

Brad's plans for the first week!!

We will have several goals for September:

1. We will MAKE ROOM FOR READING IN OUR LIVES as measured by Homework Logs
2. We will USE READING TIME WISELY as measured by Book Logs and SSR Time Rubric
3. We will UNDERSTAND AND THINK ABOUT WHAT WE READ as measured by Comprehension Quizzes, Retellings, and Book Conversations Rubrics
4. We will READ FLUENTLY WITH EXPRESSION as measured by Running Records and Fluency Rubric

Day 1--Strategic Reading

Focus--Talk about structure of block--Before/During/After
Teacher Input (TI)--What is Reading? Making a Reading Life. Reading with Friends

Practice--Teacher models with (text to be filled in later)

Closure--Students write answer to question "What is Reading?"

Day 1--Self Selected Reading

Focus--Interests and Attitudes

TI--Filling out a Reading Interest List

Practice--Students may look through library with friends and read while teacher conferences with individuals to establish reading levels/strategies used. Students will list books they like to read/titles they want to read/books they'd like to see more of in our library.

Closure--Class shares lists and what they did during practice

Day 2--Strategic Reading

Focus--What kind of reader are YOU?

TI--Talks about different kinds of readers.

Practice--Teacher models with (text to be filled in later)

Closure--Class discusses what kind of reader the main character was, then students write answer to focus question.

Day 2--SSR

Focus--Intro structure of block

TI--Goes over acronym DIRT (Daily Independent Reading Time), relates it to behavioral expectations during this time

Practice--Students may read books selected yesterday.

Closure--Get with a friend to share what you read

Day 3--Strategic Reading

Focus--Building stamina for reading; reading like coaching

TI--Teacher explains how he is like coach for sport of reading; we have to practice, practice, practice.

Practice--Teacher models reading with (text to be filled in later)

Closure--Classes discusses (charts?) the things that made the main character a better player

Day 3--SSR

Focus--Review procedures of block

TI--Talks about building stamina; intro's rubric for SSR

Practice--Students read individual books as T. notices behaviors and/or conferences

Closure--Class discusses how time went and rate selves according to rubric. T. asks "Who read really good book today?" One or two may share.

Day 4--Strategic Reading

Focus--Review things main character did to get better yesterday
TI--Brings out Goal Chart "Making Room for Reading in our Lives"
Practice--Students read (text to be filled in later)
Closure--Class discusses main character as a reader

Day 4--SSR

Focus--Setting Goals
TI--Reading Logs, how to fill out READ ALOUD (text to be filled in later)
Practice--Students read individual books as T. conferences
Closure--T. reviews how to fill out log. Share with a different friend than before

Day 5--Strategic Reading

Focus--Monitoring; reading for meaning
TI--Explains setting purpose for reading (entertainment, information, perform a task), relates it to genre (fiction, nonfiction) and intro's activity "What's For Reading?"
Practice--S. read (text to be filled in later)
Closure--T. reviews difference in fiction/nonfiction

Day 5--SSR

Focus--Using Reading Time Wisely
TI--shows Goal Chart for focus; reviews DIRT rubric
Practice--Students read individual books; T. will (hopefully) be wrapping up interviews
Closure--"How'd our time go?" use rubric; Share with yet a different friend.