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\*Review of Reading strategies used on Tuesday and Wednesday.

**“Secret lesson plan” Fab Four Guided Reading Lesson**

Before Reading:

* One minute book look strategies
  + “I think I already know…..”
  + Model often
  + I think I know the because: to verify
  + Setting a purpose for reading
  + Especially good for nonfiction
  + “What does this remind you of?”

Predict:

* Grab a word
* Skim and scan: Letting your brain kind of soak up the information
* Peek a picture: flip to a picture in the book and describe what the child sees without showing anyone. Then after description show the picture. Next child does peek a picture

Graphic organizer

* Summarizing predict: What we know

How the book is organized?

* I think this book is organized by….
  + For example: First, then, next, finally or categories with headings
  + Figure out how the book is put together
  + What did the author choose to do?
  + Page 77 in the book tells what kind of books with graphic organizer

Strategies

I wonders….

During Reading

* Silent Reading:
  + Upper Elem students need to read the selection silently first before read aloud
    - Partner read
    - Read every other line
  + Lower Elem

During reading use post it notes:

* Look for a place to ask a questions
  + Ask a question that starts with Who?, What?, how?
  + Look for a word on another colored post it note
  + Partner share

|  |  |
| --- | --- |
| P | Q |
| C | S |

Coaching

On Fab 4

* They choose
* You choose
* Skill Need

After Reading:

Summary hand:

* Trace their hand or create a hand form
  + fingers: words that have to with the story: string together into a sentences
  + Fingers: Story map
  + Draw summary picture on the palm of hand
  + During guided group or after group

Going back to the predictions: Probe to go deeper

* Was this what you thought?
* What do you think now?
* “Turn the dial in your head”
* Which strategies helped you the most? Why? Show me with your hands
* Pretend to be interviewing: interviewer and character
* Flip it: Take one sentence out the book and share it with your partner
* Hand motion summary
* Draw or Drama
* Pick a page don’t show it to us: draw or act it out
* Group guesses the page

Try FAB 4 with recipes, directions, maps, brochures, weather, sports, scores, and etc

|  |  |
| --- | --- |
| Think Aloud | Scaffolding |
| Metacognition | Cooperative Learning |

Page 163: Paired reading: Together reading

“The Trick”: Five minutes a day

The child picks material to read. Side by Side.

The child is in control of the marker (clear acetate: transparency)

Do the pre reading

During reading: The child moves the marker and both read aloud. Slow down so the child doesn’t lag behind you.

Boosts their reading scores: Akron study: parents gave them the tools and taught them how to do this for 12 weeks. Year’s worth of growth.

Can use an older child or homogeneously paired if parents are not literate in English or if doing this strategy at school

**Guided Writing**

Practical Lessons, Powerful Result

What is writing?

Problems with writing at Salvador

* Confidence in their writing
* Conventions
* Ideas: getting it all down on paper
* Language development: vocabulary

6 traits of Good writing

* Ideas
* Organization
* Voice
* Sentence Fluency
* Word Choice
* Conventions

Pg: 173

Pausing in the middle

Show them a lot of samples of writing

Model the writing

Cool tools

* Acting looking at books
* Thumbs during modeling
* Guided writing:

Step: 1 Identify

* Find the craft in literature
  + Read passages out of a book
  + Brainstorm bubble organizer use descriptive words
    - Color
    - Size
    - Touch
    - Feeling
    - Smell
    - Reminds me of
  + Use your topic tube to narrow down

**Beginnings**

Have students sit on the their book so they don’t play with it

How do stories start?

* Quotation: Talking: talking hand motion
* Noisy Word: Bang

Use class set of readers to find examples

* Description: Get a paint brush out: paint brush motion
* Action: running in place motion
* Feeling, Thought: heart with hand motion/ question mark

Teacher Modeling

* Give them an example of each type of beginning. The kids do the hand motion for each one
  + Don’t need to do it every time you

Guided writing in pairs or teams

Act/write

Groups write the beginning and have to act it out

Narrow the choices for younger grades

**Do the same lesson as beginnings to the endings**

Simple Wrap up

Question

They can combine two or more strategies

Create a Scene

Warning

A Memory

Give them bad endings and have teams fix them up: **Make Overs**

A feeling

A hope/wish

An action you’ll take now

**Poetry**

Put your brainstorming at the top of the paper

**Kid’s Poems**

**By Regie Routman**

Expose children to a lot of poetry

Include many samples of poetry written by children

Write the poems on skinny paper without lines. Use different types of paper when doing poetry.

Write non-rhyming poems to summarize nonfiction content area of reading

Best Line Poem strategies

Brainstorm at the top

Lori’s Top 3 of 5

1. Beginning/endings with drama and teams
2. Best Lines
3. Weekend Web paragraphs

Write your poem

Underline your best poem

Combine with your Partner’s best line

Weekend Web/ last night

Brainstorm at the top

Choose one thing with their topic tube

Have kids write in teams or partners