

Ohio Literacy Conference for K-3rd Grade Teachers

December 8, 2011 - December 9, 2011

D-6 Using Updated Children's Literature to Teach Strategy (Gr. K-3)

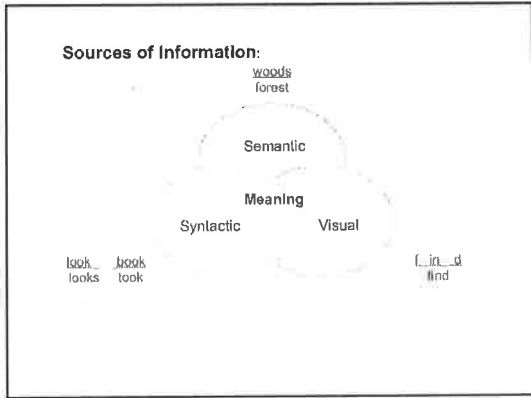
Pat Johnson

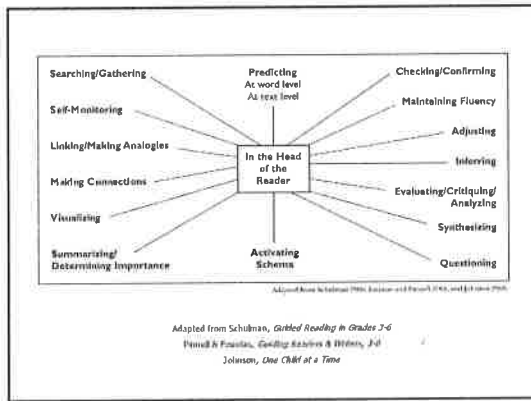
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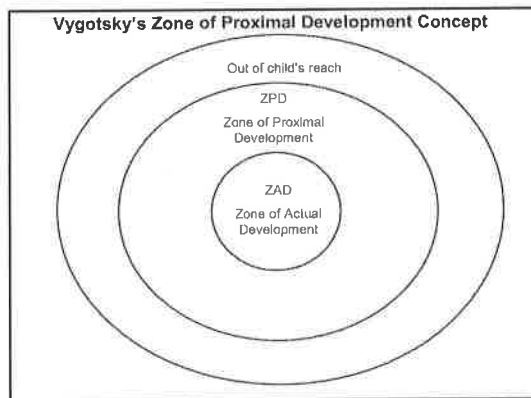


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What does instruction look like when teaching *for* strategies? I will show lessons for:

- Questioning
- Making Connections
- Inferring
- Visualizing

Can we teach one strategy at a time?

Keene & Zimmerman say, "turn up the volume"

Dorn & Soffos say, "spotlight"

Fountas & Pinnell warn, "heavy-handed"

Remember the goal is to integrate the use of all the strategies.

The difference between spotlighting and heavy-handed teaching:

- ◇ How you introduce the strategy
- ◇ Whether or not you give time and opportunity for students to see/feel the strategy working for them

Spotlighting	Heavy-handed Teaching
<ul style="list-style-type: none"> ▪ Begin with a desire to make meaning of a particular text ▪ Explain how the strategy helps you make meaning as you model ▪ Do together; discuss how it helps them (or not) ▪ Students take over and self-initiate 	<ul style="list-style-type: none"> ▪ Name and define the strategy ▪ Teach the strategy for strategy sake ▪ Students practice the strategy at the request of the teacher ▪ No gradual release to independence

"The goal is not naming a strategy, but applying it to the reading of text."

"Keep the language grounded in good texts so that students understand that their goal is to understand and notice more rather than to 'do' a strategy."

Fountas & Pinnell
Teaching for Comprehending and Fluency, p. 353
Heinemann, 2006

"Meaning doesn't arrive because we have highlighted text or used sticky notes or written the right words on a comprehension worksheet. Meaning arrives because we purposefully engaged in thinking while we read."

Tovani, p. 9
Do I Really Have to Teach Reading?
Stenhouse, 2004

Make a comment to a partner about:

- Spotighting vs. heavy-handed teaching
- Students self-initiating strategies

Before teaching any strategy be sure it is something you actually use as a proficient reader.

When do you use questioning?

Teaching about Questioning

Think about:

- How do you use questioning as an adult proficient reader?
- How can we teach children to question/wonder before, during, and after reading?

Suggestions for a questioning model:

- "A Bad Road for Cats," from Cynthia Rylant's *Every Living Thing*
- Poems
- NF article
- *Emma's Rug* by Allen Say
- *Faithful Elephants*

Making Connections

- Choose your book carefully for modeling
- Must make authentic connections
- Use precise language
- Shared practice → turn and talk
- Accept all connections in the beginning
- Teach refining by using a coding system
 - #1 = basic connection
 - #2 = aided comprehension
- Categorize with post-its (3 kinds of connections)

Adapted from D. Miller, *Reading with Meaning*
Stanhouse, 2002.

In order for students to make *text-to-text connections* you should use:

- Two books with a similar theme
- Two books on the same topic
- Two versions of the same tale
- Two books by the same author
- Two books in the same genre

Provide opportunities to notice and discuss *text-to-world connections*:

- Fly Away Home (Homeless)
- Smoky Night (Riots)
- Miss Maggie (Alzheimer's)
- How Many Days to America (Immigration)
- The Bracelet (Internment camps)
- Rose Blanche (Holocaust)

Poetry: Mother to Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—Bare.
But all the time I'se been a-climbin' on,
And reachin' landin's,
And turmin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey, I'se still climbin',
And life for me ain't been no crystal stair

Langston Hughes



Session activity:

- Work with 1-2 partners; one person records
- Brainstorm a list of when readers might use inferring
- Share out as a whole group

What kind of things might readers have to *infer* when they read?

Students need to learn to infer at:

- The word level
- The text or story level
- Beyond the text level

Inferring, *reading between the lines*, is something students already know how to do.

Forget-Me-Not
by Ralph Fletcher

I left one flower
on Grandma's coffin:
a forget-me-not
as if I could.

With just one coin, I
t
u
m
b
l
e
out
from a round glass world
through a silver
s
p
o
u
t

When Riddles Come Rumbling: Poems to Ponder
By Rebecca Kai Dotlich

Who is the narrator of this passage?
"When danger dares to cross my path, I stretch my majestic twelve-foot height, thrash my fearsome four-inch claws, and roar a sharp-toothed growl backed by every ounce of my one thousand pounds. But I don't do it often."

For A Bird
by Myra Cohn Livingston

I found him lying near the tree; I folded up his wings.
Oh, little bird,
You never heard
The song the summer sings.

I wrapped him in a shirt I wore in winter; it was blue.
Oh, little bird,
You never heard
The song I sang to you.

Books where children need to infer meanings of words:

- *The Toy Brother* by William Steig
- *Nocturne* by Jane Yolen
- *Hello, Harvest Moon* by Ralph Fletcher
- *Rotten Richie and the Ultimate Dare*
by Patricia Polacco
- Non-fiction texts with bold print vocabulary

Predicting at the text level:

- *Z was Zapped* by Chris Van Allsburg
- *Stephanie's Ponytail* by Robert Munsch
- *Suddenly*, McNaughton
- *The Mysterious Giant of Barletta*, DePaola

Books with surprise endings:

- *My Lucky Day*, Kelko Kasza
- Any Chris Van Allsburg book
- *Wolf's Coming* by Joe Kulka
- *Paper Bag Princess* by Robert Munsch

Character's personality:

- *Chester's Way* by Kevin Henkes
- *Brave Irene* by William Steig
- *Wednesday Surprise*, Eve Bunting

Tell a partner about a character's personality in a book you recently read.

Subtle Humor:

- *Diary of a Worm* by Doreen Cronin
- *I Wanna Iguana* by Karen Kaufman Orloff
- *Animals should definitely NOT wear clothing*, Barrett
- *Alice the Fairy*, David Shannon

Reading the pictures as well as the words:

- *Tough Boris*, Mem Fox
- *31 Uses for a Mom*, Harriet Ziefert
- *Annie and the Wild Animals*,
by Jan Brett

Character's perspective:

- *Great Joy!* by Kate DiCamillo
- *Voices in the Park* by Anthony Browne
- *Zoo* by Anthony Browne
- *Alice the Fairy*, David Shannon

Author's perspective:

- *When Wild Animals Become Pets*
- *School Uniforms*
- *Fast Food Restaurants*
- Magazine articles

Phrases, metaphors, figurative language:

- Turtle reference in *Because of Winn Dixie*
- *The Quiet Book*, by D. Underwood
- *A Seed is Sleepy* by Dianna Hutt Aston
- *An Egg is Quiet* by Dianna Hutt Aston
- *Big Orange Splot*
by Daniel Pinkwater

Change in the character:

- *The Quiltmaker's Gift*
by Jeff Brumbeau and Gail DeMarcher
- *Love that Dog* by Sharon Creech
- *Mean Jean the Recess Queen*
- *Knuffle Bunny Free*, Mo Wilhems
- *The Giver* by Lois Lowry
- *The Miraculous Journey of Edward Tulane* by
Kate DiCamillo

Teach inferring by talking about *theme*:
What's this story really about? What's the message? Bulletin Board: What's the Big Idea?

The Big Orange Splot, by Daniel Pinkwater
Fly Away Home, by Eve Bunting
Oliver Button is a Sissy, by Tomie de Paola
Lotus Seed, by Sherry Garland
Too Many Tamales, by Gary Soto
Amazing Grace, by Mary Hoffman
Dot, by Peter Reynolds
The Most Beautiful Place in the World, by Ann Cameron

Teaching for Visualizing

- Read a passage on the overhead and do a think aloud; then try one with them.
- Cover a picture book with brown paper and have students draw a picture for the beginning, middle, and end of the story.
- Use poetry on the overhead and have students work with partners.

Visualizing continued

- Send students on a search of their own chapter books for passages that they feel give the reader a great image in their minds.
- Have students draw the setting of their book using evidence from the text.
- With non-fiction – have students draw what they know before the read aloud book; later have them draw a second picture with the new information they've gained.

“ Your goal is to help children think like readers.”

Fountas & Pinnell
Teaching for Comprehending and Fluency, p. 353
Helnemann, 2006

Each participant will give his/her *last word*:

- Mention one thing that you are walking away with from today's workshop
- OR
- Tell about one thing that you plan to work on or bring to your classroom practice next school year.

List of Related Citations

Using Updated Children's Literature to Teach Strategy

Presented by Staff Development for Educators (SDE), Pat Johnson, Literacy Consultant

Dorn L., and C. Soffos 2005. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland, ME: Stenhouse.

Fountas, I. C., and G. S. Pinnell 2006. *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8*. Portsmouth, NH: Heinemann.

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Routman, R. 2003. *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.

Sibberson, F., and Szymusiak 2003. *Still Learning to Read: Teaching Students in Grades 3-6*. Portland, ME: Stenhouse.

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