

ALTERNATIVES TO ROUND ROBIN READING OR POPCORN READING

Partner Journals

This information was sourced from: http://www.liketoread.com/struct_talk_partner_reading.php

In this activity students are working with a partner and have a set piece of text to read. It might be one page, or one section or it might be longer. When they have finished reading the set piece then they respond as per the directions down below. I would suggest a 5-10 minute reading period and then a 2-3 minute response period.

The partner responds in writing to a reading, an experience, or a brief lecture. At the same time the partner is writing also. The partners then switch journals, read each other's entries, and write back to their partner, responding to the questions, comments or concerns raised in the entry. Most often the entry is written in friendly letter style. Students reference the text in many ways:

- asking questions
- quoting passages of interest
- noting "golden language" - words or phrases we love to remember
- making personal connections to self, other readings or the world
- predicting what may happen next
- summarizing parts
- pointing out confusing parts
- referencing pages to consider

Example:

Dear Bridgett,

Hello! I read Peter Elbow's suggestions about a freewriting diary. "If you want to improve your writing," he says, "just freewrite 10 minutes a day." I was thinking I could handle that. It would be interesting to see what my mind comes up with.

I also read with interest his comments on page 27: "When you have dreams of glory and imagine how famous your writing will make you, it is just a sneakier trick to keep you from writing: anything you write will disappoint you." A-ha! Is he writing to me?

Not that I have dreams of glory but maybe I set very high standards of myself. Maybe I should scale down my expectations and take some risks.

Maybe kids are like that, too. It's hard to share your piece and open yourself for feedback when you feel everyone is better than you.

I like the words "stuckpoint" and "breakthrough" he refers to on page 59. Those words seem graphic to me. Good words to use with kids.

What about "showing?" (p.90-91) I cannot imagine talking about someone's writing as if it were an article of clothing. He lost me there. Any ideas about this concept?

Karen

Stop and Think Reading or Say Something Reading

This information was sourced from: http://www.liketoread.com/struct_talk_stop_think.php

Partners divide the reading into sections. They both read the section silently or aloud and then take turns saying something. If reading aloud, students learn NOT to read for one another. The trick is to learn to ask one another questions to help the partner read for himself. In addition, students stop periodically and say what they are thinking to their partner: a personal connection, a question, something noticed, a connection to another book or movie... say or ask something! Students can read this way in groups with a teacher, as well.

Getting Started: Modeling Stop and Think

I see three purposes for Stop-And-Think Reading: (1) To show students that there's more to reading than calling words, (2) to make meaning of text with another person, hopefully a friend, and (3) to demonstrate how to stop and think when reading independently.

To accomplish these objectives, I begin with a Think Aloud. I think aloud in one of two ways: (1) Sometimes I read the book ahead of time and mark what I'm thinking. I slow down and thoughtfully watch my brain at work. In the quiet of my office at home, I record what I observe so that I can tell my students. (2) Sometimes, I stop and think spontaneously. I read a book in front of my children that I know is a safe choice. (Someone recommends it to me and essentially does the pre-reading I was taught to do in college.) Then, I just Stop and Think whatever comes to mind.

If I prepare, it's because I'm concentrating on teaching one strategy. If I'm spontaneous, I'm showcasing my full range of proficient reader strategies. That's my way of doing think aloud.

Buddy Reading

Additional professional development reading:

http://findarticles.com/p/articles/mi_qa3785/is_200407/ai_n9419923/

Paired (“Buddy”): This is essentially two students with reciprocal teaching. This is not pairing up any two students to read aloud to each other. This is training the students to follow the buddy reading strategies (posted on the [Literacy Lane](#) website.) Students must be trained to buddy/pair read.

Students must be taught how to be the “teacher” and how to be the “student”. Set expectations and guidelines for reading work, behavior, etc. Takes approx. 3-4 weeks to train students to successfully buddy read, but is very effective, enjoyable for the kids, and works well for teachers after kids are trained. Teachers sets a purpose for 2-3 kids to read together, students are assigned a clear goal, clear starting and stopping points, what to do when finished reading (continue to work on graphic organizer started in pre-reading, answer questions in response journals, think of one each of the 3 levels of questions from QAR, respond to text in other form, make a graphic organizer to show knowledge gained to other groups, etc.).

This is a really wonderful method.

Shared Reading/Modeling:

Shared: Teacher reads aloud, modeling good fluency and intonation, while students follow along in their own copy of book. Teacher frequently stops and models comprehension strategies and skills such as inferencing, drawing conclusions, questioning, connecting (book to book or book to life), cause & effect, picturing, summarizing, evaluating, etc., but not so frequently as to interfere with flow of the story.



Socratic Seminars

Getting Started

Select a text that is difficult to understand, not one that is difficult to read. Choose one that has meaty issues.

Students read the text in class or for homework.

It's ideal if students have a copy on which to write.

It's the student's job to prepare for the seminar. The teacher needs to make clear when the seminar will take place.

Require that students set personal goals for the discussion in their [daybooks](#) on the day of the seminar. Here are some suggestions:

- *Refer to the text, other readings and other students to provide evidence to support ideas.*
- *Ask questions that demonstrate thinking.*
- *Listen to participants.*
- *Follow up other participants' questions and comments with comments, questions or compliments.*
- *Encourage others to speak.*
- *Argue safely - use language that will engage others in conversation.*

- | | |
|--|------|
| <ul style="list-style-type: none"> ✓ I agree and... ✓ That's true and... ✓ Tell me more about... ✓ I was wondering... ✓ I'm curious about what you thought about... about... ✓ What did you think when... ✓ That's interesting. Did you also think that... ✓ Good point. I also learned... | What |
|--|------|

Be willing to change your mind.

The teacher - and eventually, the student leader - cannot participate except to keep the conversation flowing. (At first, the teacher may need to give direction.)

It's important that the group move to be in a circle. The leader begins with a question that everyone can answer and gives each individual a chance to respond. (Students should be encouraged to say something original if they can - not repeat what others have said.)

Examples:

- *Read one sentence from the article that you think is **very important**.*
- *If you had to **summarize** this text in one word, what would it be?*

Then the leader moves to a list of questions he/she has prepared ahead of time. The leader asks the questions or asks students to comment on statements and lets the discussion flow.

The leader keeps track of who speaks on a seating chart.

The leader reserves the right to move on to the next question when he/she feels discussion is waning or as a result of time limitations. The leader can reserve the right to say things like, "I have 2 more questions. This would be a good time for students who have not participated to add their ideas to the discussion." Or, "I have 6 students who have participated 5 times. I am asking you to hold your comments so that others may share at this time."

The leader can close by asking each person to answer a closing question. Or, in the interest of time, the leader may simply thank the participants and close the discussion. For example,

- *Read one sentence from the article that you think is **very important**. Is that the same or different than at the beginning?*
- *Tell us **one important idea** about which you changed your mind.*
- *Tell us one **detail** that you understand more clearly as a result of the discussion.*

Students return to their response journals to evaluate whether they attained the goal(s) they set for themselves at the beginning of the session. They may want to make notes about goals for next time.

This information was sourced from:

http://www.liketoread.com/struct_talk_seminars.php

Six Thinking Hats – a variation on reciprocal teaching.

In this activity, students use the six thinking hats to challenge each others thinking on a piece of text. Students are in a small group and are given a story or piece of text to read. They need to break that piece of text up into shorter sections to read and then discuss. For example in one chapter, you might ask them to stop and discuss five times so they need to break the chapter up into five pieces. As they read, each student in the group has a task to complete and then report back to the group on. These tasks would rotate through the group so that each student is not always doing the same thing.



White Hat: These are the fact collectors – Who? What? Where? When? Why? How? They answer these kinds of questions about the text. Who were the characters involved? Where is the story taking place? Why did this event happen?



Red Hat: These are the emotions – they describe the emotions that the piece of text they are reading invokes and explain why citing specific examples from the text. They might also look at the mood or tone of a text.



Yellow Hat: This student looks at the positives from the text. They would be looking for good examples of things like similes, metaphors, characterization, sensory details and cite for the group specific examples from the text and why they felt this was a good example.



Black Hat: This student looks for the negatives from the text. What questions has the author not answered? What could have been made clearer? What I didn't understand e.g. vocabulary, concepts, where the story is going, who did what.

Note: To keep your group sizes down you might have a student do more than one hat for example combining the Yellow and Black Hats.



Green Hat: This student is thinking creatively – they are making predictions about what is going to happen next in the text, a different solution to a problem presented in the text.



Blue Hat: This student is the organizer. Their job is to get each of the other hats to report to the group about what they read and draw out their thinking by asking questions and leading discussion. They are also the timekeeper helping the group to stay on track. **THIS HAT IS THE BOSS.** (remember that everybody gets a turn with the different hats)

Adapted from The Six Thinking Hats – Edward DeBono.

Reciprocal Teaching/Reading

This information is sourced from:

<http://www.adrianbruce.com/reading/room4/ recip/index.htm>

Reciprocal teaching is a very powerful strategy for improving reading comprehension.

After using this strategy for a number of years I've developed these teaching prompts cards that work for me and the students. I've added a variety of cues to each prompt card so that when familiar with the strategy it becomes an independent group task.



The Cards

1 . Predicting - The leader asks the students to read the topic sentence or subheading and then predict what the rest of the paragraph will be about.

Since the topic sentence tells what will follow you can teach the children how to skim read at this point.

2. Reading - This card invites the children to read up to a certain point. I've added a bit of variety to the cards so they can read silently, to the group, to a partner or in unison. Just to add a bit of variety.

3. Clarification - This card gives the readers the opportunity to have any unfamiliar words, locations or pronunciations 'made clear'.



I find the first couple of times you do this strategy the children often won't volunteer that they don't know something. So I pick out a word or a place and ask the group to clarify it. If all members don't offer to answer the question, then I talk about how the purpose of reading is to gain meaning and if we are not gaining meaning, then we are simply 'barking at the print'. *(Oh they love that term)*



4. Questioning - I get the children to generate the questions at this point. The questions can be answered orally or, depending on your purpose, you might like the group to record some of their questions and answers.

5. Summarising - the perfect point to teach key points, note-taking and to some extent paraphrasing.



6. Swap Leaders and the whole process starts again.

How I use the strategy in my classroom.

Firstly I introduce the whole class to each of the skills in the process. This can take a couple of lessons to do well.

Then during group work I sit with a small group of children. I bring to the group the set of the cards, multiple copies of an **INFORMATION TEXT**, three different dictionaries, three atlases & paper for note taking. Recently I've been taking my laptop to the group and have dictionary.com, the wikipedia.org and Google Earth open to aid in the 'clarification' phase. These sites provide great opportunity to build into the sessions the areas of website credibility and website advertising awareness.

For the first few sessions I am the leader, but the children are aware that the skills that I demonstrate will help them work as an independent group in the future.

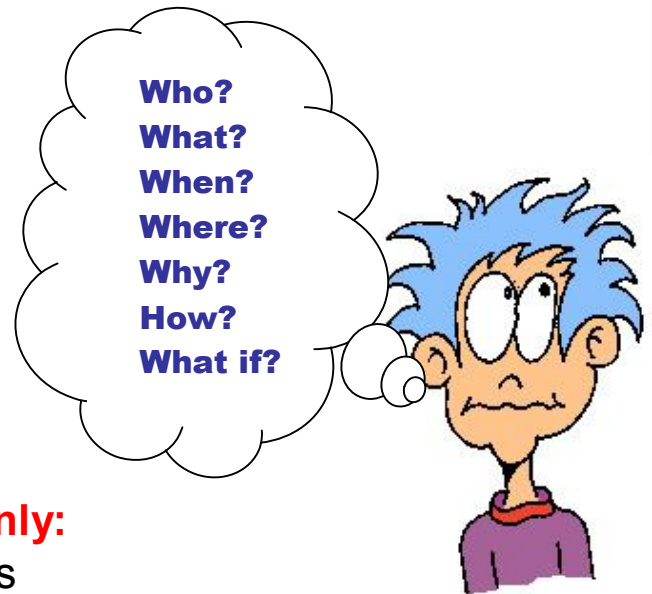
Questioning

When questioning with fiction and nonfiction:

- Ask questions based on the text.
- Ask questions that are based on the main idea.
- Ask some detail-oriented questions.
- Ask some inferential questions.

When questioning with nonfiction only:

- Ask questions based on text features such as maps, captions, and diagrams.



Adapted from the work of
L. Oczkus & A. Bruce

When summarizing fiction:

- Retell the story in your own words. Include the setting, characters, problem, key events, and resolution.
- Give only key points that add up (+) to a short summary.
- Use logical order.
- Reread to remember main ideas.
- Refer to illustrations to summarize.
- Use Somebody Wanted But So.

Summarizing

First,...
Next,...
Then,...
Finally,...



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When summarizing nonfiction:

- Leave out unnecessary details.
- Refer to illustrations, headings, and other text features.

I think...

Predicting



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- **I think ...because...**
- **I'll bet ...because...**
- **I wonder if ...because...**
- **I imagine ...because...**
- **I suppose ...because...**

Clarifying

Problems:

- I don't understand the part about ..., so I:
- This doesn't make sense, so I ... :
- I can't figure out ..., so I:

Solutions:

- Reread, reread, reread.
- Read on for clues.
- Check the parts of the word I know.
- Blend the sounds of the word.
- Reread the sentence to see if it makes sense.
- Try another word.



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