

# ELA Coaching Visit



FOR THE LOVE OF LITERACY

Dr. Kenneth Kunz

South Amboy Elementary School

GR 4 & 5

October 27, 2021

[www.fortheloveofliteracy.net](http://www.fortheloveofliteracy.net)

Visit us at our Teaching & Learning Center  
615 Sherwood Parkway, 2<sup>nd</sup> FL.  
Mountainside, NJ 07092

# Wednesday 10/27/21



Time	Person	Room
9:00-10:30	Lindsay DeLucia (4th) Ken will model an IRA, mini lesson and PWS lesson	304
10:30-11:00	Lunch/Break	
11:00-11:42	Meet with Rob, Francesca, and Sheri to address grade specific questions.	214
11:42-12:30	Barb/Lindsay (4th) Meet to debrief lessons and address grade specific questions	301
12:30-1:30	Francesca Laddaga will model a PWS lesson Ken will model an IRA	214
1:30-2:00	Rob Parks Ken will discuss the SIPPS program	312
2:00-2:30	Sean Dunphy/Michelle Buchanan Meet to discuss 4 & 5 grading for report cards/progress reports	Office
3:00	Faculty Meeting	

10/27/21

**4th grade F & P lessons:**

IRA: Tea with Milk

PWS: WS4 (page 297)

RML: Continuation/independent practice based on prior lesson SAS U4 RML 1 (page 524) and SAS U4 RML 2 (page 526)

**5th grade F & P Lessons:**

IRA: Song of the Water Boatman and Other Pond Poems

PWS: HFW 1

RML: WAR U2-RML 2

**Recommended Daily Schedule GR 4-5**  
**South Amboy Elementary School**

**90-minute ELA Schedule (tied to literacy in the content areas)**

- **Think Now/Do-Now (10 minutes)**
  - Independent/Partner Reading
  - Independent/Partner Writing (Power Writing/Quick-Writes)
  - Vocabulary Meeting
  - PWS Practice/Reinforcement of Previous Lessons
  
- **Phonics, Spelling, & Word Study (PWS) (15 minutes \*frequency will vary according to students' needs) Aim will be 2-3 times a week.**
  
- **Interactive Read Aloud (IRA) (15-20 minutes, whole group)**
  - Building Anchor Charts *with* the Students
  
- **Mini-Lesson (RML) (15 minutes, whole group/practice/share)**
  
- **Small Group Differentiated Instruction (30-40 minutes; two rotations)**
  - Guided Reading (GR)-striving readers
  - Book Clubs/Literacy Work Stations
  - Strategy Groups

## Interactive Read Aloud Planning Template

*A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards*

*Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template*

Title: \_\_\_\_\_

Author: \_\_\_\_\_

New Jersey Student Learning Standard(s): \_\_\_\_\_

**Classroom Culture Considerations** (Transitions, Engagement, etc.) \_\_\_\_\_

**Vocabulary Warm-Up** What Tier 2 vocabulary or academic words will support learners?

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**Focus the Learning** What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: \_\_\_\_\_

\_\_\_\_\_

**Content Objective:** The students will \_\_\_\_\_ by \_\_\_\_\_

\_\_\_\_\_

**Language Objective:** The students will \_\_\_\_\_



**Model and Guide Practice** (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Close Reading Adjustments** Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1)
- (2)
- (3)
- (4)

**End of Story Reflection** (Think about why this skill and strategy is important. How does this impact your reading?) \_\_\_\_\_

**Share the Learning** (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

\_\_\_\_\_  
\_\_\_\_\_

**Extend the Learning**

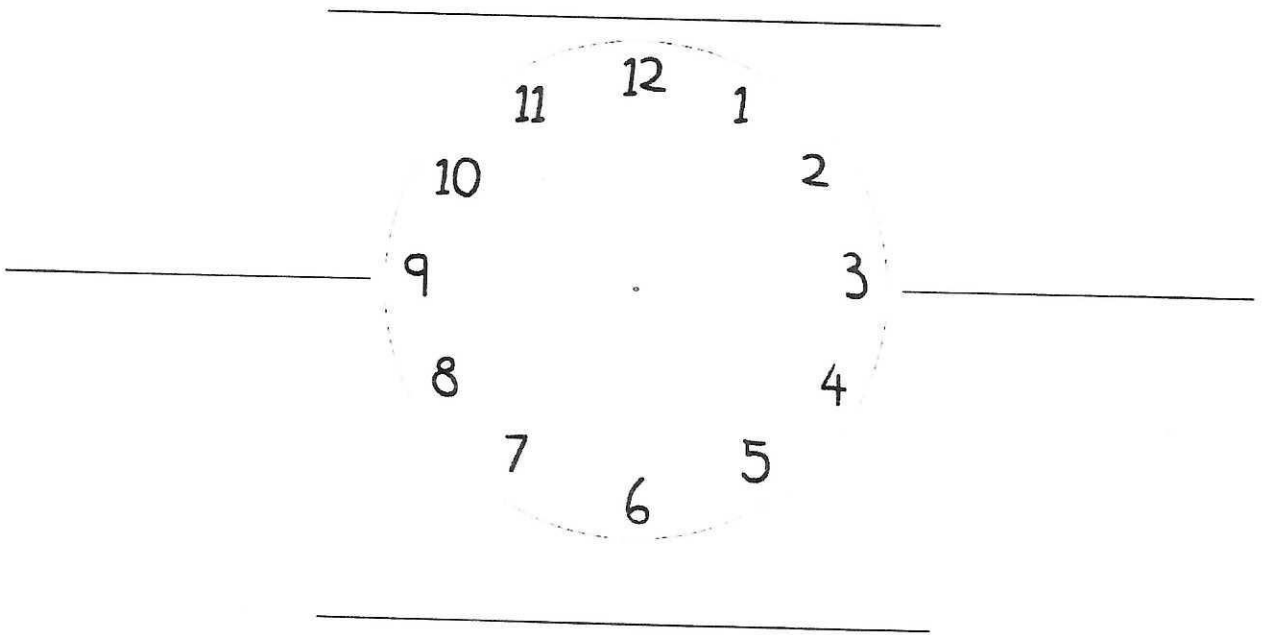
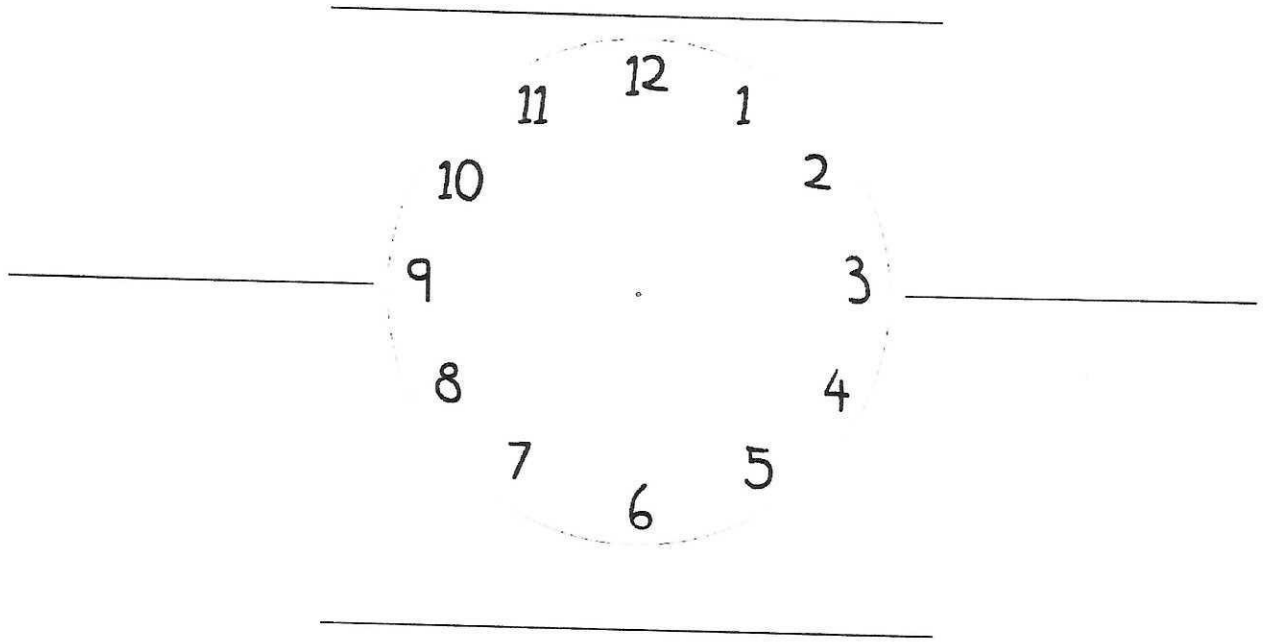
Literacy Work Station \_\_\_\_\_ Writing Task \_\_\_\_\_ Read Aloud \_\_\_\_\_

Mini-Lesson \_\_\_\_\_ Guided Reading/Strategy Group \_\_\_\_\_

Other \_\_\_\_\_ Inquiry Time \_\_\_\_\_ Vocabulary Meeting \_\_\_\_\_

**Assess the Learning** (How can I assess students' understanding of the skill/strategy being taught?)

\_\_\_\_\_



## Think-Now

## Thinking About My Reading



Good readers maintain **fluency**.

Strength

Needs Improvement

- |  |       |       |
|--|-------|-------|
| <input type="checkbox"/> Prosody (I read like a storyteller.)          | _____ | _____ |
| <input type="checkbox"/> Expression (I read with feeling in my voice.) | _____ | _____ |
| <input type="checkbox"/> Accuracy (I read the words correctly.)        | _____ | _____ |
| <input type="checkbox"/> Rate (I read at the right speed.)             | _____ | _____ |

Thoughts:

## Think-Now

## Thinking About My Reading



Good readers maintain **fluency**.

Strength

Needs Improvement

- |  |       |       |
|--|-------|-------|
| <input type="checkbox"/> Prosody (I read like a storyteller.)          | _____ | _____ |
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| <input type="checkbox"/> Accuracy (I read the words correctly.)        | _____ | _____ |
| <input type="checkbox"/> Rate (I read at the right speed.)             | _____ | _____ |

Thoughts:



## Consider Your Students

Students will have encountered many contractions in reading and writing and will likely be familiar with the concept from their work in previous grades. Use this lesson if students need to focus on the principle of how contractions are constructed. The lesson will be most beneficial if students also encounter and use contractions with *have* during other instructional contexts.

## Working with English Language Learners

For English language learners understand the idea of contractions and are familiar with many examples and their component words, they will be able to use this knowledge to solve new contractions or to form them in writing. If students do not understand the meaning of a contraction, use the two separate words and then the contracted form in simple sentences. A summary chart of contractions that the class has studied may help students solve new contractions that they encounter in their reading.

### UNDERSTAND THE PRINCIPLE

When two words are put together in a shortened form, one or more letters are left out and an apostrophe is put in. This shortened, or contracted, form is called a *contraction*. Contractions appear frequently in oral and written language. Knowing how contractions with the word *have* are constructed will help students understand what these words mean when they read them and will help students spell them conventionally when they write them. As students add to their knowledge of contractions, they will form mental categories for different types of contractions that will aid them in efficiently identifying, reading, and writing various contractions.

## YOU WILL NEED

### Ready Resources

- ▶ Apostrophe Cards

### Online Resources

- ▶ WS 1 Task Sheet
- ▶ WS 1 Game Cards
- ▶ WS 1 Directions for Concentration

### Other Materials

- ▶ whiteboard

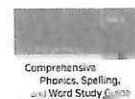
## Generative Lesson

A generative lesson has a simple structure that you can use to present similar content or concepts. Use this lesson structure to teach students a variety of contractions.

## EXPLAIN THE PRINCIPLE

*Some contractions are made with have.*

*To write a contraction with have, leave out the letters ha and put an apostrophe in their place.*



Comprehensive  
Phonics, Spelling,  
and Word Study  
Guide



Refer to:  
page 55, row 24

ACTIVITY: CONTRACTIONS  
WITH HAVEINSTRUCTIONAL  
PROCEDURE

## SEE AND SAY

See page 30 for detailed descriptions of Instructional Procedures.

I've	I have
they've	they have
could've	could have

## Teach

1. On the whiteboard, write the words *I've*, *they've*, and *could've*. Have students read the words. *What do you notice about all of the words?* • Students will likely identify the words as contractions and may point out that the word *have* has been shortened to form each word.
2. Prompt students to share all they know about contractions. *How do you know these words are contractions?* • *What happens when you form a contraction?* • *What letters are left out to form these contractions?*
3. Build on the discussion to explain the principle and reinforce students' understanding. *Some contractions are made with have, such as I've, they've, and could've. To write a contraction with have, leave out the letters ha and put an apostrophe in their place.* If helpful, cover the letters *ha* with an apostrophe card (available in *Ready Resources*).
4. Invite students to share other contractions with the word *have*. You may wish to write the words on the board. Students may suggest contractions that are generally considered informal, such as *must've* and *might've*. You may wish to explain that these contractions are sometimes used by writers to convey natural dialogue between characters but are not used in formal writing.
5. Tell students that today they are going to play Concentration by matching contractions with the two words that form the shortened words. They will take turns turning over three cards and reading the words. If the words are a match [e.g., *should*, *have*, and *should've*], the player keeps the set of cards. Otherwise the player turns the three cards back over, and play passes to the left. The player with the most sets wins the game.

## EXPLAIN THE PRINCIPLE

*Some contractions are made with have.*

*To write a contraction with have, leave out the letters ha and put an apostrophe in their place.*



Comprehensive  
Phonics, Spelling,  
and Word Study  
Guide

Refer to:  
page 55, row 24

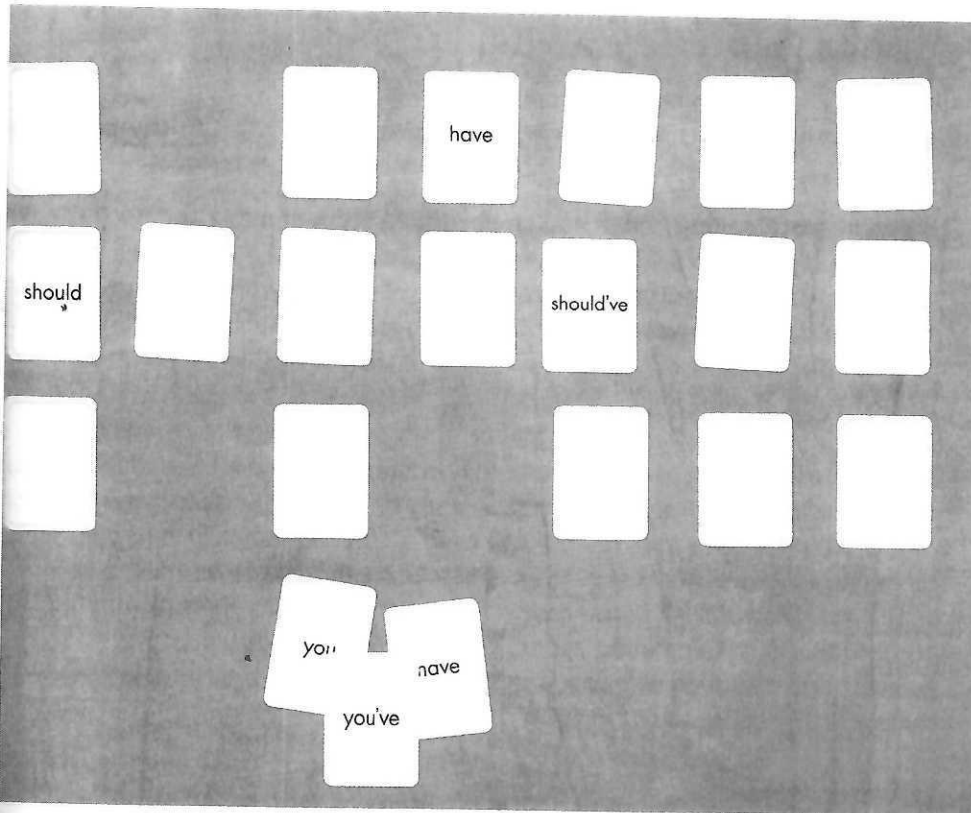
ACTIVITY:  
CONCENTRATIONINSTRUCTIONAL  
PROCEDURE

## FIND AND MATCH

See page 30 for detailed descriptions of Instructional Procedures.

## Concentration

- turn over three cards
- read words
- match sets



## Apply

- Have students play Concentration in groups of two or three players.
- You may need to remind students that they must find a matching set of three cards: a contraction and the two words that form it.


## Share

- Have students share a few of the matches they made.
- Review the principle, and encourage students to share what they've learned about contractions.

## Assess

- Dictate four or five contractions with *have* for students to write, such as *we've*, *should've*, *they've*, and *would've*. Notice whether students are using conventional spelling.
- Observe students as they encounter contractions while reading aloud. Take note of any contractions that present a challenge.
- You may wish to use Word Structure Assessment A or H.

## Contractions Concentration Game

I've	they've	might've
would have	might have	I have
could've	we have	would've
you have	could have	
we've	you've	they have



## Interactive Read Aloud Planning Template

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's *Interactive Read Alouds* and CLI's *Intentional Read Aloud* template

Title: Tea with Milk

Author: Allen Say

New Jersey Student Learning Standard(s): RL.4.3 - describe a character in depth (thoughts, words, actions)

Classroom Culture Considerations (Transitions, Engagement, etc.) use of partner clock for conversational turn + talks

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

homesick	homeland	foreigner
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**Focus the Learning** What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: In our "Think Now" today, I noticed that... As we work through today's read aloud, there will also be times when you pay attention to the main character.

Content Objective: The students will analyze a character <sup>(for fluency)</sup> by thinking about her thoughts, words, and actions

Language Objective: The students will meet with their clock partners to discuss ideas from the text



**Model and Guide Practice** (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. "You are going to be a proper Japanese lady" - <sup>cultural</sup> conflict
2. Character trait: independent (seeking a job in the city)
3. "Miss Moriwaki" - demanding respect (<sup>Japanese</sup> culture-san)
4. Actions - moving to a new country

**Close Reading Adjustments** Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) Masako (May) was homesick.
- (2) The author uses dialogue to show about the characters.
- (3) Theme: cultural identity / finding "home"
- (4) Ask for student input

**End of Story Reflection** (Think about why this skill and strategy is important. How does this impact your reading?) \_\_\_\_\_

**Share the Learning** (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)  
\_\_\_\_\_  
\_\_\_\_\_

**Extend the Learning**

Literacy Work Station \_\_\_\_\_ Writing Task \_\_\_\_\_ Read Aloud

Mini-Lesson  \_\_\_\_\_ Guided Reading/Strategy Group \_\_\_\_\_

Other \_\_\_\_\_ Inquiry Time \_\_\_\_\_ Vocabulary Meeting \_\_\_\_\_

**Assess the Learning** (How can I assess students' understanding of the skill/strategy being taught?)

monitor students' turn + talk conversations

## Maintaining Fluency

### You Will Need

- ▶ several familiar books with a variety of punctuation marks and font styles, such as the following:
  - *Gecko* by Raymond Huber, from Text Set: Illustration Study: Craft
  - *Play Ball!* By Jorge Posada, from Text Set: Genre Study: Memoir
- ▶ chart paper and markers
- ▶ books students are reading independently or a basket of books
- ▶ document camera (optional)

### Academic Language / Important Vocabulary

- ▶ punctuation
- ▶ font
- ▶ dialogue
- ▶ ellipses
- ▶ dash
- ▶ italics

### Continuum Connection

- ▶ Recognize and reflect punctuation with the voice: e.g., period, question mark, exclamation point, dash, comma, ellipses, when reading in chorus or individually [p. 139]
- ▶ Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually [p. 139]

## Goal

Understand how the voice changes to reflect the punctuation and font in a sentence.

## Rationale

When students adjust their voices for punctuation marks and font styles in order to read the way the writer intended, they gain confidence as readers and improve their fluency.

## Assess Learning

Observe students when they read aloud. Notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Do students' voices reflect the punctuation marks and font styles in sentences they read aloud?
- ▶ Are they using the terms *punctuation*, *font*, *dialogue*, *ellipses*, *dash*, and *italics*?

## Minilesson

To help students think about the minilesson principle, engage them in noticing and changing the voice to reflect the writer's intention. Here is an example.

- ▶ Display page 14 from *Gecko*.

Notice the different punctuation and font styles on this page. Listen as I read the words aloud the way the author intended and notice what my voice sounds like.

- ▶ Read the page, emphasizing voice changes for periods, question marks, exclamation marks, commas, boldface words, and words in all capital letters.

What did you notice about my voice?

- ▶ Write students' suggestions on chart paper, guiding the conversation so they notice what you did when coming to the different punctuation marks. List any punctuation or font vocabulary that is new to students. Display the chart at the bottom of page 13.

What punctuation marks do you notice in the long sentence at the bottom of the page?

- ▶ Read the sentence, emphasizing how your voice sounds when you come to the colon and semicolons. Ask students what they noticed and add to the chart.
- ▶ Display the sentence on page 10 in *Play Ball!* that includes dialogue, italics, and a dash. Model fluent reading for this sentence and then read the sentence with ellipses on page 18. Add responses to the chart.

What did you notice about my voice when I read the dialogue in quotes, words in italics, the dash, and the ellipses?

## Have a Try

Invite the students to practice fluency with a partner.

- Have students sit in pairs with independent reading books or have them choose books from a basket.

Choose a few sentences or pages to read to your partner. Think about the way the author wants you to read and make your voice change when you come to a punctuation mark or a font style.

- After a few minutes, ask several students to share what they noticed.

## Summarize and Apply

Summarize the learning and remind students to notice punctuation marks and font styles when they read.

What did you learn today about how you should read, especially when you read aloud?

- Add the principle to the chart.

Today when you read, practice how your voice should sound when you see different types of punctuation or font styles. Bring the book when we meet so you can share.

## Share

Following independent reading time, gather students in small groups to read aloud to one another.

In your group, read aloud one or more sentences the way you think the author wants you to read the sentence. Show how the author wants your voice to sound.

## Extend the Lesson (Optional)

After assessing students' understanding, you might decide to extend the learning.

- Provide examples of language with punctuation, including types that were not discussed in this lesson—for example, parentheses that are used to indicate that the author or character is speaking directly to the reader. Model how to read the print and then have students practice.
- Point out, as appropriate, that italics and boldface do not always mean that a word should be read with emphasis. For example, titles (e.g., book, movie) and foreign words are set in italics to set them apart from the surrounding text. Headings and glossary words are often in boldface.

## Notice how the author wants you to read the sentence.

When you see \_\_\_\_\_, make your voice...

•	go down and come to a full stop	<i>italics</i>	say the word a little louder
?	go up	<b>bold</b>	make the word sound important
!	show strong feeling	CAPITALS	say the word louder for emphasis
,	pause for a short breath	<u>underline</u>	say the word a little louder
—	come to a full stop	( )	sound like speaking directly to reader
...	drift away	font change	read a bit differently for emphasis
:	pause to prepare for what comes next		
;	pause to separate two parts of a sentence		
" "	sound like the character who is speaking		



### Maintaining Fluency

#### You Will Need

- ▶ familiar books that have examples of different types of phrasing, such as the following:
  - *La Mariposa* by Francisco Jiménez, from Text Set: Figuring Out Who You Are
  - *Face to Face with Whales* by Flip and Linda Nicklin, from Text Set: Telling a Story with Photos
  - *Gecko* by Raymond Huber, From Text Set: Illustration Study: Craft
- ▶ chart paper and markers
- ▶ document camera [optional]

#### Academic Language / Important Vocabulary

- ▶ fluency
- ▶ commas
- ▶ phrasing

#### Continuum Connection

- ▶ Read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate) alone and while maintaining unison with others [p. 139]

### Goal

Read with phrasing.

### Rationale

When students read sentences with proper phrasing so that their reading sounds like talking, they can reflect on the author's meaning and increase their understanding of the text.

### Assess Learning

Observe students when they read aloud. Notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Do students put words together when they read aloud so it sounds like talking?
- ▶ Are they using the terms *fluency*, *commas*, and *phrasing*?

### Minilesson

To help students think about the minilesson principle, help them notice how to put their words together so it sounds like talking aloud. Here is an example.

- ▶ Display page 6 from *La Mariposa*. Read the page so that it sounds like fluent, natural speech. Then have students read the page with you.
- ▶ After reading with students, have a conversation about fluency. The following prompts may be helpful.
  - *What did you notice about how the words and sentences sounded?*
  - *What did you notice about the way I read the words between the commas? I put my words together. This is called phrasing.*
  - *In what ways did I try to make my voice sound like the character when reading dialogue?*
- ▶ As students provide ideas, make a list on chart paper of the benefits of putting words together when you read.

Now let's look at another example. Think about the different uses of commas on this page and what my voice sounds like as I read.
- ▶ Display and read pages 5 and 15 from *Face to Face with Whales*. Depending on the needs of your students, you might talk about the different uses of commas and phrasing on these pages and how the author's intention affects the way the words are read (e.g., clauses, phrases, appositives, lists).

What else can be added to the chart?

### Have a Try

Invite the students to practice phrasing with a partner.

- ▶ Show page 16 from *Gecko* by writing the sentences on chart paper.

Take turns reading aloud this page from *Gecko* quietly to your partner. Think about how to read the sentences so it sounds like you are talking.

### Summarize and Apply

Summarize the learning and remind students to put words together when they read.

Today you talked about putting words together in a natural way so that it sounds like talking when you read. That's called phrasing. Why is this important?

- ▶ Add the principle to the chart.

When you read today, listen to how your reading sounds. Practice putting your words together so it sounds like talking. Bring your book when we meet so you can share.

### Share

Following independent reading time, gather students in pairs to read aloud to one another.

Read one page from your book to your partner. As you do, practice putting your words together so it sounds like talking.

### Extend the Lesson (Optional)

After assessing students' understanding, you might decide to extend the learning.

- ▶ Have students talk to each other about a sample topic and then read a page from a book aloud. Have them think and talk about how they sound when they have a conversation and how they can make their reading sound similar to the way they sound when having a conversation.
- ▶ Continue to model fluent reading on a regular basis and from time to time ask students to reflect on the way fluent readers sound.

### Put your words together so it sounds like talking.

- Your reading sounds smooth.
- You show that you understand what you read.
- People understand the meaning when you read aloud.
- You read like a character would say it.

**Think-Now****Your Voice, Your Vote!**

Would you rather write a...

- Summary
- Book Recommendation
- Book Review
- Poem
- Blog

Comments:

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Comments:

## Interactive Read Aloud Planning Template

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's *Interactive Read Alouds* and CLI's *Intentional Read Aloud* template

Title: Song of the Water Boatman + Other Pond Poems

Author: Joyce Kilmer

New Jersey Student Learning Standard(s): RI.5.5 - poem structures; (compare/contrast)

RI.5.7 - analyze visual elements (looking at multiple sources)

Classroom Culture Considerations (Transitions, Engagement, etc.) clock partners

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

reeds	depth	food chain
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**Focus the Learning** What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: During today's read aloud, you are introduced to a hybrid text that combines science (or information about ecosystems) with poetic language.

Content Objective: The students will compare and contrast two poems by using a Venn Diagram structure

Language Objective: The students will discuss poems with their clock partners.



**Model and Guide Practice** (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. In "Listen for Me," poetry is combined with facts to describe peepers.
2. The text focuses mostly on the early spring.
3. "In the Depths of the Summer Pond" also combines poetry with
4. The middle of the text takes us to summer facts.  
with information about the food chain.

**Close Reading Adjustments** Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) The text tells about a pond ecosystem through poetry
- (2) "In the Depths of the Summer Pond" is structured like
- (3) "There was an Old Lady who Swallowed a Fly"
- (4) Nature's Magic  
- Elicit Responses from the Students

**End of Story Reflection** (Think about why this skill and strategy is important. How does this impact your reading?) \_\_\_\_\_

**Share the Learning** (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)  
\_\_\_\_\_  
\_\_\_\_\_

**Extend the Learning**

Literacy Work Station \_\_\_\_\_ Writing Task  \_\_\_\_\_ Read Aloud  \_\_\_\_\_

Mini-Lesson  \_\_\_\_\_ Guided Reading/Strategy Group \_\_\_\_\_

Other \_\_\_\_\_ Inquiry Time \_\_\_\_\_ Vocabulary Meeting \_\_\_\_\_

**Assess the Learning** (How can I assess students' understanding of the skill/strategy being taught?)  
\_\_\_\_\_

## Using a Reader's Notebook

### You Will Need

- ▶ chart paper resembling the Forms for Writing About Reading page in *Reader's Notebook: Advanced* (Fountas and Pinnell 2011)
- ▶ markers
- ▶ document camera (optional)

### Academic Language / Important Vocabulary

- ▶ writing about reading
- ▶ tally

## Goal

Learn how to keep a tally of the different forms of writing about reading.

## Rationale

When you teach students to keep a tally of the kinds of writing they do, they are more likely to write about their reading in a wide variety of ways. It would be best to help students do the recording and tallying after each form of writing is introduced (see Umbrella 5 in this section).

## Assess Learning

Observe students when they keep track of the kinds of writing they do and notice if there is evidence of new learning based on the goal of this minilesson.

- ▶ Do students keep a tally of the kinds of writing about reading they used?
- ▶ Do they use and understand the terms *writing about reading* and *tally*?

## Minilesson

To help students think about the minilesson principle, demonstrate how to tally forms of writing in a reader's notebook. Discuss only the forms of writing that you have already introduced to your students. Here is an example.

- ▶ Display the prepared chart paper or project the Forms for Writing About Reading page from *Reader's Notebook: Advanced*.

What do you notice about this page? What do you think you will write on this page in your reader's notebook?

This page lists some of the different ways to write about reading. Which of these kinds of writing have you used before?

- ▶ Based on students' responses, point to one kind of writing (e.g., book recommendation) on the list and read its definition.

What does the third column in the chart tell you?

The third column gives the definition of each type of writing. It also describes each type of writing.

- ▶ Point to the first column and read the heading, *Tally*.

What will you write in this column?

In this column, keep a tally of the different kinds of writing you use. Who remembers how to keep a tally?

- ▶ If necessary, review (or teach) how to keep a tally and count tally marks (see WAR.U1.RML3).

## Have a Try

Invite the students to enter tally marks for the kinds of writing they have used.

If you have already used any of these types of writing about reading in your reader's notebook this year, add a tally mark on your list.

- ▶ Invite a volunteer to demonstrate how to add a tally mark next to one kind of writing about reading.

## Summarize and Apply

Summarize the learning and remind students to keep track of the kinds of writing they use.

What did you learn how to do today in your reader's notebook?

If you write about your reading today, remember to make a tally mark next to the kind of writing that you use.

## Share

Following independent reading time, gather students together in the meeting area to talk about their writing about reading.

Who wrote about your reading today?

What kind of writing did you use?

How did you keep track of it in your reader's notebook?

## Extend the Lesson (Optional)

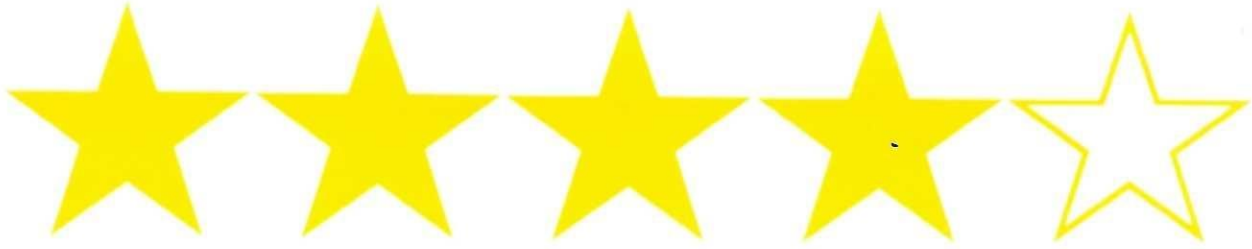
After assessing students' understanding, you might decide to extend the learning.

- ▶ You will need to decide which forms of writing about reading are appropriate for your students. After teaching each new form of writing, read aloud its definition on the Forms for Writing About Reading page and remind students to keep track of the kinds of writing they use.

## Forms for Writing About Reading

Tally	Kind of Writing	Definition
	Summary	a few sentences that tell the most important information
	Book Recommendation	writing that gives another reader some information and advice on a book
	Book Review	an opinion and analysis that includes comments on the quality of a book and gives another reader advice
	Poem	a poetic piece that responds to a book (characters, setting, story events)
	Blog	a blend of the term "web log," a blog has entries of comments, descriptions of events, or other information

## Dr. Ken's Book Recommendation



Dear Reader: If you love ponds, ecosystems, and all things nature, you will love *Song of the Water Boatman and Other Pond Poems* by Joyce Sidman. I rate this book with 4 out of 5 stars. While I really enjoyed thinking about the animals, sounds, and sights of the pond, sometimes the use of poetry made my thoughts wander as a reader. I did, however, love the poem "In the Depths of the Summer Pond," which reminded me of the classic "There Was an Old Lady Who Swallowed a Fly." Science lovers who don't mind getting their hands dirty in the mud will definitely appreciate this read.