

Launching Listen to Reading

Urgency:

- Helps us be better readers
- Helps us learn and understand new words and stories.
- It is fun!



Sample I-Chart

Students	Teachers
<ul style="list-style-type: none">• Get out materials.• Listen to the whole story• May listen to another story if time• Follow along with pictures and/or words.• Stay in one spot.• Listen quietly• Get started quickly• Put materials away neatly.	<ul style="list-style-type: none">• Work with students<ul style="list-style-type: none">Listen to a child readWork with groups of studentsHelp students with reading

Focus Lessons for Listen to Reading

Day 1

- Brainstorm I-chart of expected behaviors
- Model and practice material setup of tape/CD recorder, book, Raz-Kids, and using recorder
- Model and practice listening and following along with words and/or pictures

Day 2

- Review I-chart
- Model and practice putting materials away neatly.

Day 3

- Review I-chart.
- Model and practice listening to a short story, finishing it, and starting a new story.
- Model and practice what to do if work time is up before the story is finished.

Day 4

- Review I-chart
- Discuss the number of recorders, CD players, computers available.
- Decide on a way that allows all to participate.
- See "check-in" (Chapter 3) for ideas on who listens first, second, and so on.

Launching Read to Self

Urgency:

- Helps us become better readers and writers.
- It is fun!



Sample I-Chart

Students	Teachers
<ul style="list-style-type: none"> • Read the whole time • Stay in one spot • Read quietly • Work on Stamina • Get started right away 	<ul style="list-style-type: none"> • Work with students <ul style="list-style-type: none"> Listen to a child read Work with groups of students Help students with reading

Focus Lessons for Read to Self

Day 1

- Model "Three Ways to Read a Book" and record on anchor chart (I-chart)
 - Read the Pictures
 - Read the Words
 - Retell a Familiar Story
- Brainstorm I-chart.
- Model and practice student behaviors of "Read to Self".
- Begin working on Stamina - **3 minutes**.

Day 2 (Repeat from Day 1)

- Model and practice "Three Ways to Read a Book".
- Review I-chart.
- Model and practice student behaviors of "Read to Self".
- Continue working on Stamina - **4 minutes**.

Day 3

- Discuss "Where to sit in room" and record on an anchor chart.
- Continue with above adding 1-2 minutes each day - extending stamina.

Day 4

- Continue to review I-chart.
- Teach how to choose "Good Fit Books" record on I-chart.
- Continue Stamina building.

Once a focus lesson is taught, students Read to Self and continue to build stamina.

Add a few minutes each day until primary students are up to 30 minutes and intermediate students can sustain for up to 45 minutes.

Launching Read to Someone

Urgency:

- Help us become better readers.
- Best way to practice fluency.
- Kids love it and it is fun!



Sample I-Chart

Students	Teachers
<ul style="list-style-type: none"> • Sit EEKK. • Use a soft voice • Read the whole time • Stay in one spot • Get started right away 	<ul style="list-style-type: none"> • Work with students <ul style="list-style-type: none"> Listen to a child read Work with groups of students Help students with reading

Focus Lessons for Read to Someone

Day 1

- Model and practice EEKK (elbow, elbow, knee, knee), voice level, "Check for Understanding."
 - I just heard you read...." (who, what, where, when, why}
- Brainstorm I-chart.

Day 2

- Model and practice how partners read.
- Both read same book - "I Read, You Read".
 - Partner not reading checks for understanding. Switch jobs after each page or paragraph.
- Each choose own book and read a page; partner checks for understanding.
 - Two different books are being read by partners.

Day 3

- Brainstorm and practice "How to Choose Books".
 - Talk about it and make a deal.
 - Rock, paper, scissors.

Day 4

- Brainstorm and practice where to sit in the room.

Day 5

- Model and practice "How to Choose a Partner".
 - Raise your hand as a silent signal that you need a partner.
 - Make eye contact with another person who has his or her hand raised.
 - Walk to the person and say, "Do you want to be my partner?"
 - Partner says, "Sure."

Day 6

- Model and practice "Coaching or Time".
 - If a partner comes to a word they don't know, the other partner:
 - Counts silently to 3.
 - Asks, "Do you want coaching or time?"
 - If coaching, they use clues to help partner.
 - If time, sit patiently and wait.

Once a focus lesson is taught, students read to someone and build stamina. Each day add a few more minutes until they are up to 30 minutes for primary students and 45 minutes for intermediate students.

Launching Word Work



Urgency:

- It helps us become better readers, writers, and spellers.
- We care about our writing and the people who will read it.
- It is fun!

Sample I-Chart

Students	Teachers
<ul style="list-style-type: none">• Work the whole time.• Stay in one spot except to get and return materials.• May return one set of materials and get another set to work with.• Work quietly.• Work on Stamina.• Try your best.• Get started quickly.	<ul style="list-style-type: none">• Work with students<ul style="list-style-type: none">Listen to a child readWork with groups of studentsHelp students with reading

Material ideas:

- Whiteboards
- Magnetic letters/letter tiles
- Wikki Stix
- Clay/Playdough
- Letter stamps
- Colored markers/pencils
- Spelling word lists

Focus Lessons for Word Work

Day 1

- Introduce optional materials and their locations to students.
- Brainstorm I-chart(s) of how to set up materials and how to work with them independently.
- Model finding the materials, materials placement in the room, and setup of materials.
- Brainstorming chart of how to clean up.
- Model materials placement in the room, setup and cleanup of the materials.

Day 2

- Model and practice materials setup, materials placement, and clean-up of materials.
- Brainstorm I-chart - "How to Use Materials."
- Model and practice student behaviors of how to use materials.
- Continue building stamina of working with materials, adding one to two minutes each day.

Other focus lessons for Word Work might include the following:

- Word Sorts

- Adding words to their collection
- Add words in their word study notebooks that relate to the strategy taught that day/week - long vowel words, blends, etc.
- Practicing basic words most often misspelled
- Open word sort and write words in word-study notebook
- Closed word sort and write words in word-study notebook
- List words that belong to a pattern and add to notebook
- Set-up notebook

Each day add a few more minutes until students are independently working with these materials for up to 30 minutes for primary students and 45 minutes for intermediate students.

Sample I-chart for Material Clean-up

Students	Teachers
<ul style="list-style-type: none"> • Everyone using materials helps put those materials away. • Materials go back in the original tub/location. • Return materials to the same spot. • Leave the materials neat. • Clean quietly. • Get started on your new task quickly. 	<ul style="list-style-type: none"> • Work with students <ul style="list-style-type: none"> Listen to a child read Work with groups of students Help students with reading

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