

Partner Reading

Two student partners read text aloud together. Students talk about what they read, asking questions of each other.

Whisper Reading

All students read aloud in a whisper, whispering a little louder when the teacher is close to allow the teacher to hear what they are reading.

Choral Reading

All students read aloud as a group. Small group choral reading is 3 or more students reading in unison.

Cloze Reading

The teacher stops or pauses while readings from text, students supply the next word(s).

“Mix it up” Reading

A form of choral reading where students or teacher decide on criteria for those who will read. (Those with glasses, braces, etc.)

Repeated Readings

Multiple oral readings (with a partner or group) **of the same text** within a class period or over several days.

There can be a single focus, or multiple focuses, on fluency, comprehension and/or vocabulary

Reading in Color! Colored Overlay/Colored Paper

Use colored transparencies and lay them over text. Or copy text onto colored paper.

Tracking Reading

Use fake fingernails, erasers, pencils, bookmarks etc. for students to track reading.

Body Reading

Students pick a position to read in, stand, kneel, lay on backs, legs crossed etc.

Rule: the book has to be visible and still so students can read.

Paragraph Reading

Students take turns reading a paragraph at a time.

Sentence Reading

Students take turns reading a sentence at a time.

Character Reading

Students take character roles and come in at their part.
Have different narrators throughout.

Voices Reading

Use different voices,
gruff, scared, excited, bored,
Sing, shout,

Puppet Reading

The student reads through the use of puppets. The puppet is reading.

Live Performance

Students take the book and perform reading it.

(set book on music stand if possible)

Use karaoke machine

Written Responses

Students write answers to a problem or question on paper or wipe off boards and hold it up. (i.e. Survivors reveal)

Physical Responses (signals)

This can be a simple *thumbs up* or *thumbs down* if you agree or disagree.

It can be a variety of physical signals (students *spread their arms* to show opinions and understanding) i.e.

“Spread your arms to show how annoying your little sister is,
Clap to show how much you like this.

Voices Responses

Use different voices, gruff, scared, excited, bored, Sing, shout, to give the answer.

Partner or small group response

This is when partner # 1 tells what Partner #2 answered.

Or when each person in a small group is responsible for one part of the answer. Such as after reading a paragraph, the students are told to discuss the main idea and three supporting details

Paired Verbal Response

A pair of students respond to a question

Choral Response

All students respond in unison. The teacher needs to have a signal so they know when they are to respond.

Portable Response Board

After allowing “wait time” Use response board to either show their opinion by displaying the colored side to true, false, yes, no, agree disagree, etc. Or write a response on the board and show answer when asked to reveal.

30, 15, 5

Partner 1 speaks for 30 seconds,

Partner 2 speaks for 15,

Partner 1 sums it up in 5,

Paragraph Shrinking

- Name the who or what
- Tell the most important thing about the who or what
- Tell the main idea in 10 words or less

Tell, Add, Check

Read text:

Partner 1 **Tells** everything they remember about what they read.

Partner 2 **Adds** by filling in or clarifying information.

Both **Check** and see if responses are correct.

Think, Pair, Share

Students are matched with a partner. Partners sit together. When the teacher asks a question, students are told to “**think**”, and record their responses. Then “**pair**” with their partner discussing their ideas and recording their partner’s answer. Finally, they “**share**” their answer with the teacher and class as they are called on.

As students are writing move around the room and record their responses on an overhead sheet.

KWL+ -

A three column chart.

- The first column with **K** at the top, lists correct information the children *know* about a subject.
- The second column **W** lists what the students *want* to know about a subject.
- The third column **L** lists what the students have *learned* after they have completed the study of a unit.
- **+** means students must *individually process and summarize* the text for themselves.

Think, Pair, Pair, Share

Make a group of four by teaming up with another pair.

In a group, #'s 1-4 are numbered in ABC order by their first name.

Ann becomes #1,

Ed becomes #2,

Josh becomes #3, and

Sam would be #4.

Think, Write, Pair, Share

Students *think* about a topic, *write* what they know, *pair* with a partner and *share* what they wrote.

Jigsaw

1. Have students get into groups of four.
2. Assign a section of text to each student.
3. Each student takes notes on important details, key events, big ideas, characters etc. in their section.
4. Students then meet with their “expert” (other students assigned the same section of text) groups to consolidate important information.
5. Students go back to base group and share their knowledge.
6. General class discussion follows.

Piece O’Pizza

Follow up for Jigsaw.

Give each student a slice of a circle. Student or group decorates their slice with information, illustrations etc. Pizza is reassembled as groups share their information to get a complete “piece o’ information”

Reciprocal Teaching

is the compilation of four comprehension strategies used at the same time. These strategies include **Predicting**, using graphics or clues from the text, students predict what will happen next.

Questioning – asking questions that have answers in the text and questions that can be inferred. Use clues from the text plus your own experiences. Use the “W” question words *how* and *what if...*

Clarifying – figuring out a difficult word or idea in the text.

Summarizing – Using your own words tell main ideas from text in order.

Inside-Outside Circle

Divide the students into two groups. Half form a circle looking out, the other half stands in front of someone in the inner circle (they become the outside circle). Students are asked a question and the student in the inner circle responds first, while outer circle listens. Then outer circle responds. At the signal, the outer circle rotates one person clockwise.

Reader- Writer- Speaker Triad

A group of three.

There is only one paper and one writing utensil. Each student has an assigned role, **reader** (reads the assignment), **writer** (writes or draws group’s response) and speaker (shares the group’s responses with others). They need to understand

Dinner Party

Students assume the persona of the characters in whatever they are studying. The characters are at a dinner party and must include specific content for their character as well as respond in character to each other as realistically and accurately as possible. Knowledge of the characters lives, accomplishments, flaws and works should be apparent

Find Your Match

Each student is given a card with information that matches another student’s card (words & definitions, generals & battles, stories & characters) Students mix reading card information. After they share, teacher calls time students find matches by describing not reading what is on their card.

Human Continuum

Students place synonyms for vocabulary or story events in order in a human continuum.