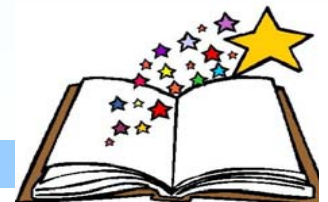


Engaging & Motivating Young Readers for Success through Interactive Read-Alouds and Independent Reading

Reading First Regional Meeting
Mary Ellen Caesar & Marybeth Keane
January 28 & 29, 2009



The universe is full of magical things
patiently waiting for our wits
to grow sharper.

Eden Phillips



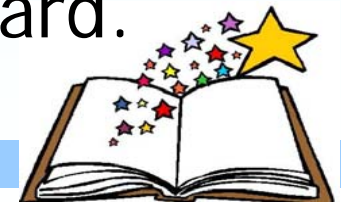
A Teacher's Teacher Rafe Esquith

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Teacher's Teacher Video -
CBSNews_com.htm*



Responsibilities of the Teacher

- Be the person (character-wise and learner-wise) that you want the students to be.
- When planning, leave nothing to chance.
- Believe in student success.
- Make learning thrilling, challenging, and relevant.
- Know that the ability to read and write is a matter of life and death for your students.
- Take no shortcuts, be nice and work hard.



Book Share

Welcome, Seashore Aficionados!

Before we commence, please complete the Shells Template.

You will then be extended the opportunity to recommend your book to your colleagues.

Culling from our seminars, you will find yourself awash in a tide of tried and true titles to be distributed in April.



Workshop Objectives

- Review what we know about motivating learners.
- Apply what we know to lesson segments.
- Review read-aloud best practices.
- Review accountable independent reading and discussion.
- Apply what we know to observation.
- Assemble materials and make plans to apply them back at school.

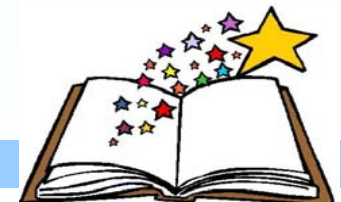
Note: Consider the needs of EL learners throughout.



Engagement & Motivation Attributes

- Knowledge Goal
- Real world experience
- Multiple resources
- Choice
- Teach/scaffold for success (strategies)
- Social collaboration
- Alignment/coherence of instruction & assessment
- Instructional Plan - 4 phases: observe & personalize, search & retrieve, comprehend & integrate, communicate to others

Guthrie, 2001



Provocative Presentation

- Use to introduce the content
- Use to excite the students about anticipated learning
- Use to activate any prior knowledge that students do have

Note: Novelty supports new learning and enthusiasm is contagious.



Building Background

Marine Animals

<u>K</u> What I Know I Know	<u>N</u> What I Need to Know	<u>W</u> What I Want to Know	<u>L</u> What I Have Learned	<u>W</u> What I Still Wonder About

Note: Accessing/building knowledge base is especially important with EL learners.



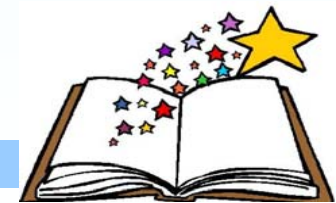
Knowledge Goal

Science standard - life science (biology, grades 3-5)

#1 - Classify sea life according to shared physical characteristics.

- Ideas for developing investigations and learning experiences
 - Sort according to physical characteristics
 - Use a dichotomous key to identify marine life
- Extension
 - Create a simple chart to identify indigenous marine animals

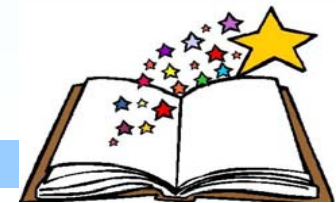
Note: Realia is an important tool for use with EL learners.



Brief Real World Experience

- At your table, sort the marine life into 2 groups according to agreed-upon physical characteristic(s)
- Be prepared to label your sort on the table tents

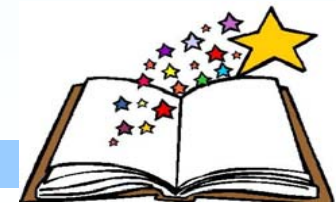
Note: Creating opportunities for good oral language discussions is especially important for EL learners.



Multiple Resources & Choice

- Working in pairs or trios
- Browse the print materials available at your table
- Generate several questions for further investigation

Note: Include EL learners with typical speakers and change members of pairs and groups often. It is important that everyone have a chance to work together.



Teach for Success

- Think aloud
 - Using text features to locate information
 - Table of contents
 - Headings
 - Glossary
 - Index

Note: Use fcrr.org bookmarks

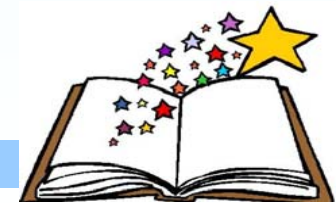
Note: Strategy use is an important part of independent work. Teach strategies and provide opportunities to use.



Alignment & Coherence

- Using evidence from text answer your KNWLW question
- Share your findings with a larger group
- Questions may be refined and the process repeated

Note: Choice and social collaboration are interwoven throughout. Cooperative work provides many opportunities for language and appreciation.



Assessment

- Category - Attribute Chart may be used and from it, ideas may be collapsed into paragraphs.
- Completed KNWLW Chart may provide assessment
- A-B-C Marine Life Chart may provide prior knowledge and/or assessment
- Students may be given choices (Gardner's Intelligences) to demonstrate what they have learned
- *Using the characteristics words, create a sentence with your table mates to show what you learned.*

Note: All young students need opportunities to present learning to others in a safe environment.



Accountable Discussion Observation

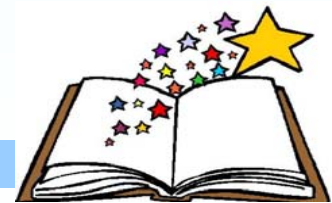
- Using the Accountable Talk Rubric and the Observation tool:
 - Observe the students for evidence in each category
- OR
 - Observe the teacher for evidence in each category





The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.

D. A. Ward



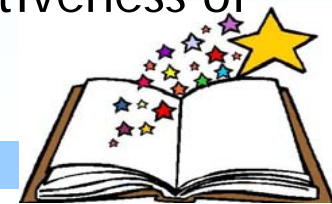
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