

Reading is Thinking (Mini-Lessons)

Note: Each mini-lesson should be followed by at least 10 to 15 minutes of Self-Selected Reading (SSR) time.



Day 1 - Introducing SSR & Establishing Guidelines

- Introduce classroom library and checkout procedures.
- Work together to develop guidelines for participation during SSR time.

Day 2 - How to Choose a Book

- Ask students to share ways that readers choose books (favorite author, read the back cover, look at the pictures, etc.)
- Discourage methods that are focused on specific reading levels or AR points.

Day 3 - Refining Book Choices

- Ask students if they have ever chosen a book that was too easy or too hard for them. Have them share how they felt while reading the book.
- Introduce the terms "easy," "just right," and "challenging" as ways to identify book levels; have students help create a class chart of characteristics of each type; discuss when you might choose each type.

Day 4 - Introduce "Reading is Thinking"

- Explain that when good readers read, they are thinking as they read. Give some examples of how you might think about a book (making predictions, asking questions, visualizing, etc.)
- Write "Reading is Thinking" on the top of a sheet of chart paper and have your students help you list the ways that readers think while reading.
- Ask students to think about these ideas while reading silently; after SSR time, invite students to share how they were thinking about their books. Add any new ideas to the "Reading is Thinking" chart.

Day 5 - How to Chat with a Book Buddy

- Tell students that when you are excited about what you are reading, you often want to talk about the book with someone. Discuss and chart appropriate ways to chat with a Book Buddy (taking turns, making eye contact, listening to each other, discussing your thinking, etc.)
- At the end of SSR time, pair students with a partner and review the chart.

Growing Readers Mini Lessons

Tony Stead



Growing Readers Mini Lessons:

Growing Readers Kathy Collins, 2023-10-10 Primary grade teachers face an important challenge teaching children how to read while enabling them to build good habits so they fall in love with reading. Many teachers find the independent reading workshop to be the component of reading instruction that meets this challenge because it makes it possible to teach the reading skills and strategies children need and guides them toward independence, intention, and joy as readers. In *Growing Readers*, Kathy Collins helps teachers plan for independent reading workshops in their own classrooms. She describes the structure of the independent reading workshop and other components of a balanced literacy program that work together to ensure young students grow into strong, well-rounded readers. Kathy outlines a sequence of possible units of study for a yearlong curriculum. Chapters are devoted to the individual units of study and include a sample curriculum as well as examples of mini lessons and reading conferences. There are also four Getting Ready sections that suggest some behind-the-scenes work teachers can do to prepare for the units. Topics explored in these units include print and comprehension strategies, reading in genres such as poetry and nonfiction, connecting in school reading and out of school reading, developing the strategies and habits of lifelong readers. A series of planning sheets and management tips are presented throughout to help ensure smooth implementation. We want our students to learn to read and we want them to love to read. To do this, we need to lay a foundation on which children build rich and purposeful reading lives that extend beyond the school day. The ideas found in *Growing Readers* create the kind of primary classrooms where that happens.

Makeover in Christ Sherry Roe, 2021-09-21 Is it possible that we truly can have a makeover in Christ? Can we actually become more like Him just by paying attention to everyday challenges in our ordinary life? Through the Bible, there were wild and crazy happenings such as the parting of the Red Sea or Jonah resting in the belly of a whale, so how can our everyday life teach and stretch us to become more like Jesus? You will be surprised how much you can learn by opening your spiritual heart and listening to the Father, Son, and Holy Spirit as they challenge you in your ordinary or not-so-ordinary life.

Strategies for Implementing Guided Math Laney Sammons, 2012-07-15 In this resource, Laney Sammons, author of *Guided Math*, delves into the strategies necessary to effectively implement the Guided Math Framework. It provides specific strategies for implementing the seven elements of the Guided Math Framework. In addition, this professional resource includes digital resources, sample lessons, activities, and classroom snapshots of strategy implementation at three grade levels: spans K-2, 3-5, and 6-8. *Strategies for Implementing Guided Math* is correlated to College and Career Readiness and other state standards.

Motivating Teen and Preteen Readers Jeffrey Pflaum, 2011-08-16 Computer games, video games, Internet, iPods, DVDs, CDs, texting, social media, and surfing. No wonder reading has a hard time competing for adolescents' attention. Research studies find that interest in reading diminishes after the fourth grade and continues through high school. Throw in a testing culture with all its drill lessons, and you still wind up with 50% of college freshmen unable to comprehend the textbooks. Whatever happened to motivation? You

can lead a horse to water but *Motivating Teen and Preteen Readers How Teachers and Parents Can Lead the Way* contains over 1 000 diverse original fun creative absurd challenging questions on reading that will inspire adolescent reading lives from the inside out The four books of questions contained in this volume are designed to help kids help themselves find their ways to a desire to read Weekly questions discussions and raps a one year journey into the worlds of reading compel preteens and teens to face their demons peacefully and to re create a passion for reading of course with a little guidance from their friends teachers parents and this book Check out some questions What was the first book you remember reading by yourself What thoughts are triggered by this book What feelings come back to you Think of a word that makes you feel good Silently say the word over and over again to yourself Describe what you experienced Athletes say they re in the zone when playing at their best Describe your reading when you re reading in the zone Reading everyday quietly changes your world Explain Mind pictures reading s little miracles Explain **Differentiation Is an Expectation** Daniel

Weckstein,2013-10-11 Turn your school into a place where every child achieves This book provides leaders with all that they need to promote differentiation in their schools and districts Through research and first hand experience the authors have identified effective strategies for hiring differentiation minded staff members communicating the need for differentiation to all stakeholders motivating teachers to differentiate and using differentiated teacher evaluation to effect change *Good Choice!* Tony Stead,2009 In *Good Choice* noted author and literacy specialist Tony Stead outlines the components that foster successful independent reading in grades K 6 With examples appropriate to emergent readers in grades K 2 as well as more seasoned readers in grades 3 6 Tony provides a comprehensive plan for integrating independent reading throughout the day He offers systems for organizing the class library and checking books in and out lessons on book selection and responding to text advice on supporting children and parents in home reading guidance on conferring with students and an array of helpful appendix materials including graphic organizers questionnaires and assessment and monitoring rubrics BOOK JACKET

Handbook of Research on Formative Assessment in Pre-K Through Elementary Classrooms Martin, Christie,Polly, Drew,Lambert, Richard,2019-12-06 Educators require constructive information that details their students comprehension and can help them to advance the learners education Accurate evaluation of students at all educational levels and the implementation of comprehensive assessment strategies are essential for ensuring student equality and academic success The *Handbook of Research on Formative Assessment in Pre K Through Elementary Classrooms* is an essential research publication that addresses gaps in the understanding of formative assessment and offers educators meaningful and comprehensive examples of formative assessment in the Pre K through elementary grade levels Covering an array of topics such as literacy professional development and educational technologies this book is relevant for instructors administrators education professionals educational policymakers pre service teachers academicians researchers and students Reading with Meaning Debbie Miller,2013 In the second edition of *Reading with Meaning* Debbie Miller shares her new thinking

about comprehension strategy instruction the gradual release of responsibility instructional model and planning for student engagement and independence The Cornerstones to Early Literacy Katherine Luongo-Orlando,2000 This passionate book offers engaging ways to maximize the impact of the active play oral and word play print encounters reading events and writing experiences of the early years Teaching Secondary English Daniel Sheridan,2013-03-07 This new edition of Teaching Secondary English is thoroughly revised but its purpose has not changed Like the popular first edition it balances content knowledge with methodology theory with practice and problem posing with suggested solutions The tone and format are inviting while addressing student readers on a professional level Rather than attempting to cover everything the text provides a framework and materials for teaching a secondary English methods course while allowing considerable choice for the instructor The focus is on teaching literature writing and language the basics of the profession Attention is given to the issues that arise as one seeks to explore what it means to teach English The problems and tensions of becoming a teacher are discussed frankly in a manner that helps students figure out their own attitudes and solutions Features Focuses on a few central concepts in the teaching of secondary English Provides an anthology of 22 readable and challenging essays on key topics allowing students to hear a variety of voices and opinions Includes an applications section for each reading that extends the discussion and asks students to explore problems and grapple with important issues related to the articles Offers short writing assignments in questions that follow the readings and in brief writing tasks in the applications and a longer writing assignment at the end of each chapter Addresses student readers directly without talking down to them New in the Second Edition This edition is shorter tighter and easier to use The opening and concluding chapters more directly address the concerns of new teachers The anthology is substantially updated of the 22 articles included 14 are new to this edition Each essay is preceded by a brief introduction and followed by questions for further thought There are fewer applications but these are more extensive and more fully integrated within the text A writing assignment is provided at the end of each chapter Interviews with college students before and after student teaching are included in Chapters 1 and 6 The bibliographies at the end of each chapter are fully updated **Creating Visions for University- School Partnerships** JoAnne Ferrara,Janice L. Nath,Irma N. Guadarrama,2014-10-01 In keeping with the tradition set forth in volumes 1 4 this fifth volume Creating Visions for University School Partnerships A Volume in Professional Development School Research continues to exemplify current thinking of practitioners and researchers in the field The range of authors from the Prek 16 arena illustrates the ways in which professional development schools generate possible solutions to the complex problems facing educators The diversity of their work represents perspectives of classroom teachers preservice teachers school leaders and university faculty who grapple with identifying ways of knowing and ways of doing that enhance educational outcomes for Prek 12 students while also serving to transform the profession The volume s contents of 19 chapters divided into four areas 1 Clinically Rich Practices 2 PDS Stakeholders Perspectives 3 Enriching Content Area Instruction 4 Family

Engagement gives us a more vivid picture of the work that partnerships are doing to fulfill the PDS promise for improving teaching and learning at every level

21st Century Literacy Renita Schmidt, Paul Lee Thomas, 2008-11-09 Renita Schmidt and P L Thomas The guiding mission of the teacher education program in the university where we teach is to create teachers who are scholars and leaders While the intent of that mission is basically sound in theory we instill the idea that teachers at all levels are professionals always learning and growing in knowledge that theory that philosophical underpinning does not insure that the students who complete our program are confident about the act or performance of teaching In our unique program students work closely with one teacher and classroom for the entire senior year and then are supervised and mentored during their first semester of teaching the program is heavily field based and it depends on the effectiveness of mentoring throughout the methods coursework and the first semester of full time teaching Students tell us this guidance and support is invaluable and yet we feel the disjuncture between university and school just as many of you in more traditional student teaching settings Students hear best practice information from us in methods classes and they receive ample exposure to the research supporting our field but have a hard time implementing research based practices in their classroom settings and an even harder time finding it in the classrooms around them

Supporting Reading in Grades 6-12 Sybil M. Farwell, Nancy L. Teger, 2012-06-11 This book presents a curricular framework for students grades 6-12 that school librarians and teachers can use collaboratively to enhance reading skill development promote literature appreciation and motivate young people to incorporate reading into their lives beyond the required schoolwork Supporting Reading Grades 6-12 A Guide addresses head on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students motivation and test scores The book provides a comprehensive framework for achieving this the READS curriculum which stands for Read as a personal activity Explore characteristics history and awards of creative works Analyze structure and aesthetic features of creative works Develop a literary based product and Score reading progress Each of these five components is explained thoroughly describing how school librarians can encourage students to read as individuals in groups and as school communities support classroom teachers instruction and connect students to today's constantly evolving technologies Used in combination with an inquiry information skills model the READS curriculum enables school librarians to deliver a dynamic balanced library program that addresses AASL's Standards for the 21st Century Learner

Guided Math: A Framework for Mathematics Instruction Second Edition Laney Sammons, 2019-03-22 This instructional math framework provides an environment for mathematics that fosters mathematical thinking and understanding while meeting the needs of all students Educators will learn how to effectively utilize small group and whole group instruction manipulatives math warm ups and math workshop to engage students in connecting mathematics to their own lives Maximize the impact of your instruction with ideas for using ongoing assessment and differentiation strategies This second edition resource provides practical guidance and sample

lessons for grade level bands K 2 3 5 6 8 and 9 12 Promote a classroom environment of numeracy and mathematical discourse with this essential professional resource for K 12 math teachers

Living the Life of a Writer Jen Vincent, 2025-10-23 Jen Vincent believes everyone is a writer This conviction has long been her secret to success in classrooms and workshops where she empowers writers of all ages In *Living the Life of a Writer* Vincent shifts the focus of writing instruction from the writing to the writer guiding teachers so they can help students boldly face the blank page and move through their writing process with enthusiasm Through a broad lens view Vincent explores writing instruction as a classroom culture of writing where teachers and students alike approach writing with confidence and curiosity thinking deeply about the habits they develop and choices they make as writers Vincent invites readers to reclaim their writer's workshop by getting back to the essence of what it means to live the life of a writer while exploring the myriad of ways writers live writerly lives Vincent's intuitive inquiry based approach to writing guides you and your students through 6 habits of living the life of a writer Writers have a way to collect Writers have a writer's mindset Writers know writing is a process Writers know strategies to help them write Writers explore Writers celebrate As she explores each practice Vincent shares stories from her classroom reflections for readers and ideas that help teachers live the life of a writer alongside their students *Living the Life of a Writer* is the guidebook every writing teacher needs to turn writing instruction into a writing lifestyle

Answers to Your Biggest Questions About Teaching Elementary Reading Christina Nosek, 2022-02-28 Teach reading right with just in time expert advice Whether you're new to teaching reading or if you are a veteran whose goal is to focus on authentic reading instruction this book is designed to be an on the desk companion providing answers to your burning teaching questions at the moment you most need them A lot has changed in reading instruction over the past decades with old assumptions and tired curricula making way for both trusted and new best practices *Answers to Your Biggest Questions About Teaching Elementary Reading* written by a veteran teacher who's an expert in literacy instruction offers research backed classroom tested guidance to set you on the right path Through practical teaching strategies classroom examples actionable steps further reading suggestions and more you'll learn to Build and maintain an inclusive equitable classroom reading community Structure organize and plan student centered responsive reading instruction Design and implement compassionate effective assessment methods Engage and empower students to develop agency as readers You became a teacher to teach students not curriculum With this indispensable book by your side you'll develop practices that prioritize student well being and success

Scott Foresman Literature and Integrated Studies, 1997 In Community With Readers Lynsey Burkins, Franki Sibberson, 2024-08-22 Whole class reading instruction has the power to harness the collective knowledge of the reading community that will foster independent readers and thinkers as they move through their literate lives What is the true purpose of whole group reading instruction Is it possible to teach standards and skills while also creating a community in which students are free to bring their whole selves into the work of reading And

how do we make this vision an everyday reality in our grades 3-6 classrooms Elementary educators Lynsey Burkins and Franki Sibberson answer these questions and more in *In Community With Readers Transforming Reading Instruction with Read Alouds and Minilessons* Burkins and Sibberson invite us into their classrooms as they redesign read alouds and minilessons to support readers in whole group reading instruction Inside this book you will find Ideas for co-creating a community aligned to standards and grounded in readers' identity, independence, and agency A day-by-day look into what read alouds and minilessons look like across a reading unit Practical and meaningful routines for helping students co-construct an understanding of the standards, the books they read, and one another's ideas Planning and note-taking templates designed to center both the standards we teach and the ideas our students bring to these standards An illustrated step-by-step guide to the first eight weeks of whole group reading instruction In this book Burkins and Sibberson push back on the idea that whole group reading instruction must be teacher-centered, skill and drill, and instead offer us a way to create a truly meaningful whole group reading community

Reading Strategies and Practices Robert J. Tierney, John E. Readence, 2000 This book is a compendium of strategies; it is not a description of a single approach, nor is it intended to be eclectic The inclusion of a strategy should not be perceived as our endorsement of that strategy There are some strategies that we view as problematic, there are others about which we disagree

Rooms to Grow Deborah A. Butler, Tom Liner, 1998 Now revised, updated, and improved *Rooms to Grow* remains based on sound theory about how middle school students grow and learn Authors Butler and Liner cover all aspects of teaching language arts in an integrative, natural way In addition to providing generous resources for furthering natural language arts, the book contains profiles of outstanding middle school teachers and highlights the results they have attained in classrooms around the country

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