

# FIX-UP STRATEGIES

**Three Weeks** – Focus on what the strategy is and why great readers need it. Emphasize listening to yourself as you read and picking “just right” books.

<i>Think Aloud: (Eye to Eye and Knee to Knee)</i>	<i>Have at It: (Pairs and Small Groups)</i>
<ul style="list-style-type: none"><li>• Reading is thinking.</li><li>• The reader is just as important as the author.</li><li>• BEAR is your vacation. Where are you going on vacation today?</li><li>• You are in charge of what you understand from your reading</li><li>• Everyone “spaces out” when they read! (STW p. 18)</li><li>• Snapshots or RRR V.I.P. (6) with post its (fix up strat)</li><li>• Reread the whole sentence after you figure out a word that gave you trouble.</li><li>• You have to know when you don't understand.</li><li>• To keep track of your thinking, do a 1-2. (MOT p. 39)</li><li>• You have to know when it makes sense and when it doesn't.</li><li>• Reading on and going back can make it make sense again.</li><li>• It's smart when you know you don't understand something.</li><li>• Reread to clarify thinking (STW p. 19)</li></ul>	<ul style="list-style-type: none"><li>• Read, Cover, Remember, Retell (RRR p. 140)</li><li>• To keep track of your thinking, do a 1-2. (MOT p. 39)</li><li>• Reread the whole sentence after you figure out a word that gave you trouble.</li><li>• If coding interferes with your train of thought, confer and tell student to read the whole text first and then jot notes at the end. (STW p. 33)</li><li>• Five Finger Rule Cue Cards</li><li>• Goldilocks Rule for picking “just right” books</li></ul>

- Reread to enhance understanding (STW p. 19)
- Read on to clarify meaning (STW p.20)
- Five Finger Rule Cue Cards
- Goldilocks Rule for picking “just right” books
- Articulate what exactly is confusing about the text (STW p.20)
- Match the problem with the strategy that will best solve it. (STW p.20)
- “It’s much easier to be proactive and construct meaning as we go than to have to go back, reread, and salvage what little meaning we have.” (STW p.20)
- Sentence and Paragraph Detectives (GR4B)
- Who Took Our Caps? (GR4B)
- Who Did What? (GR4B)
- What’s the Missing Word? (GR4B)
- Who Mixed Up Our Sentences? (GR4B)
- Why it’s important to choose books that are “just right” for you
- How to choose a book – ongoing list (STW p. 61)
- Great readers have a steady diet. (It would be unhealthy to only eat carrots even though you really like them and they are good for you.)
- Know (by the cover) when a book will be serious or funny.

- You can read “too hard” books as long as you have enough interest or motivation; show kids lawnmower manual.
- Choosing the right book (RWM p. 40-41)
- Bring in the pile of books by my bed (including catalogs). (RWM p. 43-44)
- “Publicly” recommend a book to a child (RWM p. 45)
- Share titles of books kids are reading (RWM p. 45)

## SHARING:

- Books are better if we share them.
- When talking about books, you need to be ready.
- Do a “How’s It Going?” share at the beginning of the year, before the regular share (RWM p. 32, 37)
- How to share with classmates what was learned
- Transition to the share time: “Everybody listen!” class responds: “Right now!” Play song while kids think about “what they’ve learned about themselves as readers today and to think a minute about how they might best share that with the group.” (RWM p. 36)
- Say “thank you” after the teacher gives permission to share.

## ASSESSMENT:

Have kids fill out great reader sheet before fall conferences.

Ideas to apply to math: (from workshop with Ellin Keene)

- Mathematicians check to make sure answers are reasonable.

- *Mathematicians use manipulatives/charts/diagrams to help themselves make sense of the problem.*
- *Mathematicians understand that others will build meaning in different ways and solve problems with different problem solving strategies.*
- *Mathematicians write what make sense to them.*
- *Mathematicians check their work in many ways: working backwards, redoing problems, etc.*
- *Mathematicians agree/disagree with solutions and ideas.*
- *Mathematicians express in "think alouds" what's going on in their head as they work through a problem. They are metacognitive.*
- *Mathematicians continually ask themselves if each step makes sense.*
- *Mathematicians discuss problems with others and write about their problem solving process to clarify their thinking and make problems clearer.*
- *Mathematicians use accurate math vocabulary and show their work in clear, concise forms so others can follow their thinking without asking questions.*
- *Mathematicians listen to others' strategies and adjust their own.*
- *Mathematicians use estimation to determine if their answer is reasonable.*
- *Mathematicians use trial and error to build thinking.*
- *Mathematicians cross check by using more than one way to do a problem (i. e. check subtraction by adding).*
- *Mathematicians use tools (i.e. manipulatives, graphs, calculators, etc.) to enhance meaning.*