students read the passage on Juan Ponce de León.
- Step 5: Go Back and Check the Prediction.** Have students look back at the prediction they made about the text’s content in question 7. Students should now be able evaluate their predictions to see how accurate they were.

## Discussion

Once students have finished the activity, you may want to have a brief discussion with them about the assignment. Encourage students to probe why they did or did not get close to the text’s actual meaning. You may want to ask students what they think they could do to improve their ability to make predictions about a text’s main ideas before they read.

## Student Activity Guide Answers

### Part A

1. Answers will vary, but students might mention the desire to learn more about an important early explorer and his motivation in coming to Florida.

2. Answers will vary depending on the teacher's assignment and how this fits into the larger unit of study.
3. Answers may include that it helps them learn more about the motivation of early explorers to discover new lands.
4. Students might indicate that the text seems to be broken into the major events of Ponce de Leon's life. Signal words include, *the following*, *next several months*, and *after*. Dates probably indicate that this relates to chronological events.
5. Juan Ponce de León
6. Juan Ponce de León—early explorer of Florida coast
7. Students should predict that the text will tell them about the life and travels of Juan Ponce de León
8. Students might mention *encomienda* system of government, Fountain of Youth, and explorers.

**Part B:** Complete tables might look like this:

What I Know about the Topic	Questions I Would Like to Have Answered
Explorers came to Florida. Explorers met Indians. Florida is in the Southern part of the United States.	What is a fountain of youth? Who was Juan Ponce de León? Why was Ponce de León important? How did he die? Where is Bimimi? Where is Puerto Rico?

**Part C:** Students compare their predictions to what the text was really about.

Name: \_\_\_\_\_ DATE: \_\_\_\_\_ Class: \_\_\_\_\_

## Strategy 1: Previewing Text Activity Guide

**Part A:** Answer the following questions BEFORE you read the text.

1. What is your purpose for reading this selection?

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2. When you finish this reading, what will you do with your new knowledge (such as write a report, take a test, explain it to someone)?

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3. How do you think this information fits with what you have learned before and what you will learn after reading this text?

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4. Take a quick look over the text. What do you notice about the text's layout? What are the signal words that may give you a clue about what this text will explain? There are lots of dates in this reading, what would that indicate?

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5. What is the topic of this text?

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6. Add three to five words to the topic to describe further what this text is about. This is probably the main or most important idea.

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7. Make a prediction about what this text will say.

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8. What key vocabulary terms should you understand when you have finished reading?

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**Part B:** Complete the chart below.

What I Know about the Topic	Questions I Would Like to Have Answered

**Part C:** Now read the text. Once you have finished, answer the question that follows.

## Juan Ponce de León

*Juan Ponce de León was one of the Spanish Empire's most ambitious and successful explorers. His arrival on the Florida coast in 1513 marked the beginning of permanent European contact with North America. Ponce, Puerto Rico is named in Ponce de León's honor.*

Juan Ponce de León was born in a northern Spanish village in 1460. His family had ties to the Spanish elite, and as a boy, Ponce de León served as a page in the house of a nobleman. Later he joined the army and fought for the Spanish crown in its wars against the Moors of Granada.

Ponce de León's fascination with exploring new lands was inspired by Christopher Columbus's voyage to the Americas in 1492. In fact, many historians think that he was part of Columbus's second expedition across the Atlantic in 1493. Ponce de León sailed to the West Indian island of Hispaniola, where he played a key role in containing an American Indian uprising against Spanish rule. As a reward for his service, the Spanish governor of Hispaniola placed Ponce de León in charge of the eastern part of the island, where he built a large plantation.

While Ponce de León was in Hispaniola, local Indians told him that there were large amounts of gold to be found on a nearby island called Boriquen, or Puerto Rico. He sailed to the island in 1508, where he found some gold and established a small settlement. In 1509 Ponce de León became the Spanish governor of Puerto Rico, a post he held until 1512. During this time, he established an *encomienda* system of government on the island. In this system, Ponce de León granted authority over groups of Indian villages to individual Spaniards. The villages, in turn, were required to provide labor to their Spanish overseers.

Ponce de León's success in Puerto Rico made him even more eager to explore new lands. In February 1512 he received a commission from King Ferdinand to discover and colonize an island called Bimini. While no European had ever been in this mystical place, Indians in Puerto Rico claimed that it contained much gold and a special spring that made those who drank from it feel healthy and youthful.

Ponce de León set sail for Bimini and the Fountain of Youth in March 1513. The following month, he anchored his ship on the coast of a large landmass. Ponce de León thought that he had discovered a new island, and named it Florida because he found it during the Easter season and because it was full of beautiful plant life. (The Spanish phrase *pascua florida* means "Easter," or "season of flowers.") He spent the next several months exploring the Florida coastline and continuing his search for Bimini. He returned to Puerto Rico in October, disappointed that he had been unable to find the island or its fountain of Youth. The following year Ponce de León traveled to Spain where the King granted him permission to settle Florida.

After several more years in Puerto Rico, Ponce de León left for Florida with two ships and 200 men in early 1521. Shortly after landing on Florida's west coast, they were attacked by Seminole Indians. Ponce de León was struck by an arrow during the attack and was immediately taken to Cuba where he died. He was buried in Puerto Rico.

Look back at the predication you made in question 7. How close was your predication to what the text was really about? Explain your answer.

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