

During Reading Strategies

Graphic Organizers

I have tried to brainstorm all of the reading strategies I have heard from other teachers, or trainings. Most of the ideas are NOT ones I have come up with so I can not take any of the credit!



I have a book that I purchased to help organize thinking when reading. It is called [Graphic Organizers and Activities for Differentiated Instruction in Reading](#). It was helpful to me to figure out some ideas for fiction reading. I use graphic organizers as well for nonfiction. Here is an example of one I will use next with my next book. Students are reading about deadly sea creatures and will fill this out as they go.

Animal	What they eat	Where they live	Animal Size	Interesting Features and Facts
Great White Shark				
Saltwater Crocodile				
Sea Anemone				
Jellyfish				

There are a million graphics organizers out their on the internet. Here are a few good links:

http://www.eduplace.com/kids/hme/k_5/graphorg/

Several different kinds of organizers

<http://www.graphic.org/goindex.html>

These are organized by skill.

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

<http://www.enchantedlearning.com/graphicorganizers/>

<http://www.teachervision.fen.com/page/6293.html>

This is a great site with graphic organizers by subject area.

<http://curry.edschool.virginia.edu/go/edis771/notes/graphicorganizers/graphic/>

A library of graphic organizers.



Concentration

When I do a word sort activity, usually the next meeting I will play concentration with the students so that they know not only how to pronounce the words, but also what they mean. I may do this game more than once in a book, sometimes I will pull out cards to only have a few matches to save time. I try to include words they will be reading in their next section. I use the word sort cards, and then use an online dictionary to create the definitions during my planning. Students then play a matching game (like Memory) and match word to definition. They like it and it achieves its purpose!

Click [here](#) to go to the online dictionary I use



Quick Draw

This is activity that I do when I have extra time in my reading lessons. It would also be a good review for a book. Some days, I feel too rushed to do this, but the students love it. I play it kind of like the Win, Lose or Draw game from a long time ago. Students are divided into 2 teams. One student draws a picture of something FROM the story and his teammates have to guess. If the team gets it right they get a point. If they don't get it right it goes to the other team and they get to guess.

Because this game takes so long I often play it so that each student gets a whiteboard and a marker and they all draw at the same time something from the story. Then I call time, take up markers and the group gets to guess what each student drew from the story.



Pick a Card, Any Card

I have these green cards that our Reading Specialist made for me. They are thinking prompts for a story. I have students each draw one or two and then we pile them all in the center of table. I give students each one or two post it notes and tell them I want them to respond to any one or two cards on the sticky after they finish reading. Then we share in pairs, with me or the whole group. Here is the list of prompts:

I never thought that.....

I thought....

I can't believe...

I think the author...

I wonder why...

What if...

I was surprised...

It reminds me of...

I really can't understand...

I like the way...

Here are some other prompts I was given:

Is this character similar to any others) I have read about?

Can I write a summary of this part of the story?

What do I know so far?

What did the author do to make me think this way?

Am I satisfied with this story?

How does this information differ from other things I know?

Why is this difficult for me to understand?

Does this information give me any clues as to what may happen later in the story?

Why would his information be important for me to know?

Here is a [link to a website](#) with several different prompts/ response cards.



Read My Mind

This is an idea that I got from our Reading Specialist. I think of important words or phrases from the story and write them down ahead of meeting with the students. Then I tell the students they are going to try to read my mind and get into my head and tell what part of the story I am thinking of, BUT I will give them a hint. I will give them one or two words to help them figure out my brain. For example, if we were reading James and the Giant Peach I might say the word "glowing green" and students would need to tell me I am thinking of the magic beans James dropped that created the giant peach. They love this game.

I had kids (don't you just love it when they do this?) if they could play read my mind. They brainstormed words as they read and then asked a group member to "read their minds."



Wikki Stick Windows

I will be adding more here but this is a link that has information on how to use Wikki Sticks many ways. Scroll down until you see these links.

<http://www.marcias-lesson-links.com/>



Fat and Skinny Questions

These are not my idea, but I do love them. This is an idea that I got from [Laura Candler's website](#). If you haven't been there you need to go! This is a wonderful website that explains how she does literature circles. Anyhow, back to skinny and fat questions. She uses these as part of literature circles, but I use them in my guided reading groups.

First I explain to students what fat and skinny questions are- this would be a great in whole group mini-lesson- using her [lesson plan](#) with the Rainbow Fish. Then we break into small groups and complete the sorting cards. This gives the class background on these kinds of questions. Then I ask students to create their own fat questions to ask the group members after they finish reading. However, this can be very hard for the lower readers. I made a poster of these [cards](#) to give lower readers some prompts.



Think Marks

This is another idea I picked up from someone else- I think it may even be the Fountas and Pinnell Guided Reading book. I give students each a sticky post-it-note (I love these and use them almost daily in reading). I ask them to mark any pages that interest, confuse them or remind them of something. Or what is going on in their heads as they read. Or I may ask for a connection or prediction. I use the lessons that are outline in the F and P Guided Reading book for the first 20 days of reading (independent reading I believe) to teach students how to use and create think marks. Then we share the think marks in our group, pairs or with me!

I may ask them to make a prediction on a specific page about what they think about what is going to happen. For example I will say "Look at the title for chapter 5. What do you think will happen in this chapter? Write it on this sticky note." Then I will put a sticky in everyone's book on chapter six. I will ask students to adjust their prediction. This means were they right or wrong in their prediction and what really DID happen in chapter 5. This can be done many ways.



Where Am I?

I do this with my students when we are doing a whole group story that we are listening to on tape. I teach two groups of students so when we listen to a tape, I have to rewind it for my other group and lose the place of the first group or vice versa. So I invented a game. While I try to rewind and fast forward to find where we left off, I ask students to find where I am in the story when I hit play. They love the challenge (kids are so funny) and I can find where we left off!



Irregular Fold Response

I went to a BEHR workshop by Tarry Lindquist and it was SO good. This is a tip that I picked up there. She was so funny and was a wonderful presenter. One of this things she said was that she gave away LOTS of extra credit (not really but told the students she did!). That just cracked me up because I always thought; no I really DO have to give the extra points. Then I

thought, if the assignment wasn't graded do you really have to? Just an interesting thought.

Students can do this on a piece of notebook paper. They will need to fold it three times to create three boxes. I made a word document because I thought it would be easy to show rather than explain. Click [here](#) to see an example.



Whiteboard Retelling

After finishing the story (or sometimes half way through) I will write on the top of small white boards. I will label one white board characters, another setting, another problem, another events, if we are finished I will mark another solution. If we haven't finished I may mark it prediction. Then students get to choose the board they want and write the characters, setting, etc. depending on what their board says to do. Then we each share our boards to create a whole retelling of the story.



Questioning Bookmark

I created this bookmark using questions from a BER handout. Basically, after reading a section students can quiz each other using these [bookmarks](#). Make sure to model how to use them first!!!