

Reading Fluency

- Prinderella

Encourage repeated readings

- Easy texts
- Read the same passage in guided reading on several days for a different purpose each day.
- Pair older readers up with younger reading buddies to validate reading of "baby books."

Neurological Impress Readings

- Teacher and single student read aloud together.
- As student gains fluency, teacher fades out.
- Resumes reading if/when/as soon as student stumbles.

Imitative Reading

- Students listen and follow along with a text.
- Text can be audio- or videotaped or in a talking word processor.
- The explicit purpose is to be able to read the text as well as the reader on the tape.

Word Lesson Microteaching on Monday, 10/1

- Rubric linked to calendar.

Word Lesson Lessons

- Miss/Mr. ____-- write name on board
- Collective noun choice--you guys, y'all, you all, first graders, class... (be intentional, find out what teacher uses)
- Words in isolation--don't capitalize, use your best teacher handwriting (
- Open-ended activities (What words rhyme with...) leave possibility of infinite response (and infinite error). Might want to control structure more (Does "cat" rhyme with "man" or "fat"?)
- Difference between teaching and testing is the level and kinds of support you as teacher do/don't provide to help students get/shape/figure out correct response.
- Caroline--jaw drop strategy--to count syllables
- Do multiple examples of anything you want kids to do, before you begin (e.g., listening to sounds at beginning of a word -- do they know what that means? Can they do it? Any jargon "syllables," "rhyme," "consonant," "vowel,"
- Children's lit & big books in basement of library (Pat Farthing)

Word Lesson Lessons from Previous Classes

- Try not to ask rhetorical questions, yes/no questions, or any questions you don't really want different answers to (Would you like to go back to your seat? Would you all like to play a word game? Didn't we learn a lot today?).
- Any game/group activity--have a system for who goes first.
- Careful about kids writing responses on board (time, accuracy, legibility...)
- Limit generic feedback ('good job') and be specific or silent. Don't go overboard with positive feedback--it's just a lesson.
- When you know your teacher, talk with him/her about your lesson. Will it work with this age group/class? What suggestions does s/he have to make it even better?
- Letter sets (d, p, b, etc. will be confused--visual indicators (e.g., mark cards, write letters on board...)

Word Lesson Lessons from Previous Classes

- If reading a text for a word lesson, make sure you read for meaning first (previous lesson, day...) AND make sure kids have a purpose for listening.
- Careful about reading too fast when you read aloud.
- Making Words--have the exact letter set prepared & give a sentence for context
- Careful about scorekeeping/winning and losers.
- Keep a written record of words you/kids generate. Even in K -- need for reference/review.
- 12-15 repetitions in different contexts to learn a word (identification and meaning)
- You don't have to read a whole book for this lesson (e.g., Dr. Seuss is really long in some cases)

Word Lesson Lessons from Previous Classes

- Writing/drawing activities--will take widely varying amounts of time.
- Careful about individual rhyme writing (misspellings)
- Be prepared for error--think through your possible responses
- Difference between teaching and testing is in how you respond to error--what do you do to support kids in getting it right?
- Have kids read words/lists/groups with you .
- Materials--clear desks, only materials on desk are what they need (preferably when they need them)
- 3 Before Me Rule
- Lesson plan -- highlight or notecards, don't waste time memorizing and don't worry about stopping in your lesson to check your notes
- Fishbowl -- demo any complicated procedure,
- Attention getters--1,2,3 eyes on me; freeze/melt; clapping patterns; Adam's Family tune & snapping

Practicum

- I will likely make it to your school on 2 different days. I will want to observe as many of you teaching as possible on those 2 days, and talk with you after the lesson whenever possible (3+'s and 1 wish)
- I just chat with teacher if s/he is there and watch you teach. Sometimes I sit down with kids after a lesson (or when they're doing seatwork) and ask what they're doing and what they're learning and why it matters.
- Other questions?