

PREPARING TO IMPLEMENT THE DAILY 5

Approved by Alison Bunte

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PREPARING TO IMPLEMENT THE DAILY 5

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In Partial Fulfillment of the
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Masters of Science
in
Education

by
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Last and surely not least, I want to send a special thank-you to Dr. Alison Bunte for her ever-present patience, assistance, and encouragement in the completion of this paper and degree. You have made me strive to become a better reading teacher, professional, and overall life-long learner.

To all, from the bottom of my heart, I thank you very much.

ABSTRACT

The overall goal of this educational project was to learn more about the principles and components of The Daily 5 and to create a plan of implementing this researched-based program into my classroom. This paper describes the principles of The Daily 5 and breaks down the five specific concepts that are chosen while teachers conference with small groups or individuals. The implementation plan describes how to pre-teach The Daily 5 skills. It also has charts, activities, websites, and more to enhance the success of the implementation.

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CHAPTER 1

INTRODUCTION

Traditional literacy centers were created to provide supportive activities for increasing a student's independent learning habits and thinking about reading. Educators would often create these centers by thinking of ideas for the materials, then make the materials, laminate them, cut them out, explain them, explain them again, and clean up after the materials were used. (Diller, 2003) This method was often done weekly as new ones needed to be created to keep the interests of the students. Unfortunately, these types of literacy centers have resulted in many teachers feeling overwhelmed at the end of the day. Not only in the aspect of reviewing the "things" their students completed during literacy time, but also planning for future centers. Boushey and Moser, authors of The Daily 5, gave examples by saying, "Those things ranged from worksheets that went with the mandated district reading program to projects designed to 'extend' stories for the week: book covers, dioramas, and posters with main-character faces. All of these items, and many more, were used to keep children busy while we attempted none too successfully, to work with a few small groups and individuals." (2006, p.4)

After spending an adequate amount of time planning and going through the "things," educators were left with a minimal amount of time to meet with small groups or conduct individual conferences. Most importantly, educators have found that with all their hard work and dedication to these centers, their students were not making an ample amount of growth that was expected. (Boushey and Moser, 2006)

After reflection and realization that their literacy centers were not meeting their expectations, Boushey and Moser were determined to create a system where students were

engaged in meaningful ways while they held guided reading groups or met with individual students.

After time and dedication to improving their literacy program, they found what many researchers already knew and had been saying. These five components: read to self, read to someone, listen to reading, work on writing, and word work were the tasks that made a difference in the classrooms where students were achieving. (Boushey and Moser, 2006) Boushey and Moser took those five components and created their researched base program which they called The Daily 5. Literacy centers have evolved from being teacher-directed to student-driven. Student-driven, the goal for most educators, means that students are learning to control their behavior and work independently. Knowing this, the problem remains: What steps need to be taken to install a student-driven management system? This educational project is designed to review the principles of The Daily 5 and to begin implementation of this research-based program.

Statement of the Problem

Educators are searching for a way to keep their students engaged in meaningful reading and writing centers while meeting with small groups or conferencing with individual students. The Daily 5 will be used as a guide to help address the following question. This problem will be addressed with the following question: “How can a successful literacy program be implemented?”

Delimitations of Research

This educational project has been designed for a specific elementary classroom setting in a small-rural community. The Daily 5 can be implemented in most classrooms; however readers are cautioned that changes may need to be made for other classroom settings.

Method of Approach

A brief review of literature on the components of The Daily 5 (read to yourself, read to someone, work on writing, listen to reading, and spelling/word work) will be conducted. A plan will also be developed so students can begin the Daily 5 in the spring of 2011.

CHAPTER II

REVIEW OF LITERATURE

The Daily Five is a student-driven management system designed to fully engage students in reading and writing. (Boushey and Moser, 2006) This researched-based structure was created by combining the basic principles and concepts that educators have been using for decades. To successfully implement this research-based program, it is crucial that the principles and concepts are integrated in the classroom. There are six key principles in the Daily Five system. They are trust, choice, community, urgency, stamina and stay out of the way.

The first and most crucial principle in the Daily Five system is trust. Trust is created when there is a mutual respect between the teacher and students, as well as the students themselves. In *Managing Transitions* it was noted that, “Without trust in the teacher, the step toward independence and the mastery of a new skill is less likely to happen. At that moment, with fear balanced against hope, it is trust that makes the difference.” (p.108, William Bridges) In the Daily Five system, trust is created gradually through lessons and guided practice, so that in time, students will be able to manage themselves independently. (Boushey & Moser, 2006)

Next, is choice. The Daily Five allows the students to decide which one of the activities they will participate in, where they are given specific tasks to complete. In the book, *Best Practices in Literacy Instruction* the authors stated, “We would like to see more student choice in reading lessons and greater encouragement of students to read a great deal, including many more communications to students that reading provides great pleasure, and that choosing to read is choosing to do something that is fun. We would

also like to see more emphasis on students' choosing to be strategic, to be impressed more with the message than to be in charge of their reading and processes they use during reading, that is, with the idea that they are to become self-regulated readers. Perhaps, if that emphasis on self-regulation were heightened, there would be more automatic transfer of mental comprehension processes to novel texts." (p. 120, Morrow, Gambrell, and Pressley.2003)

Following choice is community. Similar to trust, creating a sense of community is crucial. Creating a positive and healthy classroom environment is important for meaningful learning to take place. Each individual student will contribute in their own way; however, the goal is that the community can hold each other accountable for behaviors of effort, learning, order, and kindness. (Boushey & Moser, 2006)

After community is urgency. The sense of urgency is used to provide an understanding of why each one of the Daily Five skills is important. Boushey & Moser noted that when they took the time to discuss why they were teaching a specific skill, they consistently saw more motivation and on-task behavior. They also stated that students need to know what researchers have found over the years: students who read daily, with books they choose, are ones who become a better reader. (Boushey & Moser, 2006)

Then comes stamina. Similar to physical exercise, students need to build up stamina for reading and writing as well. After modeling each of the Daily Five concepts, most students will be able to do each of the components, but probably not for an extended amount of time. Stamina must be practiced slowly and daily to ensure the success of the Daily Five system.

Finally, it is stay out of the way. Once children understand what is expected of them, have practiced strategies, and have built their stamina, it is important for educators to stay out of the way and let them work on the Daily Five (read to yourself, read to someone, work on writing, listening to reading, and word work). (Boushey & Moser, 2006) This allows the teacher to work with small groups and individuals.

Even though The Daily Five is based upon the above five specific concepts that are chosen while the teacher is working with small groups or individuals, they are introduced to the students one at a time, modeled, and practiced until independence and stamina is built using the “gradual release of responsibility” modeled by Pearson and Gallagher. (1983)

The first concept that is introduced is read to self. Independent reading is crucial as research has shown that the best way to become a better reader is to practice each day, with books you choose, at your reading level. (Boushey & Moser, 2006) The Daily Five uses the terms I-PICK and good-fit to help students choose level appropriate books. As stated in *The Reading Zone*, “when children choose what they will read, they must be able to differentiate between books that are within their reach and books that aren’t-yet.” (p. 40, Atwell) Once students are able to find a handful of good-fit books, appropriate behavior is modeled for the “whole class, guiding students in its practice in small groups and pairs and providing large blocks of time for students to read independently and practice using and applying the strategy...All instruction is geared toward children using these strategies independently, applying them if and when the need them.” (Strategies That Work, Harvey and Goudvis, 2000)

The second concept is read to someone. “Reading to someone allows for more time to practice strategies, helping you work on fluency and expression, check for understanding, hear your own voice, and share in the learning community.” (p. 11, Boushey & Moser, 2006) During read to someone, the students are introduced to EEKK (Elbow to Elbow, Knee to Knee) and the different ways to partner read such as I Read, You Read, Choral Reading, Reading One Book and Reading Different Books. Students will also use the comprehension strategy, check for understanding, in read to someone.

The third concept is listening to reading. Unfortunately teachers are unable to control which students walk into their classrooms, what goes on outside school, or other external factors. (Hopkins, 2002) However they can control the environment that is created into the classroom. One way to increase reading fluency is to increase the amount of time the students hear fluent and expressive reading by others. (Boushey & Moser, 2006) Through the process of listening to books, students are able to hear good literature and fluent reading. They are also able to learn more words, thus expanding their vocabulary and become better readers. (Boushey & Moser, 2006)

The fourth concept is work on writing. Writing is similar to reading in the fact that the more a person writes, the better writer they become. The purpose of this concept is “to provide daily writing practice and intense focused instruction via one-on-one conferences, small guided writing groups, and whole-group focus lessons.” (Boushey & Moser, 2006) Unlike most writer’s workshops, the Daily Five allows students to make choices and work on writing that really matters to them.

The fifth and final concept is word work. During this time, students will be given an ample amount of time to practice their spelling and vocabulary skills. Boushey and

Moser noted that “correct spelling allows for more fluent writing, thus speeding up the ability to write and get thinking down on paper. This is an essential foundation for writers.” (2006)

As was previously stated, the Daily Five is a student-management system that allows students to work independently on meaningful activities while the teacher works with small groups or individuals. If the principles and concepts are implemented correctly, The Daily Five could be beneficial for many students and teachers.

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Dear Parents and Guardians,

Welcome to a new school year! I hope you had a wonderful summer and enjoyed spending quality time with your children. This summer I have been deeply engrossed in discovering what research says most benefits students as they become readers, writers and lifelong learners. As a result, the structure of my literacy block may look and sound a little different and I am EXCITED!

It won't be long until you hear your child talking about "The Daily Five." The purpose of this letter is to fill you in on what The Daily Five is all about, so you don't have to nod your head while wondering what in the world your child is referring to.

The Daily Five is a way of structuring the reading block so every student is independently engaged in meaningful literacy tasks. These research based tasks are ones that will have the biggest impact on student reading and writing achievement, as well as help foster children who love to read and write. Students receive explicit whole group instruction and then are given independent practice time to read and write independently while I provide focused, intense instruction to individuals and small groups of students.

When it is up and running smoothly, students will be engaged in the Daily Five, which are comprised of:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

There are very specific behavior expectations that go with each Daily 5 component. We will spend our first weeks working intensely on building our reading and writing stamina, learning the behaviors of the Daily 5 and fostering our classroom community. I will also spend time learning about your child's strengths and greatest needs as a reader in order to best plan for each student's instruction.

One thing you'll notice that may be a change for you is a direct decrease in the number of worksheets your child brings home. While worksheets keep students busy, they don't really result in the high level of learning I want for your child. Instead, your child will be taught to select "Good Fit Books" or books they can read, understand and are interested in, which they will read during Daily 5. They will be spending most of their time actually reading, which research supports as the number one way to improve reading. I anticipate the motivation and enjoyment of reading will skyrocket when this gift of choosing their own books is accompanied by extended practice and specific reading instruction for each individual child.

As you can see, I am excited about giving your child the opportunity to be involved in a structure that will have a positive effect on their education.

Sincerely,

Dear Parents and Guardians,

Welcome to a new school year! I hope you had a wonderful summer and enjoyed spending quality time with your children. This summer I have been deeply engrossed in discovering what research says most benefits students as they become readers, writers and lifelong learners. As a result, the structure of my literacy block may look and sound a little different and I am EXCITED!

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One thing you'll notice that may be a change for you is a direct decrease in the number of worksheets your child brings home. While worksheets keep students busy, they don't really result in the high level of learning I want for your child. Instead, your child will be taught to select "Good Fit Books" or books they can read, understand and are interested in, which they will read during Daily 5. They will be spending most of their time actually reading, which research supports as the number one way to improve reading. I anticipate the motivation and enjoyment of reading will skyrocket when this gift of choosing their own books is accompanied by extended practice and specific reading instruction for each individual child.

As you can see, I am excited about giving your child the opportunity to be involved in a structure that will have a positive effect on their education.

Please think of our classroom as you visit garage sales or clean your own child's bookcase. It is my goal to make our classroom library as appealing as your favorite bookstore for browsing.

I hope to see you at Open House where we can talk more and I can answer any questions you may have.

Sincerely,

Day 1

Day 2

Day 3

Day 4

Day 5

| <p>Preteaching Daily Five Skills</p> | <p>Launch Read to Self- 10 Steps to Independence</p> | <p>Launch Read to Self- 10 Steps to Independence- Review and Build Stamina</p> | <p>Launch Read to Self- 10 Steps to Independence- Review and Build Stamina</p> | <p>Launch Read to Self- 10 Steps to Independence- Review and Build Stamina</p> | <p>Launch Read to Self- 10 Steps to Independence- Review and Build Stamina</p> |
|--|--|--|--|--|---|
| <p>R Read to Self 3 Ways to Read A Book Where to Sit Good Fit Books</p> | <p>3 Ways to Read Good Fit Books</p> | <p>3 Ways to Read Good Fit Books</p> | <p>3 Ways to Read Good Fit Books</p> | <p>3 Ways to Read Good Fit Books</p> | <p>3 Ways to Read Good Fit Books</p> |
| <p>W Work on Writing Ideas for Writing Underline words Notebooks</p> | <p>Underline Words</p> | <p>Underline Words Set up notebook</p> | <p>Underline Words Ideas for Writing</p> | <p>3 Ways to Read Good Fit Books Underline Words Ideas for Writing</p> | <p>3 Ways to Read Good Fit Books Underline Words Ideas for Writing</p> |
| <p>RS Read to Someone EEKK I Read You Read Check for Understanding How to Choose a Partner</p> | <p>Check for Understanding</p> | <p>Check for Understanding EEKK</p> | <p>Check for Understanding EEKK I Read You Read</p> | <p>Check for Understanding EEKK I Read You Read</p> | <p>3 Ways to Read Good Fit Books Underline Words Ideas for Writing Check for Understanding</p> |
| <p>WW Word Work and L Listen to Reading Materials What Materials Set up/Clean Up Use of Materials</p> | <p>Material Set up</p> | <p>Material Set up Material Clean up</p> | <p>Material Set Up Material Clean Up Using Materials</p> | <p>Material Set Up Material Clean Up Using Materials</p> | <p>EEKK I Read You Read Material Set Up Material Clean Up Using Materials</p> |






Name: _____

Week of: _____

Daily 5 Choice Checklist

After you finish an activity, place an X in the box. You must complete each activity the number of times listed under each picture. After you have completed all of the activities required, you may choose any activity you like.

Conference Day: _____

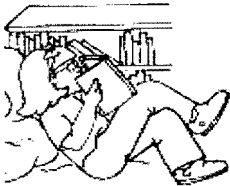




| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|--|
|  Read to Self x 4 | Record books on book log! Complete one book response per week. | Record books on book log! Complete one book response per week. | Record books on book log! Complete one book response per week. | Record books on book log! Complete one book response per week. | Record books on book log! Complete one book response per week. |
|  Read to Someone x 1 | Partner: _____ | Partner: _____ | Partner: _____ | Partner: _____ | Partner: _____ |
|  Listen to Reading x 1 | | | | | |
|  Work with Words x 2 *Must choose on Monday! | 1. Choose new words. 2. Record words on cards and in workbook. 3. Place word cards in take home pouch. | Practice words and spelling pattern. Materials: _____ _____ | Practice words and spelling pattern. Materials: _____ _____ | Practice words and spelling pattern. Materials: _____ _____ | Spelling check day! |
|  Work on Writing x 2 | Project: _____ Completed and turned in? _____ yes _____ no _____ | Project: _____ Completed and turned in? _____ yes _____ no _____ | Project: _____ Completed and turned in? _____ yes _____ no _____ | Project: _____ Completed and turned in? _____ yes _____ no _____ | Project: _____ Completed and turned in? _____ yes _____ no _____ |

Name: _____

Week of: _____





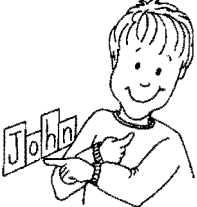
Daily 5 Personal Checklist

Directions: Write the name of the activity you completed, or the title of the book you read, in the block for each day. *Example:* If you completed Rainbow Words on Wednesday, you will write "Rainbow Words" in the Wednesday column and Work with Words row.

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--------|---------|-----------|----------|--------|
|  Read to Self | | | | | |
|  Read to Someone | | | | | |
|  Listen to Reading | | | | | |
|  Work with Words | | | | | |
|  Work on Writing | | | | | |

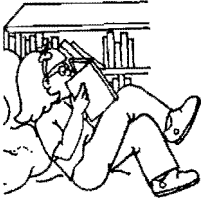



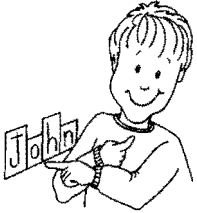
August Daily 5 Choices

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|  Read to Self |  Read to Someone |  Work on Writing |  Listen to Reading |  Word Work |





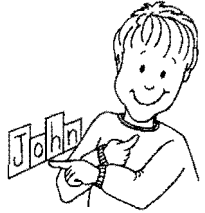
September Daily 5 Choices

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| 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 |
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|  Read to Self |  Read to Someone |  Work on Writing |  Listen to Reading |  Word Work |





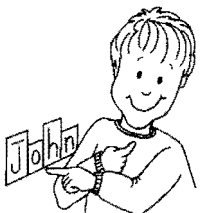
October Daily 5 Choices

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| 7 | 7 | 7 | 7 | 7 |
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| 1 | 1 | 1 | 1 | 1 |
|  <p>Read to Self</p> |  <p>Read to Someone</p> |  <p>Work on Writing</p> |  <p>Listen to Reading</p> |  <p>Word Work</p> |





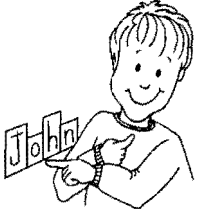
November Daily 5 Choices

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| 1 | 1 | 1 | 1 | 1 |
|  <p>Read to Self</p> |  <p>Read to Someone</p> |  <p>Work on Writing</p> |  <p>Listen to Reading</p> |  <p>Word Work</p> |





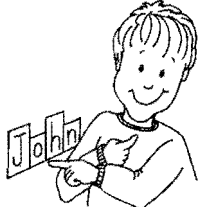
December Daily 5 Choices

Name: _____ #: _____

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|  Read to Self |  Read to Someone |  Work on Writing |  Listen to Reading |  Word Work |





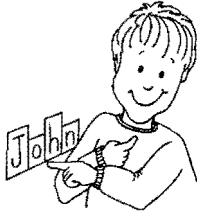
January Daily 5 Choices

Name: _____ #: _____

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| 15 | 15 | 15 | 15 | 15 |
| 14 | 14 | 14 | 14 | 14 |
| 13 | 13 | 13 | 13 | 13 |
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| 10 | 10 | 10 | 10 | 10 |
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| 8 | 8 | 8 | 8 | 8 |
| 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 |
|  <p>Read to Self</p> |  <p>Read to Someone</p> |  <p>Work on Writing</p> |  <p>Listen to Reading</p> |  <p>Word Work</p> |





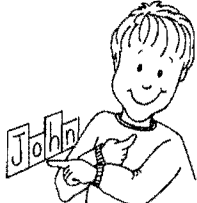
February Daily 5 Choices

Name: _____ #: _____

| | | | | |
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| 8 | 8 | 8 | 8 | 8 |
| 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 |
|  Read to Self |  Read to Someone |  Work on Writing |  Listen to Reading |  Word Work |





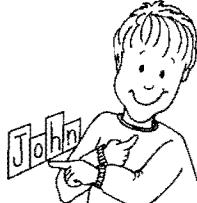
March Daily 5 Choices

Name: _____ #: _____

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|---|--|--|---|--|
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| 14 | 14 | 14 | 14 | 14 |
| 13 | 13 | 13 | 13 | 13 |
| 12 | 12 | 12 | 12 | 12 |
| 11 | 11 | 11 | 11 | 11 |
| 10 | 10 | 10 | 10 | 10 |
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| 8 | 8 | 8 | 8 | 8 |
| 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 |
|  Read to Self |  Read to Someone |  Work on Writing |  Listen to Reading |  Word Work |





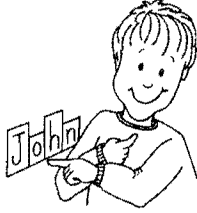
April Daily 5 Choices

Name: _____ #: _____

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| 20 | 20 | 20 | 20 | 20 |
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| 9 | 9 | 9 | 9 | 9 |
| 8 | 8 | 8 | 8 | 8 |
| 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 |
|  <p>Read to Self</p> |  <p>Read to Someone</p> |  <p>Work on Writing</p> |  <p>Listen to Reading</p> |  <p>Word Work</p> |

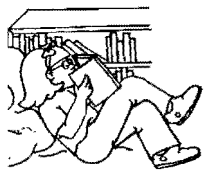



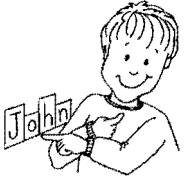
May Daily 5 Choices

Name: _____ #: _____

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| 20 | 20 | 20 | 20 | 20 |
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| 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 |
|  Read to Self |  Read to Someone |  Work on Writing |  Listen to Reading |  Word Work |

June Daily 5 Choices

Name: _____ #: _____

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|---|--|--|--|--|
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| 15 | 15 | 15 | 15 | 15 |
| 14 | 14 | 14 | 14 | 14 |
| 13 | 13 | 13 | 13 | 13 |
| 12 | 12 | 12 | 12 | 12 |
| 11 | 11 | 11 | 11 | 11 |
| 10 | 10 | 10 | 10 | 10 |
| 9 | 9 | 9 | 9 | 9 |
| 8 | 8 | 8 | 8 | 8 |
| 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 |
|  Read to Self |  Read to Someone |  Work on Writing |  Listen to Reading |  Word Work |

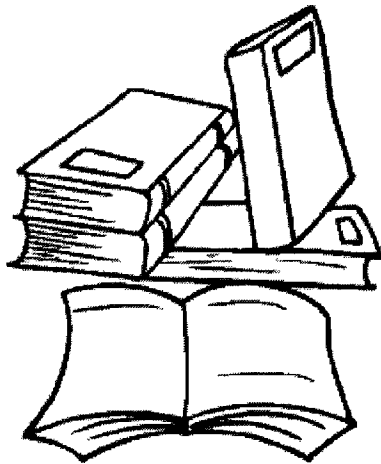
How to Choose “Just Right” Books

Read one page and
hold up one finger
each time you come to
a word you do not
know. Count the
fingers you have up:

0-1 Fingers—Too Easy

2-3 Fingers—Just Right

4-5 Fingers—Too Hard



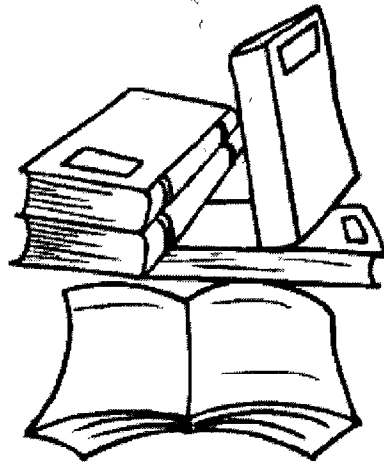
How to Choose “Just Right” Books

Read one page and
hold up one finger
each time you come to
a word you do not
know. Count the
fingers you have up:

0-1 Fingers—Too Easy

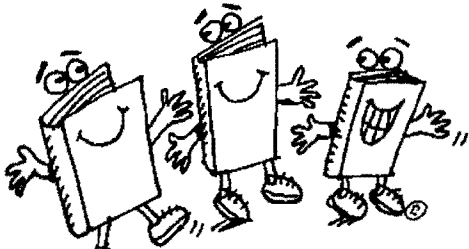
2-3 Fingers—Just Right

4-5 Fingers—Too Hard



I PICK

"Good Fit Books"



I look at the book

Purpose

Why do I want to read the book?

Interest

Is the book about a topic I am interested in?

Comprehend

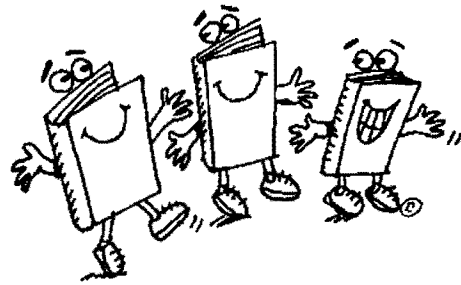
Do I understand what I am reading?

Know words

Can I read most of the words?

I PICK

"Good Fit Books"



I ok

Purpose

Why do I want to read the book?

Interest

Is the book about a topic I am interested in?

Comprehend

Do I understand what I am reading?

Know words

Can I read most of the words?

I pick

A good fit book

1. I look at the book

2. Purpose (why do I want to read it? For fun? To learn?)

3. Interest

4. Comprehend

5. Know almost all the words

I pick

A good fit book

1. I look at the book

2. Purpose (why do I want to read it? For fun? To learn?)

3. Interest

4. Comprehend

5. Know almost all the words

Read to Self Anchor Charts

Read to Self

☆to help us become better readers.

Read to Self

Independence

Students

Get started right away.

Read the whole time.

Pick a spot where you won't talk.

Stay in one spot.

Quiet whisper voice.

Teacher

Works with groups of students.

Listens to children read.

Helps students with reading.

3 Ways To Read A Book

1. Read and talk about the pictures.
2. Read the words.
3. Retell a previously read book.

Choosing Good Fit Books

I choose a book.

Purpose – Why do I want to read it?

Interest – Does it interest me?

Comprehend – Do I understand what I'm reading?

Know – Do I know most of the words?

Listen to Reading Anchor Charts

Listen to Reading

- ☆to help us become better readers
- ☆to help us learn and understand new words and stories
- ☆It's fun!

Listen to Reading

Independence

Students

- Get out materials.
- Do not switch stories once chosen.
- Follow along with words and/or pictures
- Stay in one spot.
- Listen quietly.
- Get started right away.
- Put materials away neatly.

Teacher

- Works with groups of students.
- Listens to children read.
- Helps students with reading.

Work on Writing Anchor Charts

Work on Writing

- ☆to help us become better readers and writers
- ☆we care about writing and the people who read it.
- ☆Choice
- ☆Works on the fluency of writing.
- ☆ It's fun!

Work on Writing

Independence

Students

Teacher

Write the whole time.

Works with groups of students.

Stay in one spot.

Listens to children read.

Work quietly.

Helps students with reading.

Choose what to write.

Get started quickly.

Underline words we're not sure to spell and move on.

Word Work Anchor Charts

| | |
|--|--------------------------------------|
| Word Work Spelling and Vocabulary ☆ to help us become better readers, writers, and spellers. ☆ we care about writing and the people who read it. ☆ It's fun! | Word Work Materials |
|--|--------------------------------------|

| | |
|--|--------------------------------|
| Word Work SETTING UP MATERIALS Independence | |
| <u>Students</u> | <u>Teacher</u> |
| One person takes out materials and sets up in a quiet location. | Works with groups of students |
| Stay in one spot until time to return materials | Listens to children read. |
| Work the whole time. | Helps students with reading. |
| Try your best. | |
| Work quietly. | |
| Word Work HOW TO USE MATERIALS Independence | |
| <u>Students</u> | <u>Teacher</u> |
| Work the whole time. | Works with groups of students. |
| Stay in one spot except to get and return materials. | Listens to children read. |
| May return one set of materials and get another set to work with. | Helps students with reading. |
| Work quietly. | |
| Try your best. | |

Read to Self – Independent

Students

1. Read Quietly
2. Stay in one spot
3. Read the whole time
4. Get started right away

Teacher

1. Working with students

Read to Someone





Students

1. EEKK
2. Take turns
3. Read the whole time
4. Stay in one spot
5. Quiet reading
6. Get started right away
7.  Check for understanding

Teacher

1. Working with students

😊 How to Choose a Partner 😊

1. Not your closest friend.
2. Close your  and raise your .
3. Make  contact.
4. Walk to the person quietly.
5. Ask nicely if they will be your partner.
6. Partner says “Yes” or “Sure” .

Working With Words

Students

1. Get items needed
2. Find a quiet place
3. Stay in one spot
4. Work quietly
5. Get started right away
6. Work the whole time
7. Do your best!!! 😊

Teacher

1. Working with students

Elbow

Elbow

Knee

Knee

3 Ways to Read a Book

1. Read the words.

2. Read the pictures.

3. Retell a story you have heard before.

Read to Self

DAY ONE

Three Ways to Read a Book

- read the pictures (model)
- read the words (model and use the same book as read the pictures)
- create I-chart for Three Ways to Read a Book
- students can practice reading the words and reading the pictures

Introduce Read to Self

- create I-chart
- model the correct way (student)
- model the incorrect and correct way (student)
- 3 minute practice
- check-in and review I-chart
- 3 minute practice (or 4 minutes if they are successful with 3 minutes)
- check-in and review I-chart

DAY TWO

Three Ways to Read a Book

- retelling a familiar story (model and use same book as previous day)
- review Three Ways to Read a Book
- review read to self I-chart
- model incorrect and correct ways (student)
- 4 minute practice
- check-in and review I-chart
- practice building stamina and check-in 2-4 times daily (increase one minute each time if students are successful)

DAY THREE

Choosing a Good Spot

- discuss and brainstorm good spots within the classroom
- create I-chart
- practice choosing a good spot (one student, few students, whole class)
- review Three Ways to Read a Book
- review read to self I-chart
- practice
- check-in and review I-chart
- practice building stamina and check-in 2-4 times daily (increase one minute each time if students are successful)

DAY FOUR (or so)

Choosing Good Fit Books

- create IPICK chart
- *revisit frequently-especially before exchanging books*

Continue to build stamina and check-in until students are successful at 15-20 minutes. This will depend on the length of time that you expect them to independently read during your guided reading groups.

If your class is successful, you may discontinue modeling the incorrect and correct ways after a few days.



Stamina Graph



| | | | | | | | | | | | | | | | | | | | |
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| 2 | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | |
| mins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |



Days



Read to Self Stamina Graph

| | | | | | | | | | | | | | | | | | | |
|----|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
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| 2 | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | Day 11 | Day 12 | Day 13 | Day 14 | Day 15 | Day 16 | Day 17 | Day 18 |

Read to Self

Decide whether your book is fiction or non-fiction. Write three ways you know.



1a

Read to Self

(Non-fiction)

Write down 5 *interesting* facts about your book.



2a

Read to Self

Complete the "Graphic Organizer of the Week" for your book.



3a

Read to Self

Write a book review. Tell what you liked. Tell what you didn't like. What would you change about the book?

4a



Read to Self

Find 5 words from your book that are new to you. Look them up in the dictionary and write a definition for each.

5a



Read to Self

Practice oral reading over several days. When you have mastered the story or chapter, read it in front of the class.

6a



Read to Self

Decide on a new title for your story.
Create a new cover and include the
new title.

7a



Read to Self

Write a new end or beginning to
your story. Then, share your new
writing with a classmate.

8a



Read to Self

Compare yourself to the main
character in your story using a Venn
diagram.

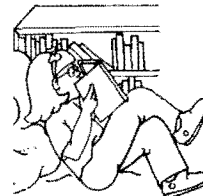
9a



Read to Self

Create a beginning, middle and end map for your story.

10a



Read to Self

Pick a quotation (someone talking) from your book. Create an illustration to go along with the quotation.

11a



Read to Self

Choose two books you have recently read to self. Compare the main character in each book using a Venn diagram.

12a



Read to Self

Draw and write about your favorite part in the story.

13a



Read to Self

Describe the setting of your story. Illustrate a picture to go with your description.

14a



Read to Self

Think about what the main character in your story might need at the store. Write him/her a shopping list.

15a



Read to Self

If you enjoyed your book, write a recommendation. Put the recommendation and your book in our "Class Picks" bin.

16a



Read to Self

Write a new story involving the main character in the story you just read.

17a



Read to Self

Write a letter to the author of your book. Tell him/her what you liked about the story. Ask 2-3 questions.

18a



Ideas for Reader's Response:

This story reminds me of...

I wonder if...

It is hard to believe...

I wonder why...

This makes me feel...

I notice that...

This is different from...

If this was me, I'd...

I was surprised that...

I really want to know...

The part I like best is ___
because...

This part makes me feel...

I predict that...

The setting in the story is ...

(Character) reminds me of ___
because...

I think the main character
feels ___ because...

I began to think of...

My favorite character is ...

I can't believe...

I think...

If I were...

I love the way...

I'm not sure why...

I felt _____ when...

I wish that...

I like the way the author...



Independent Reading Quilt

After completing a page in this notebook,
color the genre (type of book) you read.

Chapter Book

Fiction

Fairy Tale

Non-Fiction

**Favorite Book
(Free Choice)**

**Biography or
Autobiography**

Poem

**Favorite
Author**

Mystery

Fiction

Title: _____

Author: _____

What is the story about?

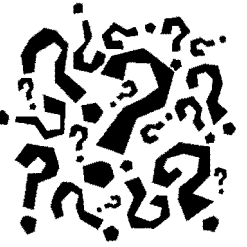
What happens at the end of the story?

Would you tell a friend to read this book?

Why? _____



Mystery



Title: _____

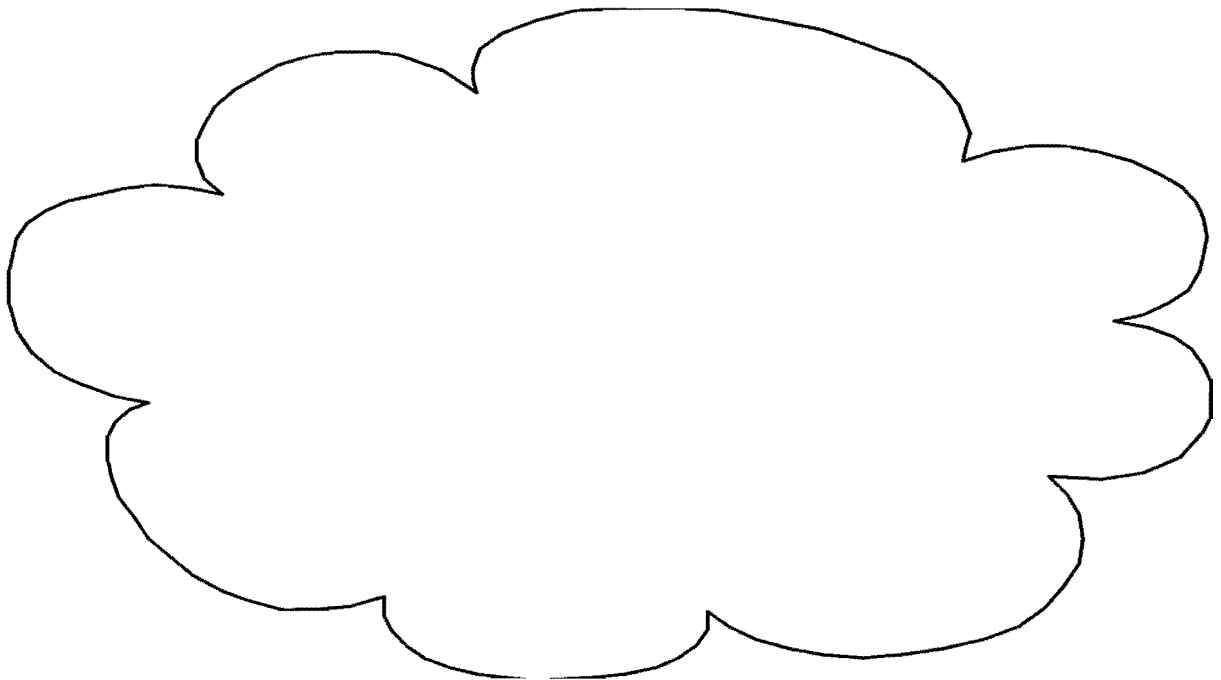
Author: _____

The main character is: _____

The problem was _____

The solution was _____

Here is a picture that I painted in my mind
while I read this book.



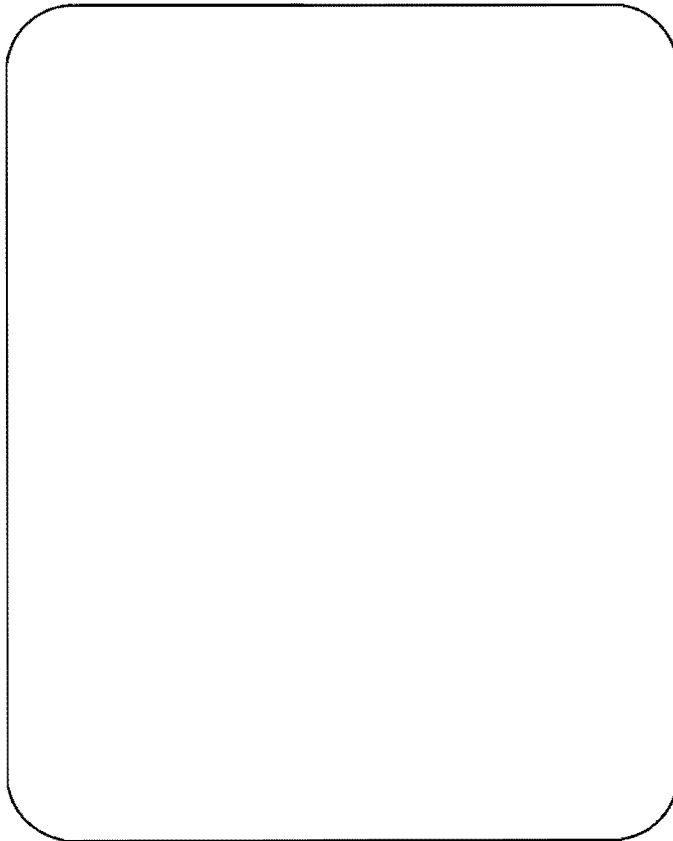
My Favorite Author

My favorite author is: _____

Two books my favorite author has written are:

- 1) _____
- 2) _____

I like my favorite author's books because:



This is the cover of the book ti-

tled: _____

My favorite
author
wrote this

Poem

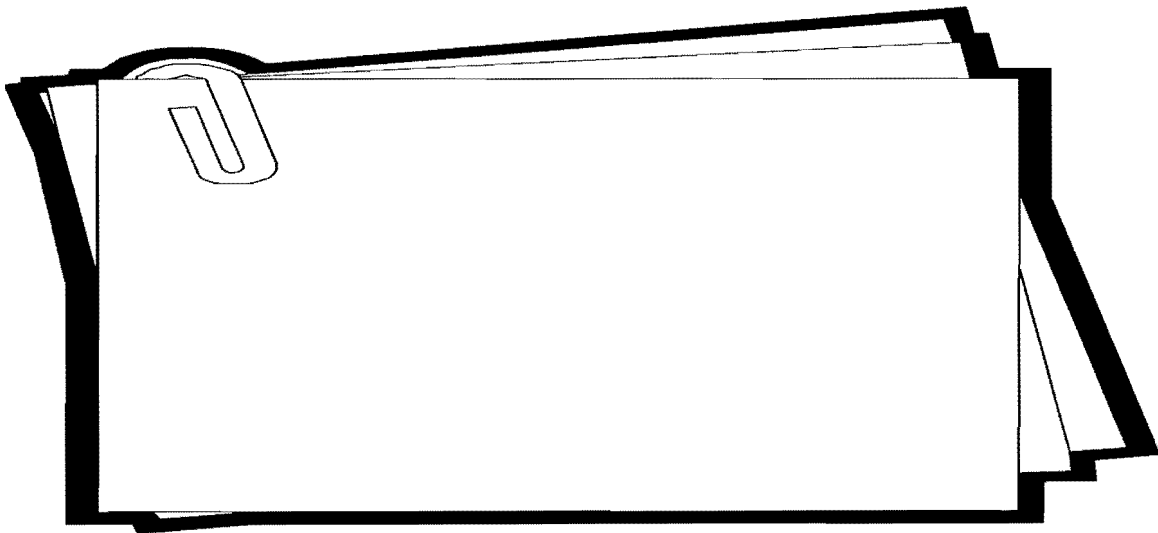
Title: _____

Author: _____

This poem is about: _____

Did the poem rhyme? _____

**On the sheet below, draw a picture of this poem.
What do you think the author wanted you to imagine?**



My Favorite Book

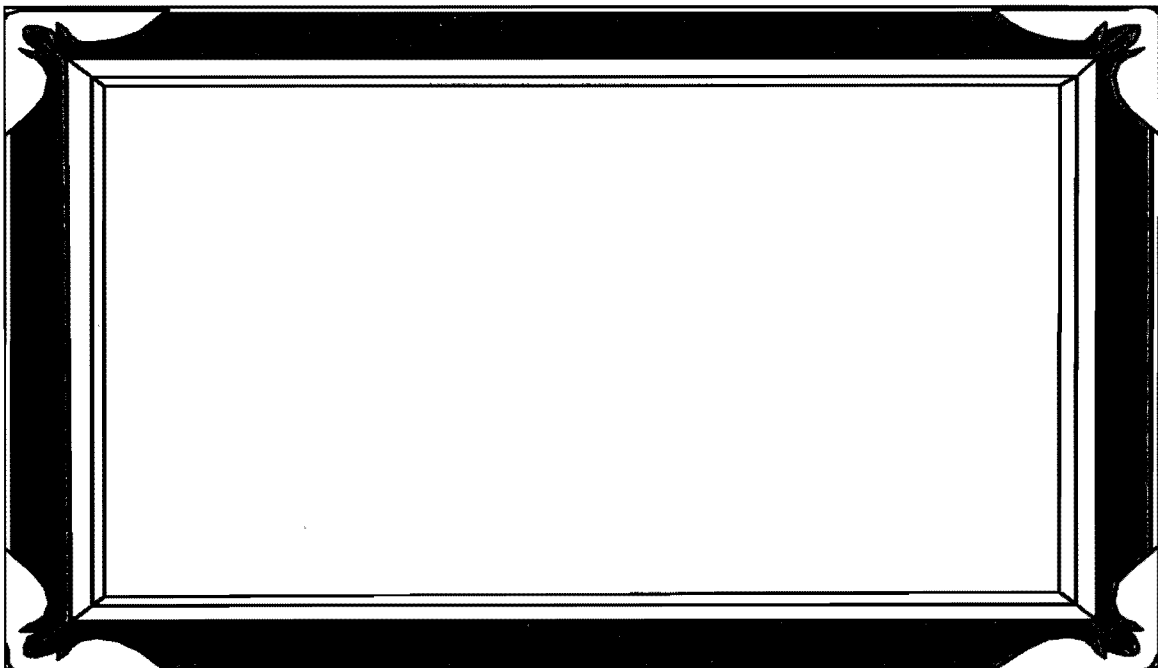
Title: _____

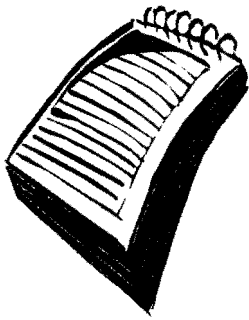
Author: _____

I like this book because _____

My favorite part of the book is _____

Here is a picture of my favorite part!





Non-Fiction

Title: _____

Author: _____

This book is about: _____

Three facts I learned from this book are:

1) _____

2) _____

3) _____

Fairy Tale

Title: _____

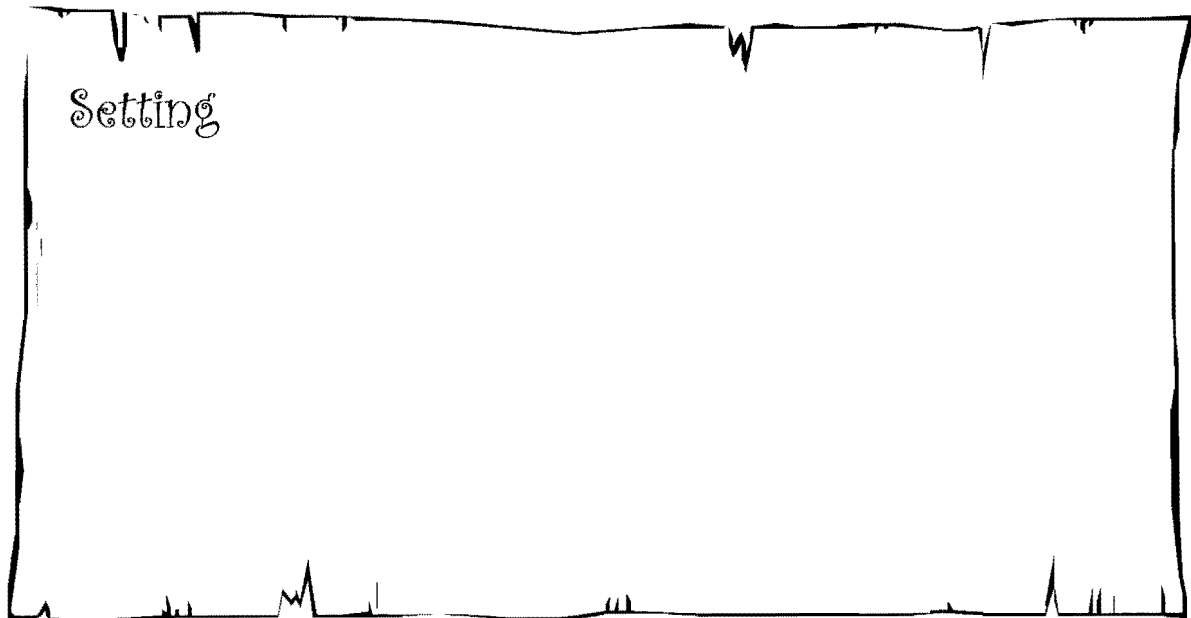
Author: _____

Good Character: _____

Mean Character: _____

The magic in this story happened when _____

Setting



Chapter Book

Title: _____

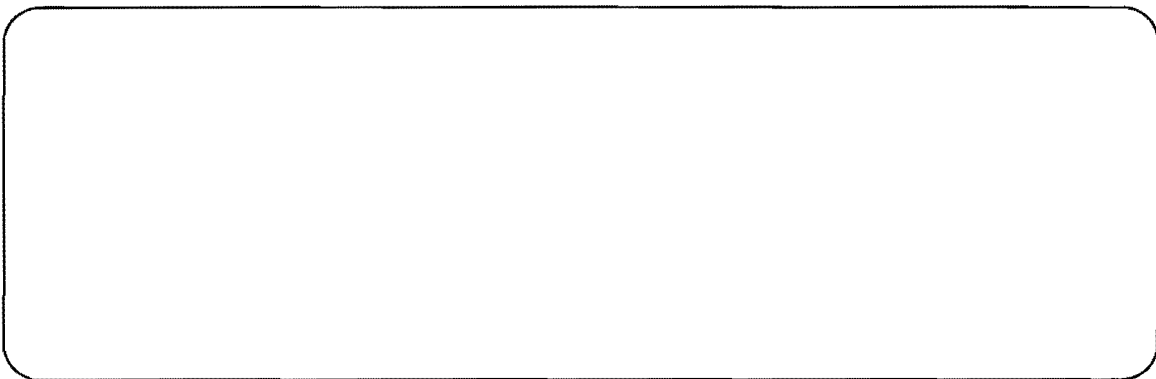
Author: _____

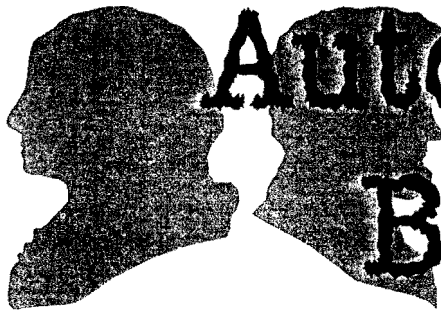
The main character is: _____

It had _____ chapters.

My favorite part was _____

Here is a picture of my favorite part!





Autobiography/ Biography

Title: _____

Author: _____

Who is this book about?

What did you learn about this person?

Would you like to be like this person? _____

Why or Why not? _____

Read to Someone

DAY ONE

Introduce Read to Someone

- begin to create I-chart (students will refer back to or can be encouraged to refer back to read to self I-chart)
- model and practice EEKK and voice level
- model correct way (student)
- model incorrect and correct way (student)
- add to I-chart

DAY TWO

Check for Understanding

- model and practice

I Read, You Read (first using same book and then reading 2 different books)

- model and practice
- review read to someone I-chart
- model incorrect and correct ways
- 3 minute practice (teacher chooses partners for students)
- check-in and review I-chart
- practice (3 or 4 minutes)
- check-in and review I-chart
- practice building stamina and check-in 2-4 times daily (increase one minute each time if students are successful)

DAY THREE

Coaching or Time

- model and practice
- review check for understanding
- review I Read, You Read
- review read to someone I-chart
- practice
- check-in and review I-chart
- practice building stamina and check-in 2-4 times daily (increasing one minute each time if students are successful)

DAY FOUR

Practice and Review Choosing a Good Spot (refer back to I-chart created during Read to Self)

- review check for understanding
- review I Read, You Read
- review how to choose a book
- review read to someone I-chart
- practice
- check-in and review I-chart
- practice building stamina and check-in 2-4 times daily (increasing one minute each time if students are successful)

DAY FIVE

How to Choose a Partner

- create I-chart
- model correct way (two students)
- model incorrect and correct ways (two students and/or a few pairs of students)
- review check for understanding and I Read, You Read
- review read to someone I-chart
- practice
- check-in and review I-chart (continue as previous days with building stamina and check-in)

Continue to build stamina up to 15-20 minutes depending on the length of your guided reading groups. If an odd number of students do read to someone, one student can make another choice or read to a stuffed animal.

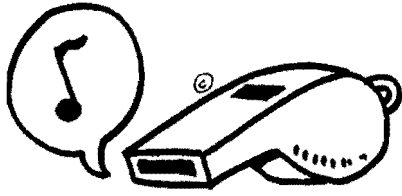
****On Day One of read to someone, go through the lesson for introducing read to someone, and then continue to practice building stamina for read to self. Continue building stamina for read to self everyday until they are up to 20 or so minutes.**



Read to Someone Stamina Graph

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| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | Day 11 | Day 12 | Day 13 | Day 14 | Day 15 | Day 16 | Day 17 | Day 18 |

Reading Coach



When your partner is stuck-

Silently Count: 1... 2... 3...

Ask: Do you want Coaching or Time?
(Time = wait and look at strategies to help when your partner is ready.)

Coach Reading Words

(stuck on a word)

Ask have you tried...

- to go back and reread?
- skip the word and come back?
- chunk sounds together?
- what word can fit here?
- to look at the pictures?
- chopping up the word?

I am going to...

- sound this word out with you.
- tell you the word.

Coach Comprehension

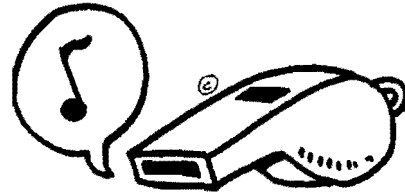
(can't remember or understand the story)

Say:

- I will retell what has happened so far.
- Fill in the who, what, where, when and why.
- Would it help if I summarized the story for you?

Matt

Reading Coach



When your partner is stuck-

Silently Count: 1... 2... 3...

Ask: Do you want Coaching or Time?
(Time = wait and look at strategies to help when your partner is ready.)

Coach Reading Words

(stuck on a word)

Ask have you tried...

- to go back and reread?
- skip the word and come back?
- chunk sounds together?
- what word can fit here?
- to look at the pictures?
- chopping up the word?

I am going to...

- sound this word out with you.
- tell you the word.

Coach Comprehension

(can't remember or understand the story)

Say:

- I will retell what has happened so far.
- Let's fill in the who, what, where, when and why.
- Would it help if I summarized the story for you?

Matt

Check for understanding

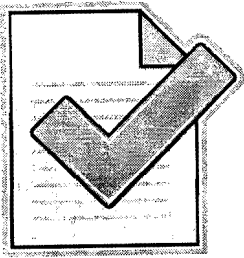
WHO?
What happened?

When?

Where?

WHY?

Good readers
retell what they read!



Daily Five- check for understanding during
"read to someone"

In the book by Gail Boushey and Joan Moser they suggest having the student who is listening hold a "check mark" so they can check the reader's understanding when the passage is finished. Print on cardstock, laminate, and have students store in their book boxes so they can check each other's understanding!

Adapted by: Christina Bainbridge

<http://www.teacherweb.com/mi/centralelementaryschool/mrsbainbridge>

Check for understanding

WHO?
What happened?

When?

Where?

WHY?

Good readers
retell what they read!

Read to Someone

(Different books)

Compare the main characters in your book using a Venn diagram.

1



Read to Someone

(Different books)

Read to your partner. Ask your partner 5 questions about your book. Then, switch roles.

2



Read to Someone

(Different books)

Rename your partner's book. Draw a new cover for the book and include the new title.

3



Read to Someone

(Same or different books)

Share your favorite part in the story with your partner. Tell what you liked about it.



4

Read to Someone

(Different books)

Create a true and false quiz about your book. Give it to your partner to answer.



5

Read to Someone

(Same book)

Practice choral reading over several days. When you have mastered the story, read it together in front of the class.



6

Read to Someone

(Same book)

Work together to complete the "Graphic Organizer of the Week". Both partners must complete an organizer.

7



Read to Someone

(Different Books)

Write a new end or beginning to your partner's story. Then, share your new writing with your partner.

8



Read to Someone

(Same book)

Fill out a review form for your book. Have your partner do the same. Then, compare reviews

9



Read to Someone

(Same or different Books)

Find words that are new to you in your book(s). Work with your partner to look up the definition for the words in the dictionary.



10

Read to Someone

(Same book)

Make a poster about your book and why your classmates should read it. Share your poster with the class.



11

Read to Someone

(Same book)

Write a letter to the author. Tell them what you liked about the book. Ask them 1-3 questions.



12

Read to Someone

(Different books)

Compare the setting in your books. What is the same? What is different?



13

Read to Someone

(Same book - non-fiction)

Work with your partner to write out 5 interesting facts from your book.

Share the facts with your classmates.



14

Read to Someone

(Same book)

Work with your partner to create a simple play about your book. Perform the play in front of the class.



15

Read to Someone

(Different books)

Compare books. Decide which one is better. Write a paragraph telling why it is the better book. Share your decision with a classmate.

16



Read to Someone

(Same book)

Decide what genre your book belongs to. Tell how you know.

17



Read to Someone

(Same book)

Decide on the author's purpose for writing the book. Tell how you know.

18



Read to Someone

(Same book)

Work together to write a new story involving the main character in your book. Read your story to the class.

19



Read to Someone

(Same book)

Work together to write a book recommendation. Put the recommendation and the book in the "Check it Out!" box.

20



Read to Someone

(Different books)

Look for text-to-text connections in your bin books. Record your findings and share with the class.

21



Listen to Reading

DAY ONE

Introduce Listen to Reading

- create I-chart (students will refer back to previous I-charts)
- show materials depending on what is available and set up in the classroom (computer, books on tape, etc)
- model and practice getting materials and using tape player
- model and practice listening and following the pictures and words
- model the correct and incorrect way (student)

DAY TWO

- review I-chart
- model setting up and using equipment (listening to the story)
- model putting equipment away**

DAY THREE

- review I-chart
- model and practice what to do when the story finishes**
- model and practice what to do if the chimes ring and the story isn't finished**

DAY FOUR

- review I-chart
- model correct way to do listen to reading (student)
- model incorrect and correct way to do listen to reading (student)

Review, practice, and model listen to reading daily. Typically listen to reading is not practiced whole class due to amount of equipment available.

On these days, continue to build stamina for read to self and read to someone.

Listen to Reading Stamina Graph

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| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | Day 11 | Day 12 | Day 13 | Day 14 | Day 15 | Day 16 | Day 17 | Day 18 |

Listen to Reading Websites

Story Line: Picture books read by members of the Screen Actors Guild (SAG)
<http://www.storylineonline.net/index2.html>

Book Pop – fairy tales
<http://www.bookpop.com/>

The Rosetta Project – classic stories we grew up with
<http://www.childrensbooksonline.org/library-audio.htm>

Light Up Your Brain -- requires QuickTime application
<http://lightupyourbrain.com/audio-stories-for-children.html>

Mighty Books
http://www.mightybook.com/story_books.html

Tumble Book Library
http://www.tumblebooks.com/library/asp/book_details.asp?Category=PictureBooks
*click on "View Online" – another window will pop up

Clifford Stories
<http://pbskids.org/clifford/stories/index.html>

Reading is Fundamental
http://www.rif.org/readingplanet/content/read_aloud_stories.msp

<http://www.rif.org/leadingtoreading/en/preschoolers/read/>

Additional Listen to Reading Websites

<http://www.kids-andgames.com/stories.htm>

<http://www.bbc.co.uk/schools/laac/story/sbi.shtml>

<http://www.candlelithtstories.com/so...dStoryBlog.htm>

<http://www.starfall.com/>

<http://www.dreamtime.net.au/dreaming/storylist.htm>

<http://www.mrsp.com>

<http://www.halifaxpubliclibraries.ca...mblebooks.html>

<http://www.mhln.com/corsair/isbn/MMH...l&anchory=null>

<http://www.rif.org/kids/readingplanet.htm>

<http://www.speakaboos.com/>

<http://kids.aol.com/KOL/1/KOLJrStories>

<http://www.bookpop.com/>

<http://pbskids.org/readingrainbow/>

<http://www.storylineonline.net/>

<http://www.robertmunsch.com/storytime.cfm>

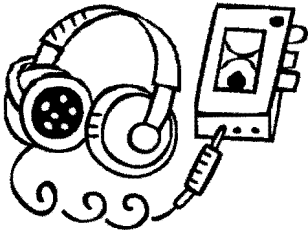
<http://www.classicfairytales.com/en/main>

<http://www.magickeys.com/books/>

[http://www.tosiproductions.com/ amaz...e/index fl.asp](http://www.tosiproductions.com/amaz...e/index_fl.asp)

Here is one that teaches strategies.

<http://reading.ecb.org/student/index.html>



Name _____

Date _____

Listening Center Response Sheet

Title: _____

Author: _____

Directions: Draw or write to answer each question.

Who were the
characters?

Where did the story
take place?

What was the
problem?

How was the problem
solved?

Listening Station

Name _____ Date _____

Title: _____ Author: _____

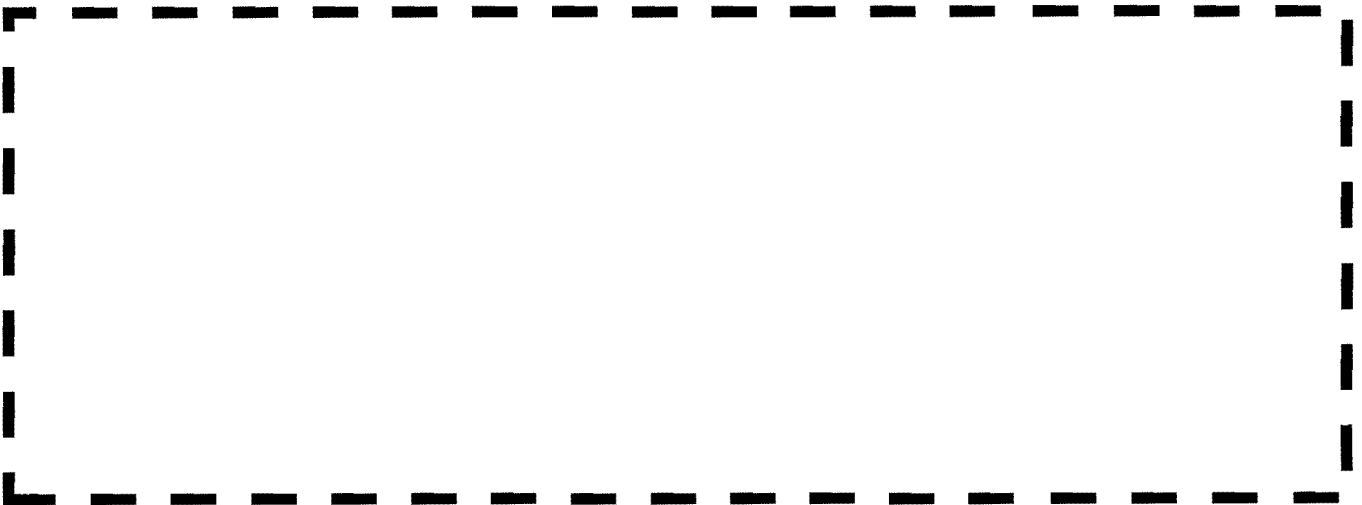
Summarizing:

This book was about _____

Evaluating:

My favorite part was _____

Draw a picture of your most vivid mental image.



Listening Station



Name _____ Date _____

Title: _____ Author: _____

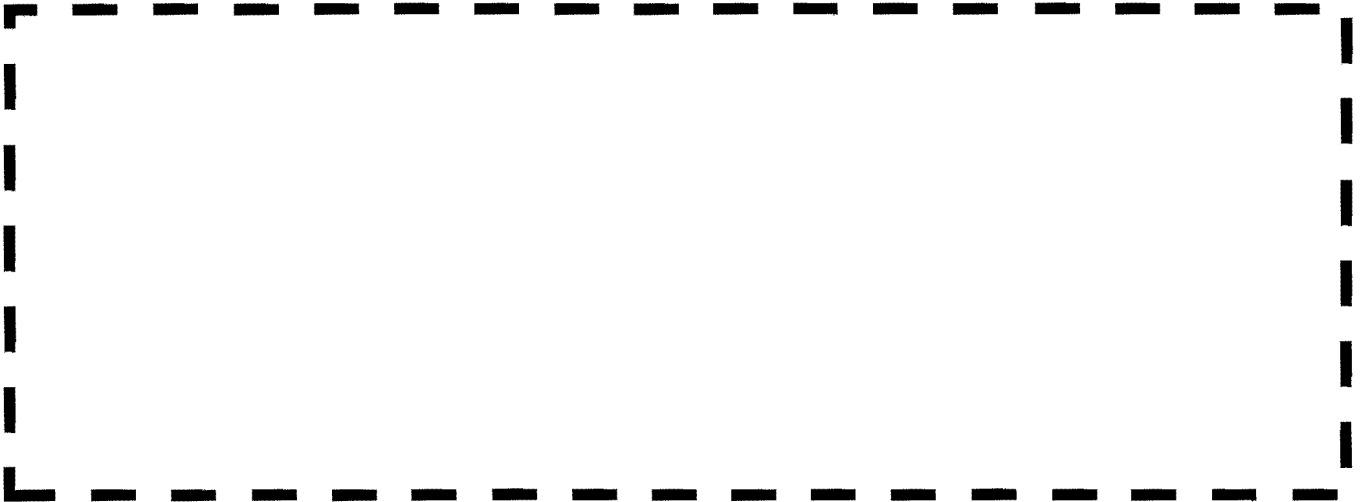
Making Connections:

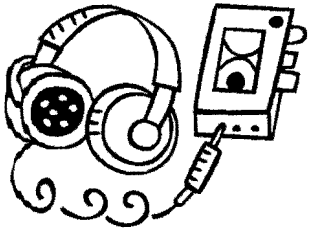
This reminds of _____

Evaluating:

My favorite part was _____

Draw a picture of your most vivid mental image.





Listening Post

Name _____

Title _____

Draw and write about your favorite part.

Words That I Know

Write 5 words from the book that you know. Read your list to your partner.

Did you like the book?



BOOK WITH TAPE TASK CARDS

Make a list of ten words that you didn't know or had trouble understanding.



Made by Joanne Griffin

Clip art by: <http://office.microsoft.com/en-us/clipart>

BOOK WITH TAPE TASK CARDS

Make a list of five words from the book that were feeling words.



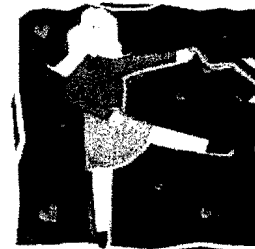
BOOK WITH TAPE TASK CARDS

Write three of your favorite sentences from the book.



BOOK WITH TAPE TASK CARDS

Design a new outfit for the main character in your book.



BOOK WITH TAPE TASK CARDS

Retell the story to your partner.



BOOK WITH TAPE TASK CARDS

Draw, color, and cut out a puppet (add a straw with tape) and do a puppet show for your partner about your favorite part of the book.

BOOK WITH TAPE TASK CARDS

Make a four square- (fold paper in half, then fold in half again)

- top left box (name of book & author)
- top right box (main characters)
- bottom left box (list words you didn't know)
- bottom right box (write your favorite paragraph) & share with your partner.



BOOK WITH TAPE TASK CARDS

Make a four square- (fold paper in half, then fold in half again)

- top left box (name of book & author)
- top right box (main characters)
- bottom left box (problem)
- bottom right box (solution to problem) & share with your partner.

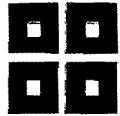


BOOK WITH TAPE TASK CARDS

Make a four square- (fold paper in half, then fold in half again)

- top left box (name of book & author)
- top right box (setting)
- bottom left box (fact or fiction)
- bottom right box (details of fact or fiction)

Share with your partner.



BOOK WITH TAPE TASK CARDS

Make a four square- (fold paper in half, then fold in half again)

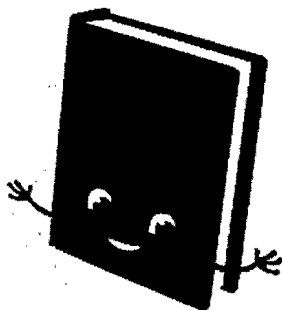
- top left box (name of book & author)
- top right box (main characters)
- bottom left box (why you enjoyed or why you didn't enjoy the book)
- bottom right box (draw a picture of your favorite part)

Share with your partner.



BOOK WITH TAPE TASK CARDS

Write a new beginning to the story.



BOOK WITH TAPE TASK CARDS

Write a new ending to the story.



BOOK WITH TAPE TASK CARDS

Write a sequel to the book. You must use the same characters and storyline.



BOOK WITH TAPE TASK CARDS

Make an advertisement for the book. Use manila paper. Be sure to include the name of the book and its author.



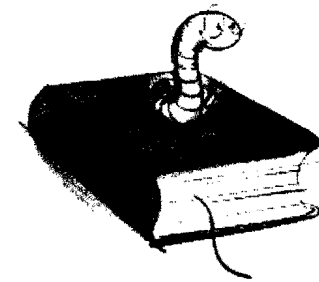
BOOK WITH TAPE TASK CARDS

Listen to the tape again. Pay close attention to how the reader treats periods, commas, and quotation marks.



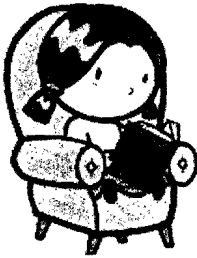
BOOK WITH TAPE TASK CARDS

Draw and color a new book jacket for the book.



BOOK WITH TAPE TASK CARDS

Write five questions about the book and ask your partner those questions.



BOOK WITH TAPE TASK CARDS

Write the main idea of the book and include three details.



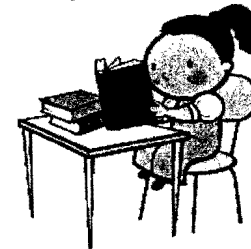
BOOK WITH TAPE TASK CARDS

Write five questions you would ask the author about the book and share with your partner.



BOOK WITH TAPE TASK CARDS

Tell your partner why or why you didn't enjoy the book. Give reasons for your like or dislike.



BOOK WITH TAPE TASK CARDS

Write a letter to a friend in class and tell why they should listen to this book.



BOOK WITH TAPE TASK CARDS

Write a letter to your teacher telling why you think the book with a tape is a good or bad idea. Give three reasons in your letter.



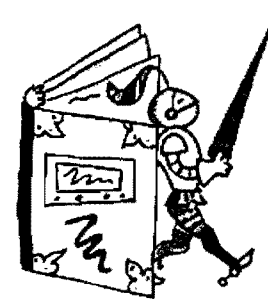
BOOK WITH TAPE TASK CARDS

Make a list of words from your book that were question words. (Example: Do)



BOOK WITH TAPE TASK CARDS

Write two sentences that use quotation marks.



BOOK WITH TAPE TASK CARDS

Make a four square (fold paper in half and then fold in half again) Draw a picture of four things that happened in the book. Cut them out and let your partner put them in the correct order.

4

BOOK WITH TAPE TASK CARDS

Make a list of qualities that the main character has that would make them a Super Person.



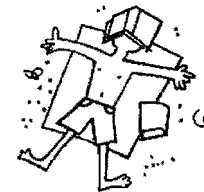
BOOK WITH TAPE TASK CARDS

Make a list of five foods you think your main character would enjoy eating.



BOOK WITH TAPE TASK CARDS

The main character in your story goes to the beach for the day. Make a list of things they could do.



BOOK WITH TAPE TASK CARDS

Use a post-it note and write two reasons you liked or didn't like the book. Put it on the board.



BOOK WITH TAPE TASK CARDS

If your main character had a pet, what would it be? Draw a picture of it and name it.



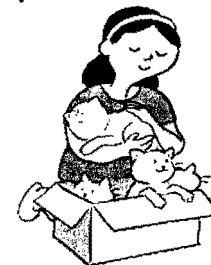
BOOK WITH TAPE TASK CARDS

If the main character read a book, which book would they read? Give three reasons why they would choose that book.



BOOK WITH TAPE TASK CARDS

If the main character found a box of kittens on the step, what would they do with it?



BOOK WITH TAPE TASK CARDS

BOOK WITH TAPE TASK CARDS

BOOK WITH TAPE TASK CARDS

BOOK WITH TAPE TASK CARDS

BOOK WITH TAPE TASK CARDS

BOOK WITH TAPE TASK CARDS

BOOK WITH TAPE TASK CARDS

BOOK WITH TAPE TASK CARDS

Listening Station Task Card

Summarizing a story

Think about the story you just listened to. What was the story mostly about? Tell about the **most important parts** of the story in **your own words**. Use at least 5 complete sentences. Be sure to include the main characters in your summary. Illustrate a picture to go along with your writing.

Listening Station Task Card

Comparing and Contrasting Two Characters

To compare means to show how two things are alike. To contrast means to show how two things are different. Think about the story you just listened to. How are the two characters in the story alike and different? Write at least two similarities and two differences of these characters neatly in your literacy log. Illustrate a picture to go along with your writing.

Created by Mrs. Vensko ☺

Listening Station Task Card
Comparing and Contrasting Two Stories

Think about the two stories you just listened to. How are these two stories **alike** and how are they **different**? Write at least two similarities and two differences of these stories neatly in your literacy log. Illustrate a picture to go along with your writing.

Created by Mrs. Vensko ☺

Listening Station Task Card
Making Predictions

When you make a prediction, you take a guess about what might happen. First, read the title of the book and look at the cover. Next, take a picture walk through the book and look at the pictures only. Do NOT read the words. What do you think this story will be about? Last, write your predictions neatly in your literacy log.

Created by Mrs. Vensko ☺

Listening Station Task Card
Using Context Clues

Context clues are words that can help you figure out the meaning of an unknown word. Find **two** words that you do know in the story you just listened to. Use the context clues around each word to figure out the meaning. Write the word and the context clues neatly in your literacy log. Tell what you think the word might mean.

Created by Mrs. Vensko ☺

Listening Station Task Card
Fantasy and Reality

Think about the story that you just listened to. What parts of the story could not happen in real life (**fantasy**)? What parts of the story could happen in real life (**reality**)? Write at least **two** parts that represent fantasy and **two** parts that represent reality neatly in your literacy log. Illustrate a picture to go along with your writing.

Created by Mrs. Vensko ☺

Listening Station Task Card
Making Text-to-Self Connections

Think about the story you just listened to. How does this story remind you of your own life? Write a connection neatly in your literacy log. Begin your connection like this:

**When I read this story, it reminded me of a
time when I... because...**
Created by Mrs. Vensko ☺

Listening Station Task Card
Making Text-to-Text Connections

Think about the story you just listened to. Does this story remind you of another story that you read? Write a connection neatly in your literacy log. Begin your connection like this:

**This story reminds me of something I read
because...**

Created by Mrs. Vensko ☺

Listening Station Task Card
Making Text-to-World Connections

Think about the story you just listened to. Does the story remind you of something that you heard about? Write a connection neatly in your literacy log. Begin your connection like this:

When I read this story, it reminded me of something I once heard about because...

Created by Mrs. Vensko ☺

Listening Station Task Card
Figurative Language

Figurative language (similies and metaphors) uses colorful words to make a story more interesting. Think about the story you just listened to. Look back in the story and write down as many examples of figurative language that you can find. Write them neatly in your literacy log.

Created by Mrs. Vensko ☺

Listening Station Task Card
Retelling a Story

To retell means to tell about the story using your own words (tell again). Think about the story you just listened to. With your partner, use the retelling cube to retell the story. Remember to take turns rolling the cube and retelling the story.

Created by Mrs. Vensko ☺

Listening Station Task Card
Story Elements Retelling Cube

Thinking about the story elements can help you comprehend a story better. Think about the story you just listened to. With your partner, take turns rolling the **story elements cube** and telling about the story elements. Afterwards, make a **story map** of the story you just listened to neatly in your literacy log.

Created by Mrs. Vensko 😊

Listening Station Task Card

Favorite part of the story

Think about the story you just listened to. What was your favorite part of the story? Write about your favorite part of the story neatly in your literacy log. Illustrate a picture to go along with your writing. Be sure to begin your sentence like this:

My favorite part of the story

was _____ because...

Created by Mrs. Vensko ☺

Listening Station Task Card

Favorite character in the story

Think about the story you just listened to. Who was your favorite character in the story? Write about your favorite character in the story neatly in your literacy log and tell why that character was your favorite. Illustrate a picture to go along with your writing. Be sure to begin your sentence like this: **My favorite character in the story was _____ because...**

Created by Mrs. Vensko ☺

Listening Station Task Card

Asking Questions (During Reading)

Good readers think about the story they are reading and ask questions to comprehend it better. Listen to the story and press the **STOP** button in the middle of the story. With your partner, roll the **blue cubes** and answer the questions about the story. Remember to take turns rolling the cubes and answering the questions. Be sure to use complete sentences.

Created by Mrs. Vensko 😊

Listening Station Task Card
Asking Questions (After Reading)

Good readers think about the story they just read and ask questions to comprehend it better. Think about the story you just listened to. With your partner, roll the **red cubes** and answer the questions about the story. Remember to take turns rolling the cubes and answering the questions. Be sure to use complete sentences.

Created by Mrs. Vensko ☺

Listening Station Task Card
Asking Questions (Before Reading)

Good readers use their **schema** for a book and ask questions **before reading** the story. Before you listen to the story, roll the **green cubes** and answer the questions with your partner.

Remember to take turns rolling the cubes and answering the questions. Be sure to use complete sentences.

Created by Mrs. Vensko ☺

**Listening Station Task Card
(DANNY AND THE DINOSAUR)**

Think about the story you just listened to. Pretend that one day you met a **REAL** dinosaur like Danny. Write a story to tell all about the adventure you have with your dinosaur friend! Be sure to include lots of details to make your story exciting! Illustrate a picture to go along with your writing.

Created by Mrs. Vensko ☺

Listening Station Task Card

Main Character

Think about the main character in the story you just listened to. Did you like reading about this character? Tell why or why not. What made this character special or interesting? Illustrate a picture to go along with your writing.

Created by Mrs. Vensko ☺

Listening Station Task Card

Summarizing a story

Think about the story you just listened to. What was the story mostly about? Tell about the most important parts of the story in your own words. Use at least 5 complete sentences. Be sure to include the main characters in your summary. Illustrate a picture to go along with your writing.

Created by Mrs. Vensko ☺

Listening Station Task Card

Sequence of Events

All stories have a beginning, middle, and an ending. Think about the story you just listened to. In your own words, tell what happened in the beginning, middle, and end of the story. Then, illustrate a picture to go along with your writing.

Created by Mrs. Vensko ☺

Listening Station Task Card

Problem and Solution

Think about the story you just listened to. What was the **problem** in the story (what went wrong ☹️)? What was the **solution** (how did the problem get fixed 😊)? Tell about the problem and solution in your own words. Illustrate a picture to go along with your writing.

Created by Mrs. Vensko 😊

Listening Station Task Card
Setting of a story

The setting of a story tells where and when the story takes place. Think about the story that you just listened to. What was the setting of the story? Write about the setting in this story. Be sure to use lots of 'colorful' words when describing the setting. Illustrate a picture to go along with your writing.

Created by Mrs. Vensko ☺

Listening Station Task Card Story Elements

The story elements include the **characters**, **setting**, **problem** ☹, and **solution** ☺. Think about the story you just listened to. What are the story elements? Make a story map in your literacy log to describe the story elements.

Created by Mrs. Vensko ☺

Word Work

DAY ONE

Introduce Word Work

- create I-chart
- show and model word work options (2-3 choices)
- add to I-chart as needed
- model incorrect and correct ways

DAY TWO

- continue to show and model word work options (2-3 choices)
- model and practice what to do when you are done**
- model and practice what to do if the chime rings and you are not done**
- review I-chart
- model incorrect and correct ways (students)

DAY THREE

- review I-chart
- review what to do when you are done/not done
- model incorrect and correct ways (students)

Review, practice and model word work daily. Typically word work is not practiced whole class due to the amount of choices.



Word Work Stamina Graph

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| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | Day 11 | Day 12 | Day 13 | Day 14 | Day 15 | Day 16 | Day 17 | Day 18 |

Spelling Rainbows

Rainbow write eight of your spelling words. Write each word first in pencil. Then trace over each word three times. Each time you trace, you must use a **DIFFERENT** color.

Silly Sentences

Write ten silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

If you have free time later, you can have a member of your spelling group try to locate your words!

Backwards Words

Write ten of your words forwards and then backwards. Write neatly!

Example: where erehw

Pyramid Writing

Pyramid write NINE of your spelling words. You must write neatly!

*Example: home h
ho
hom
home

Create an Activity

Can you think of a fun activity to do with your spelling words? Try it out in your learning center journal.

Be sure to give your activity a name!

ABC Order

Choose eight of your spelling words.

Write your words in ABC order!

For an extra bonus, write your words in backwards ABC order!

Spelling Paragraph

Write a paragraph using EACH of your spelling words. Be sure to underline your spelling words in your paragraph.

Don't forget a topic sentence and a concluding sentence! Write good 2nd Grade sentences in your paragraph!

Draw and Label

Draw and label ten of your spelling words. You **MUST** color your drawings and labels.

Don't forget to add a lot of great detail! Do your very best work!

Squiggly Spelling Words

Choose ten spelling words.

You are going to write them two times. Write them first in squiggly letters. Then write them once more in regular letters. Write neatly!

Blue Vowels!

Write **EACH** of your spelling words.

You will need a blue colored pencil.

Trace over the vowels in each word with your blue colored pencil.

Vowels = A E I O U

Bubble Letters

Write six of your spelling words in bubble letters. After you write your words in bubble letters, color your words with a crayon or colored pencil.

Bubble Letters Rock!

Three Times!

Choose eight spelling words. Write each spelling word three times. First, write each word in pencil. Second write each word in crayon. Third, write each word in marker. You **MUST** write neatly!

Acrostic Poem

Choose one of your spelling words.
Write an acrostic poem for that word.
You must also **ILLUSTRATE** your poem.

*Example: Fun in the sky
 Fly Laps around clouds
 Yes! I'm free

Adding My Words

1. Choose ten spelling words.
2. Add up each spelling word.
*Consonants are worth 10. *Vowels are worth 5.

*Examples-

$$\text{said- } 10 + 5 + 5 + 10 = 30$$

$$\text{there- } 10 + 10 + 5 + 10 + 5 = 40$$

Superman Letter

Your job is to write a creative letter to Superman (or another super hero).

In your letter, you must use each of your spelling words. Be sure to underline your words as you use them.

Spelling Shapes

Count your spelling words. If you have 15 words, draw 15 different shapes. Then write your spelling words inside each of the shapes.

Example:

babies

cried

Spelling Scramble

Choose ten spelling words.

Write your letters scrambled up.
Leave them alone until TOMORROW.

During center time tomorrow,
please unscramble your words.

You cannot start this activity on a Thursday.

Spelling Poem

Write a poem using several of your spelling words. Underline the words that you use. Illustrate your poem.

You can write any type of poem that you would like. For example, you can write an acrostic or cinquain poem. Enjoy!

Consonant Circle

Write each of your spelling words.

Then go back and circle all of the consonants in your spelling words!

Don't forget to write neatly in your learning center journal!

Vowel Circle

Write each of your spelling words.

Then go back and circle all of the vowels in your spelling words!

Don't forget to write neatly in your learning center journal!

Spelling Bee

Draw and color an outdoor picture.

Count your spelling words. Draw a bee for each of your spelling words.

Then write the words inside each of the "spelling" bees. Write neatly.

Goofy Spelling Story

Write a goofy spelling story using each of your spelling words. Be sure to underline your words as you use them. If you have time, you can illustrate and color your story!

Spelling Riddles

Write riddles for as many of your spelling words as you like. Don't forget to add the answer to your riddle.

*Example- I cry when I am hungry. I wear diapers. I am cute and cuddly. What am I?

*Answer- Baby

Connect the Dots

Write ten of your spelling words in dots.

Then connect the dots by tracing over them with a colored pencil.

Trace a Shape

Count your spelling words. Draw a shape for each spelling word. If you have twelve spelling words, draw twelve shapes. Then write your spelling words around each shape!

Word Sort

Practice sorting your words.

Write your word sort in your learning center journal.

Please make sure you write neatly!

Rhyming Words




Choose eight of your spelling words.

First write each spelling word in your learning center journal. Then come up with a rhyming word for each one.

*Example: cries tries

Spelling Code

Come up with a code for each letter of the alphabet. Write the code in your journal.

*Example: A=  B=  C= 

Then write as many of your spelling words as you would like in code. You must write the actual spelling word next to the "code word."

Fancy Letters

Write each of your spelling words using fancy letters.

Your letters can have curly-q's or dots, for example. Have fun!

Word Sort

Practice sorting your words.

Write your word sort in your learning center journal.

Please make sure you write neatly!

Upper and Lower

First write your spelling word normal.

Then rewrite your spelling word. This time write the vowels in lowercase and the consonants in uppercase.

*Example- lower LoWeR

Colorful Words

Write each of your spelling words. Write each letter using a different colored pencil!

*Example- colorful

Across and Down

1. Choose ten spelling words.
2. Write each word across and down, sharing the beginning letter.

*Examples- when four
 h o
 e u
 n r

Word Sort

Practice sorting your words.

Write your word sort in your learning center journal.

Please make sure you write neatly!

Rhyming Words

Choose eight of your spelling words.

First write each spelling word in your learning center journal. Then come up with a rhyming word for each one.

*Example: cries tries

Word Work

Letter Stamps

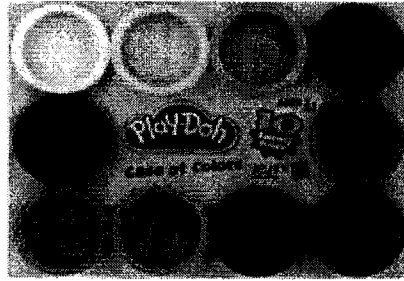


Directions:

1. Take a word work drawer with letter stamps to your seat.
2. Choose ten or more words from the weekly word list.
3. Stamp your words **neatly** into your **literacy notebook**.
4. When you are finished stamping, put all of the letter stamps back neatly in the case.
5. Place the drawer properly in the word work storage area. 😊

Word Work

Play-Doh Spelling



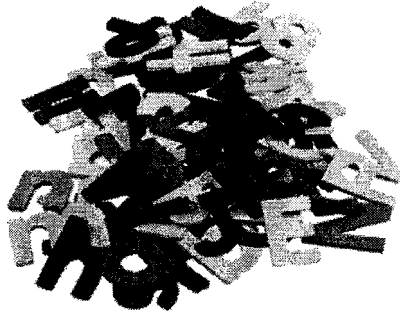
Directions:

1. Take a word work drawer with Play Doh to your seat.
2. Choose ten or more words from the weekly word list.
3. Use one color of Play-Doh for each word you make.
4. Form the letters of each word with the Play-Doh OR make a pancake and use a toothpick to write your words on it.
5. Write the words you make neatly in your **literacy notebook**.
6. When you are finished, put the Play-Doh back into the correct containers. **Do not mix the colors together.**
7. Place the drawer back properly in the word work storage area. 😊

A decorative border of small pencil icons surrounds the entire page. The pencils are arranged in a rectangular frame, with some pointing inwards and some outwards.

Word Work

Magnetic Letters

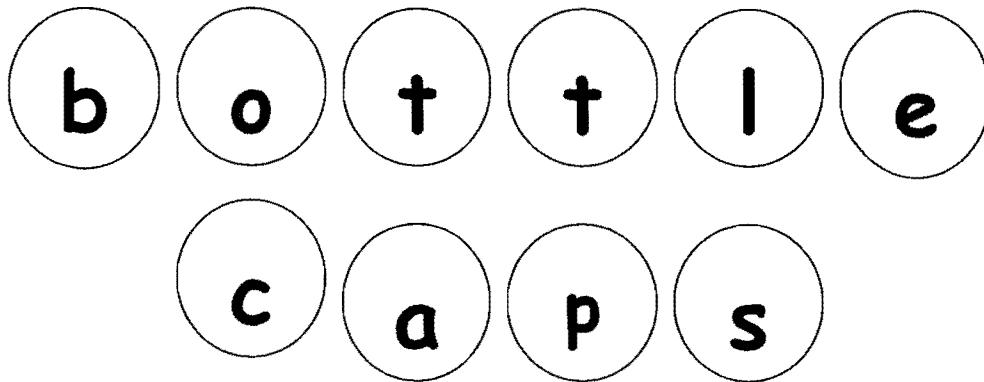


Directions:

1. Take a word work drawer with magnetic letters to your seat.
2. Use the magnetic letters to spell all of the weekly words on a cookie sheet.
3. After you spell all of the weekly words, move those letters around to spell brand new words (at least 3 or more letters long).
4. Write the new words you spell neatly in your **literacy notebook**.
5. When you are finished, put all of the magnetic letters back into the correct space of the letter case.
6. Place the drawer back properly in the word work storage area. 😊



Word Work

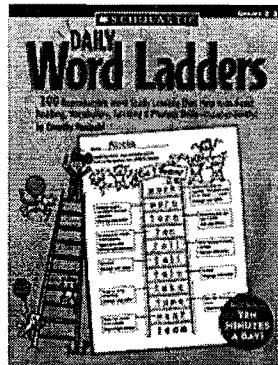


Directions:

1. Take a word work drawer with a container of bottle cap letters to your seat.
2. Use the bottle caps to spell all of the weekly words.
3. After you spell all of the weekly words, move those letters around to spell brand new words (each new word you make should be at least 3 or more letters long).
4. Write the new words that you make neatly in your **literacy notebook**.
5. When finished, place the bottle cap letters back in the proper spaces.
6. Place the drawer back properly in the word work storage area.

Word Work

Word Ladders



Directions:

1. Take a word ladders drawer with letter tiles over to your seat.
2. Read and follow the directions at the bottom of the word ladder to make new words.
3. Place the plastic letter tiles on the ladder to help you make your new words.
4. Check your answers when you are done., but don't peek until you are finished!
5. Draw your word ladder neatly in your **literacy notebook**.
6. When finished, place the word ladders materials neatly in the drawer.
7. Place the drawer properly in the word work storage area. 😊

Work on Writing

DAY ONE

Introduce Work on Writing

- create I-chart (students will naturally refer back to previous I-charts)
- show materials (notebook, pencils, crayons, markers, etc)

DAY TWO

- review I-chart
- model a writing activity** (example-writing a letter to someone)
- do together (each student using their notebook and a familiar book from read to self)

DAY THREE

- review I-chart
- model incorrect and correct ways (student)
- model another writing option
- do together

DAY FOUR

- review I-chart
- model and practice getting materials, finding a spot, and putting materials away**
- model another writing option
- do together

DAY FIVE

- review I-chart
- model what to do when you are done**
- model what to do when you are not done and the chime rings**
- model another writing option
- do together

Continue to model writing options and give students time to practice (along with getting materials, finding a spot, and putting materials away).

It's a good idea to start modeling writing options at the beginning of the year (could be done as part of shared reading and/or modeled writing), so when you introduce work on writing (and model again these options before students practice independently) they will already be familiar with the writing options (draw and write about a character, draw and write about the problem and solution, etc...)

Ideas for Work on Writing...

- Letters to friend, teacher, family
- Cards
- Reading Responses
- Journal entry
- Stories (made up-fantasy, real, etc)



Work on Writing Stamina Graph

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Writer's Checklist:

- I used lowercase letters.
- I have a capital letter at the beginning of my sentence.
- I used punctuation . ? ! ,
- I used spaces.
- I stayed on topic.
- My sentences make sense.
- I spelled word wall words correct.

Durning, 2010

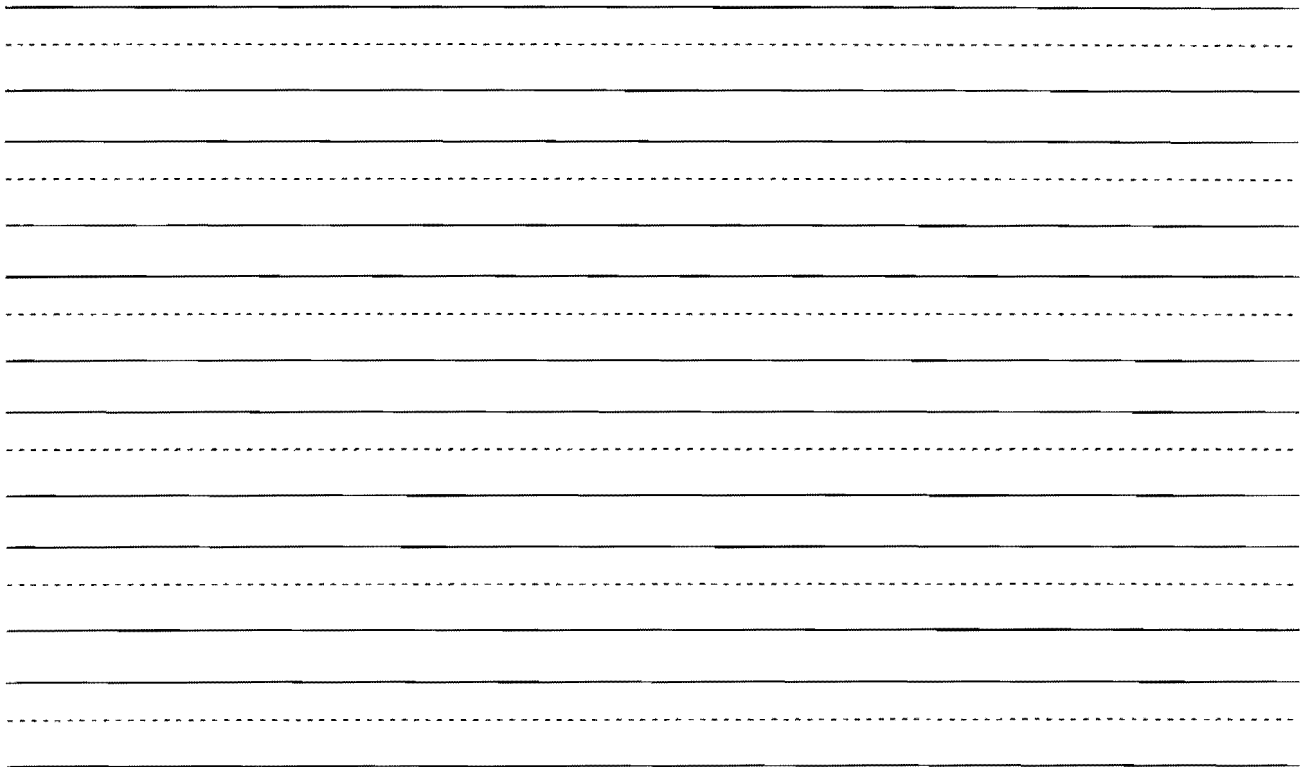
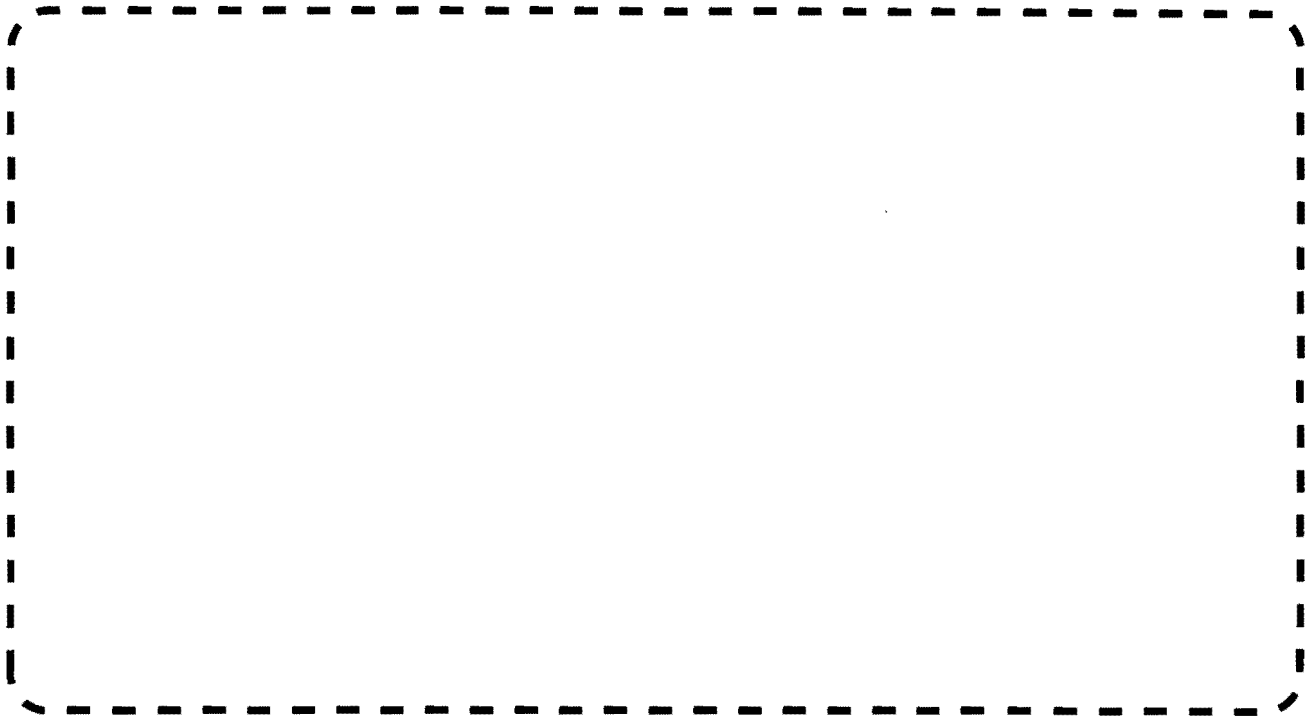
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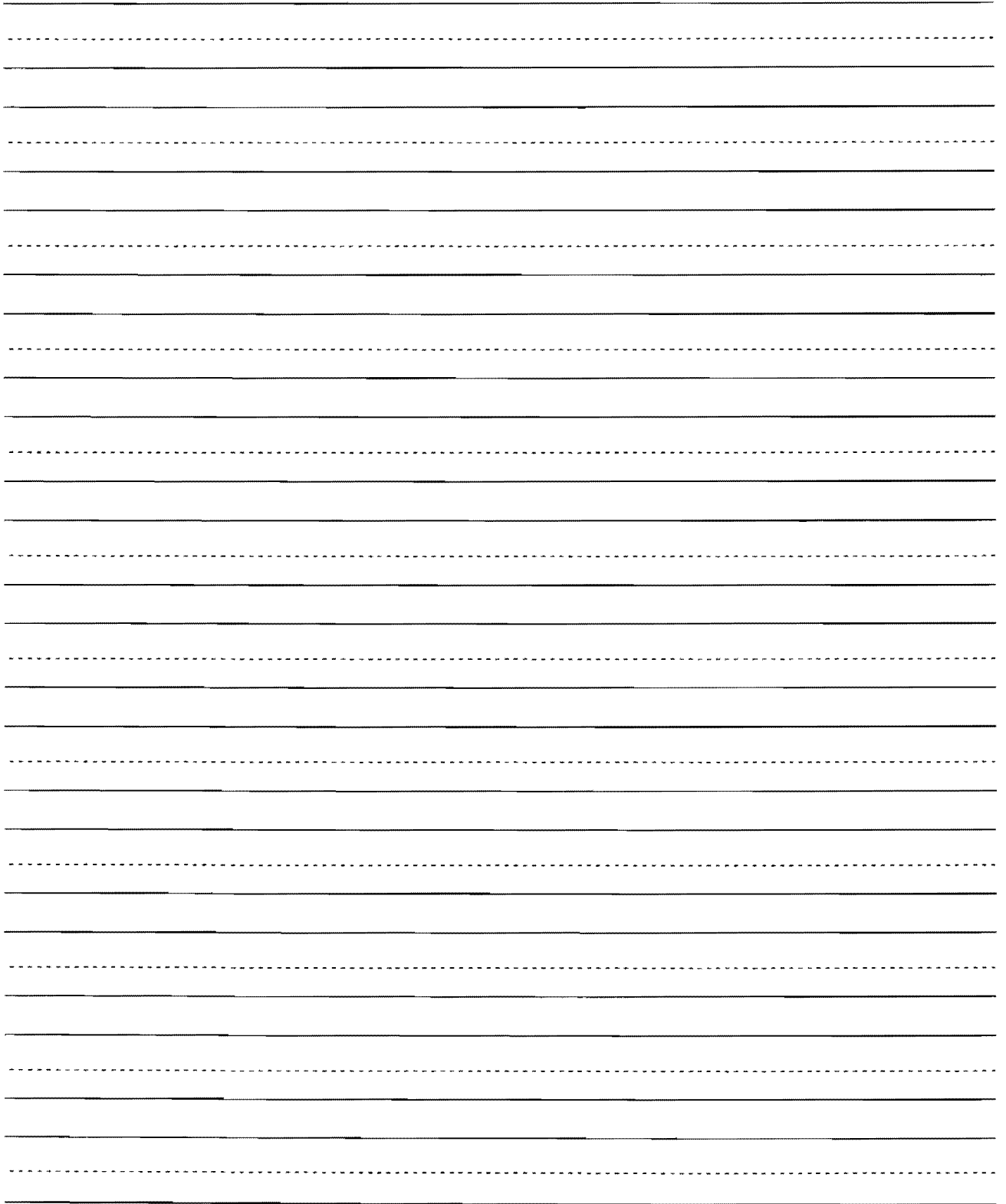
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Durning, 2010

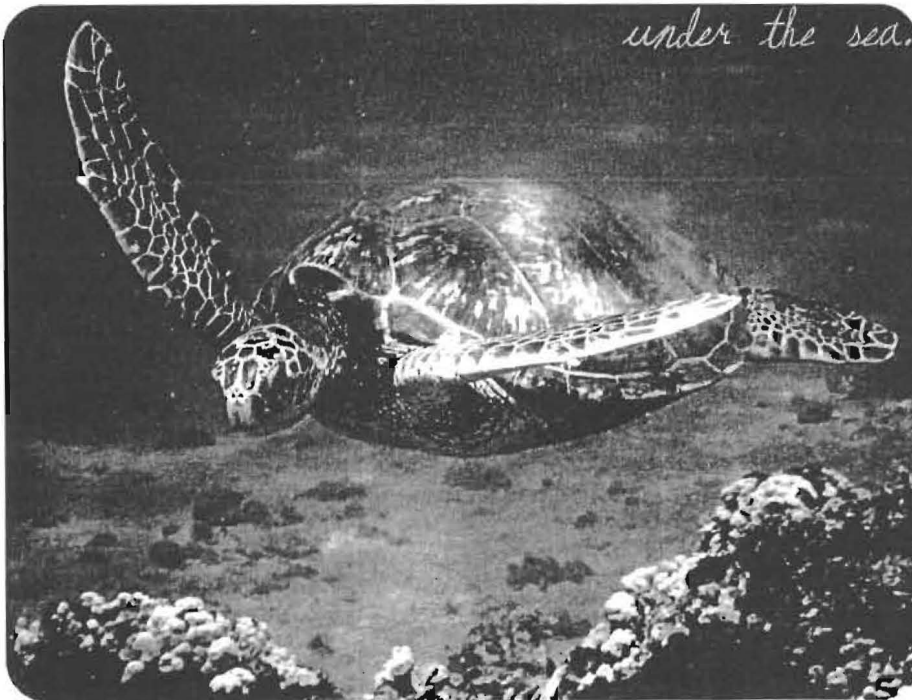
Print, laminate, and have students store these in their book boxes. Using a dry erase marker, students can evaluate their own writing.

Squiggle Writing





Print, laminate, punch a hole in them, and then put a binder ring through them. These make great writing prompts to have as an option during daily 5 rounds!















Photos from photobucket.com, Durning 2010



