

Contents

Introduction	7
ACTIVITIES	11
Modeling Mini-Lessons	12
Teacher Task Cards for Think-Alouds	13
Student Task Cards for Think-Alouds	21
Reading Across the Curriculum	27
Planning a Literacy Cluster	28
Choices for Literacy Activities	33
Coded Bookmarks and Flags	38
Energizers	44
The Open-Ended Response Board	45
Nonfiction Thinking and Reasoning	49
Anchor Charts	53
Tools for Creative Thinking	60
Goldilocks Thinking Tools	62
Thinking Strategies for Readers	65
The Bulletin Board That Grows	67
Asking Questions with More than One Answer	70
Creating Productive Questions	71
Using Productive Questions to Study Literature	73
I've Got the Answer! Who's Got the Question?	75
Preview and Review Games	77
Dictionary Move and Match	78
Nonfiction Move and Match	82
Goldilocks Rap	86
Toss to Twelve	88

Walk-on Shower Curtain	90
“I Have/Who Has?”	95
Buddy Reading and More	98
Talk Spot Cards	99
Buddy Reading for Younger Pairs	101
Buddy Reading for Older Pairs	104
Bloom’s Reading Task Cards	112
Musical Options	120
The Reading Response Folder	130
Choosing a Good Book for You (for Younger Students)	131
Choosing a Good Book for You (for Older Students)	132
Daily School Reading Log	133
Daily Home Reading Log (for Younger Students) ..	134
Weekly Reading Log (for Older Students)	135
Task Cards for Reading Log Responses	137
Monthly Book Project	150
Choice Cards and Wallets for Younger Students	152
Choice Cards and Wallets for Older Students	160
Tic-Tac-Go Menu	164
Choice Option Menu Planning (CHOMP)	167
RUBRICS AND POSTERS FOR YOUR CLASSROOM	169
Rubrics	170
Posters for Your Classroom	176
RESOURCES	185
Internet Connections for Teachers	186
Print Resources	187
Index	188

Walk-on Shower Curtain

PURPOSE

To provide an opportunity for practice and review in multiple areas of the curriculum

INTELLIGENCES

Number learner
On-the-move learner
With-friends learner
Word learner

LEARNING STYLES

Auditory learner
Tactile/kinesthetic learner
Visual learner

GROUP SIZE

Pair or triad

SKILLS

Following directions
Predicting/confirming

AGE GROUP

All ages

MATERIALS

- Six clear sheet protectors (8½" x 11")
- Clear shower curtain liner
- Clear, 2"-wide mailing tape
- 48 index cards (5" x 8"), unlined
- One *lightweight*, plain paper plate (9")
- Large paper clip

To Prepare the Shower Curtain Liner

1. The goal is to create pockets on the shower curtain liner.
2. Cut each sheet protector into four pieces, each 5½" x 8½".
3. Place the shower curtain liner on the floor.
4. Space the sheet protector pieces evenly across and down the shower curtain liner, creating six rows with four pieces in each row.
5. Use the clear mailing tape to secure the pieces to the shower curtain liner on the sides and bottom of each piece, leaving the top of the piece open.
6. Insert an index card into each pocket. These are your "space holders"; they help you to see the pockets when you're replacing old playing cards with new ones for a new round of the game.

To Prepare the Playing Cards

1. On each of the other 24 index cards, write one piece of information you want the children to review. This might be a single word, a phrase, or a question (e.g., "Define 'Exoskeleton'"; "Give a prepositional phrase"; "Name the 13 original colonies"; "Who's the main character in *Charlotte's Web*?").
2. Insert one playing card in each pocket of the shower curtain.

To Prepare the Spinner

1. With a ruler and a marker, divide one of the paper plates into quarters.
2. Number the sections from one to four.
3. Laminate the plate so that it will hold up during repeated game playing.



TEACHER TIP

Because the cards can be removed and replaced by other cards, this game has many possible uses in all subject areas.



VARIATION

For older children:

After an older child reads the word on the playing card, ask her to come up with an antonym or synonym for that word.



To Prepare the Draw Cards

1. You can avoid disputes about spinning again by creating a few "draw cards." Copy the reproducibles from page 94 onto card stock.
2. Laminate the full-page copy, and cut the cards apart.
3. When the spinner lands "on the line," have the player draw one of these cards and then move accordingly.

To Play

1. Assign one student to be the "player" and another student to be the "director."
2. Have the director place the point of a pencil through a paper clip in the center of the plate, and then spin the paper clip.
3. Ask the player to start at the top left corner of the shower curtain and to move the number of spaces indicated by where the paper clip lands. When he gets to the designated spot, he is to read the card he's landed on and answer the question or perform the task described on the card. If he can't answer the question, he goes back to where he was.
4. Tell the player that when he reaches the end of the first row, he should go to the next row and follow that row from right to left. With successive spins of the spinner, he continues zigzagging his way across the shower curtain until he reaches the end.
5. The player's turn ends when he reaches the last square. The director doesn't need to spin the exact number.
6. "Player" and "director" then exchange places and play again.

VARIATIONS

For younger students:

- ◆ Put on each playing card a picture of a word that begins with a sound you've been working on. When a child lands on that card, he is to name the picture and then say the letter the word begins with. (He might land on the picture, announce that it's a monkey, and say that it begins with "m.")
- ◆ After the child identifies the picture on the playing card she lands on, have her give a word that rhymes with what's pictured.
- ◆ If you are exploring with young children the body coverings of different animals, make each playing card show a picture of a snake, bird,

bear, or other animal. Divide the spinner plate into four sections: "feathers," "scales," "fur," and "spin again." Include a picture clue with each of these words. Place the cards in the pockets. If the spinner lands on "feathers," the player moves to the next space that shows an animal with that body covering. The challenge is simply to figure out which square the child should be moving to; he doesn't have to do anything more once he gets there.

- ◆ Divide the plate in fourths and label the sections "air," "sea," "land," and "spin again." Again, use pictures of animals as the playing cards. In this case, if the spinner lands on "sea," for example, the student would move to the next space that shows a sea creature.

Talk Spot Cards

Once you've assisted students in finding partners who will work well with them and have read the same book, the next step is to identify a specific place where each pair will meet. Here's a quick and easy way to do that.

Getting Ready

1. Copy the reproducibles on page 100 onto card stock.
2. Laminate the pages and cut them into separate pieces.

Using the Cards

1. Have each pair of students choose a card to reserve their "Talk Spot" for the week.
2. Write both partners' names on a sticky note attached to the card, and display these cards in your room. You can always add other "Talk Spots" that fit your classroom layout and furnishings.
3. At the beginning of the next week, have each pair of students choose a new "Talk Spot" card. Note that talk spots change every week, but partners may stay together for as long as three to four weeks.

PURPOSE

To allow student choice and eliminate confusion

INTELLIGENCES

On-the-move learner
With-friends learner
Word learner

LEARNING STYLES

Auditory learner
Tactile/kinesthetic learner
Visual learner

GROUP SIZE

Pair or triad

SKILLS

Categorizing
Comparing/contrasting
Creative expression
Evaluating
Fix-up strategies
Following directions
Imaging
Inferring
Organization
Predicting/confirming
Problem-solving
Questioning
Sequencing
Synthesizing

AGE GROUP

All ages

MATERIALS

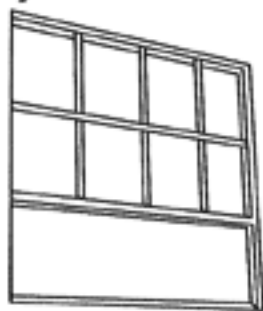
- Sticky notes (3" x 3")

Talk Spots

In the class library



By the window



Under the clock



Under the back table



On the beanbag chairs



In the class meeting area



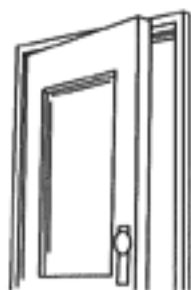
Near the teacher's desk



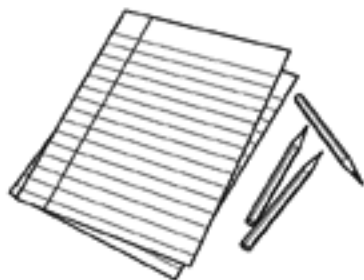
In the science area



Near the door



In the writing area



By the book shelf



At my desk

