

Various

- Threaded discussion--most but not all participating. Need help?
 - Important -- figuring out your definition, so you can figure out how to teach
 - Equally important -- contributing to our community of practice (i.e., becoming increasingly effective teachers of reading and communicators of ideas)
 - Least important -- part of your community of practice grade
- CD's - intros

Readings Reflection and Discussion (count off by 5's and discuss in small groups)

- TGFB
 - What is Self-Selected Reading Block?
 - Goals?
 - Main components?
 - Any questions you may have?
- Kohn
 - What is a reward?
 - What is wrong with rewards?
 - Why do we tend to use rewards in our society?
 - What are authentic kid supports?

Creating Environments Where Children Can Become Lifelong Readers

Real Readers

- Read what?
- Read where?
- Read when?

Fundamental Questions

- How do we create in our classrooms conditions that lead to a love of reading?
 - (Is it possible to do so if we don't love to read ourselves?)
 - (Can we create conditions that lead to our own love of reading?)

Remember

- Your evolving definitions of reading.
- Your personal fences and ladders.
- Your Garfield interest scores and percentiles.
- Your own reading preferences.
- The readings and our discussions.
- That every child is unique.

Task

- 6 groups
 - Prepare to
 - define and describe your topic area and its central questions.
 - share your best ideas for addressing this key area in your own classroom practice.

AIMMMM for Literacy

- Access
- Interaction
- Materials
- Models
- Minutes
- Motivation

Access

- Issues
 - book is not a book unless you care about it, are interested enough to test-drive it, and are able to understand and connect with the ideas in it (independently or with help)
- Questions
 - How do you increase children's access to books?
 - Especially children who are not good at reading and/or don't like to read.
 - What materials and activities would be especially important? Why?
 - What materials and activities would be harmful to this instructional goal?

Access

- Do
- Don't

Interaction

- Issues
 - need a classroom community where you share books, hear about good books, feel the excitement of others, connect with books and readers
- Questions
 - What are real ways to increase classroom interaction about reading?
 - How do you recreate Barnes and Noble?

Interaction

- Do
- Don't

Materials

- Issues
 - 20:1 ratio, variety in difficulty, genres, texts
- Questions
 - How do you build the collection necessary to support all students every year?
 - What kinds of materials should be in your classroom?

Materials

- Do
- Don't

Models

- Issues
 - Is reading a “school thing” or a “real thing”?
Who do students see reading, what, where, when, why, how?
- Who can model reading? What kind of reading? When? Where?
- What other kinds of models and experiences might be considered?

Models

- Do
- Don't

Motivation

- Issues
 - intrinsic, intrinsic, intrinsic... (Kohn, *Punished By Rewards*)
 - At minimum be a good behaviorist and understand what you're trying to achieve
 - Train your dog, educate your students.
- Questions
 - What are intrinsic motivations?
 - What if your students are really, really used to rewards?

Motivation

- Do
- Don't

Minutes

- Issues
 - Impact of 10 minutes silent reading
 - 20 mins minimum standard for other activities contributing to independence and motivation (i.e., read-alouds, conferencing, book sharing, mini-lessons).
- Questions
 - When will you find time for reading? How long will you allow? What will you do with students who can't or won't read or who interrupt others' reading? How will you implement?
 - How will you protect this time from EOG's, concerned administrators, questioning parents, pullout programs...?

Minutes

- Do
- Don't

4-Block Core Activities for Promoting Self-Selected Reading

- Teacher read-aloud
- Student and others in classroom silent reading
- Mini-lessons
- Teacher conferencing with individuals
- Sharing (reader's chair, small groups)

Mini-Lesson Ideas (Topics, Strategies, Routines...)

- How to read the newspaper (sections...)
- Quality not quantity--goal is understanding/enjoyment, not quantity
- How to access the library (catalogue, book locations...)
- Diff genres and subjects (text types)
- Etiquette--quiet, no roaming...
- Always have at least 2-3 books
- Respect for books
- Authors write more than one book, books on multiple levels every topic
- How to share books
- Back of the cereal box and other reading beyond books

More mini-lesson ideas

Self-Selected Reading

- Remaining questions, needs, thoughts?
- Do you have the resources and background to begin to shape your own classroom into being the kind of place where children (learn to) love reading?

Wisdom of the Ages

- Following are ideas generated by previous semester's classes.
 - Read them over and augment the lists you generated in your group and are considering individually.

Spring 2007 Access Ideas

- **DO**
 - Variety of materials and subject areas (topics, genres, more than books, comic books, difficulty levels, tech)
 - Teacher enthusiasm (model)
 - Options-choices (during guided reading)
 - Freq trips to lib (school, public--get lib cards for all kids)
 - Sharing books with classroom (book tubs) and home
 - Fun places with books (treehouses, bathtubs)
 - Follow-up to make sure they read (teacher conferences)
 - Books beyond the classroom (playground, lunchroom)
 - Encourage at home (books that can go home)
 - Model reading yourself during free reading time
- **DON'T**
 - book fines
 - Punishing kids for not returning books
 - No limits (within the bounds of good taste)
 - Don't talk down books you don't like, but others might.
 - Don't ban books
 - Don't use reading as punishment.

RE 3030-419 ideas: Access

- | | |
|---|--|
| <ul style="list-style-type: none"> • DO: • Comfort (bathtubs, pillows, snacks) • Lunch in the library • Choice of reading materials (time to choose) • Choose way you want to be assessed (if you assess) • Do suggest | <ul style="list-style-type: none"> • DON'T: • Caution with accountability--counting pages, requiring quizzes or Q & A, counting minutes parent sign-off • Don't assign too much hw, reading (DO coordinate assignments with other teachers) • Don't have to pick out something that is hard, at your grade level... |
|---|--|

Access

- | | |
|---|--|
| <ul style="list-style-type: none"> • DO: • let kids read what they want, interested in • in reading conf determine difficulty child can manage • library visits, get library cards for kids • crates (at tables) • reading logs (what you're reading, how long you read, like it?, 1-2 sent. summary) • time scale rather than books or pages (or count nothing) • mini-lessons on how to look up, find books you like/can read • topical group projects, useful products/outcomes from readings • technology: books on tape, books on CD, talking word processors • multiple forms of reading acceptable | <ul style="list-style-type: none"> • DON'T: • reading as punishment (location, location...) • Accelerated Reader |
|---|--|

Access Cont.

- | | |
|---|--|
| <ul style="list-style-type: none"> • DO: • baggie books • large classroom library and time to choose, difficulty range, cultural variety • predictable books, familiar books • activities, acting out book, connecting real to text • story plots, group activities • ask!!!! • use public library • book donations | <ul style="list-style-type: none"> • DON'T • think about reading levels--not too narrow |
|---|--|

Access Cont.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Book club with parents (Family Literacy Center, KY) • Buddy system (peer tutors/peer reading) • Real reading materials (newspapers, magazines, comics) • Wish list--donations, books, • Go outside of school and community--small grants, • Book crates--exchange with other teachers • Scholastic points | <ul style="list-style-type: none"> • Ban books, restrict choices, force choices |
|---|--|

Spring 2007 Interaction Ideas

- **DO**
 - Lyceum day
 - Reading circles (book clubs)
 - Slumber reading day (read and talk about it)
 - Recreate books (act it out, make it come alive--video book reports, podcast...)
 - TV screen, microphone--book report
 - Visitors--older students, parents, community people)
 - Pen pal letters about books (www.gaggle.net)
 - What Tyson said
 - Flat Stanley
 - Change your room into a bookstore -- books as rewards
- **DON'T**
 - Oral book report
 - Seating -- change and change partners/groups
 - Don't require interaction about every book read
 - Don't call out kids (put on the spot)

Interaction

- alternative book reports (tv set frame, acting it out...)
- peer/buddy reading
- penpals and common book (common book blog, wiki, gaggle.net)
- small groups and partners
- conferencing
- guest speakers/readers
- adopt a (grandparent)
- write to X kids a week (dialogue journals)

Interaction Cont.

- comfort with each other, setting--promotes interaction
 - lit circles, book groups
 - volunteer sharing of books, reading
 - exciting reading area--beanbags, tubs, lofts, airline seats, play areas/centers with print materials, (schedules to allow fair access)
 - tea time with the teacher, other students, other adults
 - seasonal reading areas
 - choice of responses or books
 - community people come in to read and talk about reading
- don't make kids interact (or read aloud)

Interaction Cont.

- pair up and talk about self-selected book of the day
 - create comfort area--rugs, pillows, lofts
 - model
 - parents, grandparents talk about favorites and dread to kids
 - Lyceum
 - evening parent/kid booktalks
- seat in rows
 - shhhhh
 - matching high and low readers

Spring 2007 Materials Ideas

- **DO**
 - RIF (low-income schools)
 - Goodwill and other used/discount book sellers
 - Start buying now
 - Scholastic warehouse (Wilkes)
 - Teach respect for books
 - Make their own-
 - Dolly Parton Foundation
 - Ask people who have grown kids to donate
 - Book drives
 - Local business donations
 - Swap with other teacher
 - Free local newspaper
- **DON'T**
 - Discard old basals--cut them up and make mini-books
 - Be strict or restrictive in use
 - Turn away any materials

Materials

- yard sales, lib sales, thrift stores,
 - parent donations
 - share with other teachers, beg from retiring teachers
 - scholastic book orders--free points
 - scholastic yard sale in Charlotte 2X a year
 - presents (all I want for christmas)
 - Chic-Fil-a freebies
 - amazon.com--used
 - book exchanges
 - newspapers, magazines (kids and others), comics,
 - everything is acceptable
 - couch, beanbag, moon chair
 - bookmarks--with book details, help conferencing
 - books on tape, cd, games involving print
 - class story, group stories
- appropriateness concerns

Materials Cont.

- each kid bring one and share
- parent donations (might specify types)
- churches, service, clubs, businesses
- used books, lib sales, yard sales, garage sales
- grants
- cookbooks
- craft books
- library (school, public)
- RIF
- magazines and newspapers
- gov't pamphlets
- dictionaries, encyclopedias, atlases
- posters
- kids own writing
- technology (books on tape, books on CD, talking word processors, screen readers)

Materials Cont.

- yard sales
- donations
- library discards
- your own books
- check books out from lib
- scholastic book orders
- used book stores
- newspapers, magazines, travel brochures, weekly readers/USA Today/Newsweek, People Magazine, national geographic, Highlights, Zoo books
- fiction, poetry, informational, biography, multicultural, historical fiction, fantasy, graphic novels, folktales, science fiction, manuals/cheats/
- book fines
- "right" reading

Spring 2007 Models Ideas

- DO
- Read aloud
- Read yourself
- Parents come in and model silent reading
- Community members (principal, firefighters...)
- ESL adults
- Comfy places--model of place choices
- Audiovisual books
- Not always same time
- DON'T
- Punish with reading
- Call it silent reading
- Always do it at desks

Models

- bring in different people (parents, storytellers, librarians)
- kids read to/for each other
- Pat Farthings of the world
- local bookstore and library field trips
- read yourself when kids are reading
- real people who read real stuff or read kids' books on topic with talk

Models Cont.

- reading everywhere
- community leaders
- clipboard cruising
- one Book, one Brisbane
- reading connected to famous folks
- literacy games, word games
- DEAR time
- Book buddy system
- don't limit to classroom--model in multiple environments
- principal read with each kid in school
- terrific kid day--parent letters,

Spring 2007 Motivation Ideas

- DO
- Moon chair (and other seating ideas discussed earlier)
- Multiple genres, difficulty levels, presentation formats (as discussed earlier)
- Book choices related to what you're studying
- Current events
- Choices of activities, books, genres.
- Creative outlets for reading outcomes
- Get kids' stuff sent off/published in other outlets
- DON'T
- Confuse grading (and other forms of accountability) with real reading motivation

Motivation

- Fun
- Can't read at desk
- Fun pool, lawn chairs, rocking chairs
- Parties
- Celebrations
- Alternatives to book reports
- book buddies
- volunteer to share
- likes/dislikes and book blessings
- take kids to lib--find ways to let them go other days
- routine part of day
- No extrinsic rewards

Minutes

Do

- Sustained time
- Devote time to other categories we addressed
- DEAR, BEAR, SSR, USSR,

Don't

- Not a post-recess quiet-them-down activity

Spring 2007 Minutes Ideas

- **DO**
- Adapt to the curriculum (e.g., newspaper reading during social studies)
- Steady increase to goal (as needed)
- Use transition time (SSR when other things get done)
- Set aside 15 minutes
- Put in daily planner
- Provide evidence for teachers/administrators/parents (What Really Matters for Struggling Readers by Richard Allington)
- Make it a priority
- Disruptive kids read aloud or with others
- **DON'T**
- Hour-glass sand timers (nothing you have to look at)
- Allow homework completion while you read aloud
- Reading of homework/schoolwork during SSR