

These are my notes. The mistakes are mine, the wonderful ideas are Linda's

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Self-Selected Reading and Sharing

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Children today are tyrants. They contradict their parents, gobble their food and terrorize their parents.

Who wrote this? When?

Socrates!!

Self Selected Conferences are where you get the diagnostic information of where your kids are. Teacher should have the attitude, "Let's Talk!"

1. Introduce children to all types of literature through the teacher read-aloud. Pay attention to the kinds of books children bring to a conference. This will demonstrate what kind of information your kids will read and what kinds of read alouds you still to model.
2. Encourages children reading and interest in different genres.
3. Provided instructional level reading
4. Builds intrinsic motivation through reading
5. How to Choose a Just Right Book (see page 77 Self Selected Reading the Four Blocks Way)

During Conference

1. Bring books and other stuff. See page 107 for a form that can be brought to the conference, but first model in the classroom how to use this form. Opens students up to discuss books and prepares them to share.
2. Conference Sheet - page 107
3. Getting Ready for Reading Conference - page 88
4. During the conference, ask the students to prepare to share knowledge of strategies learned during GR lessons.

NEW-KNEW-QUESTIONS

§ Taught using a small piece of text during the GR block.

§ Applicable during the SSR block.

Comprehension Monitoring

Read attached story / article. As you read use the following code to indicate the following information.

N - put an N in the margin if it's new

K - put a K in the margin if it's something you knew

Q - put a Q if you have a question

Model this during GR - then during conferencing also tell students to show how they can use this information to discuss books.

Materials - short articles, stories, Weekly Readers, Scholastic News, Time for Kids.

Sticky notes -- Have the students make their notes on the sticky notes. Students read and put stickies on the pages next to the information.

After reading ideas

§ Students read and make their own notes, their share with a partner.

1. What was the most important thing that they already knew?
2. What is something, I learned that was new?
3. Which questions do you have?

§ When student then comes to a conference, this strategy helps them translate knowledge in a meaningful way that allows them to efficiently discuss what they've read during the conference time.

§ After a story is read a good idea is to complete a story frame.

First grade story frame:

I learned many things about _____.

I already knew that _____.

But I learned _____.

I also learned _____.

Upper grades story frame:

ADD THIS SENTENCE TO THE FIRST GRADE FRAME

But the most important thing I learned _____.

§ Reading Response Journals are a wonderful after reading activity.

1. Don't have the students complete the RR Journals during the self selected reading time.
2. Students complete the RR Journals or Form so they are able to discuss during the SSR

sharing time.

3. We must teach the students how the strategies they learn are transferable into the new skills.

4. Let the children have TIME for preparation for conference in the morning.

5. This is not a requirement BUT students' preparation for conference improves the discussion.

§ Autograph Books

Short snappy high interest books that you practice reading. When you are reading with expression and fluency you get an autograph book. An autograph book is given each time a child is ready to read a new book. Child reads books to parents, teachers, neighbors, friends. It reinforces fluency.

The autograph book is four pages. The four pages say:

AUTOGRAPH BOOK

Name _____

Teacher _____

Page 1

This is a place for signatures. Page 2

This is a place for signatures. Page 3

On the last page child writes a short reflection here. Student writes how they did. Page 4

§ Paper Bag Book Report

Connections to a book - reminds me of souvenirs in the Guided Reading the Four Blocks Way book. Each child collects things that remind them about a book. Give students several days to collect things to make connections. Read the book, Collect the stuff all week, Report on Friday. Good for Home-School Connections.

Enrich your classroom library with secondhand books. Use garage sales to accumulate books. Perhaps you could have teachers in your building agree to shop at a couple of garage sales each and scoop up any childrens' books that might be for sale. You could offer to take unsold books off the hands of garage sale hosts and perhaps they might be moved to donate the books to you right then and there. Try labels of HARD, HARDER, and HARDEST for your books in the room. That will challenge your students to read books at their level even though they may be reading lower level (HARD) books. Use those labels in place of EASY readers, etc.

Ways to Share:

1. Using a "share chair" have students share when it's their turn "If your book is good enough to share". Some students may not feel comfortable reading parts of their books aloud or discussing their book. They can just say that their book wasn't good enough to share which eliminates bad feelings about themselves.
2. All the children could share with each other at their tables after SSR (5 min.)
3. Share one fiction and one non-fiction at one sharing time.
4. Have a poetry share day.
5. Use the beach ball with story elements and toss it for a way to have kids share. When a child catches the ball, he/she tells the name of the book and one section of the ball.

Try to vary the way kids share every day. Have several ways to share and rotate through the ways so the sharing keeps fresh.

The Quick Share - talk with your neighbor for one minute about a book you're reading. Give the title and tell about it. Partner one goes first for one minute and then partner 2 shares for one minute. Suggest that they might want to include some of the vocabulary from the book when they share. (5 minute activity)

Reader Reaction Circles - groups of 4

Teacher sets up these foursomes and make them divergent by including various ability level and verbal skill levels within a group. The children pick a page or two or a snippet to read in their foursome. Children prepare for the circle by mumble reading to practice.

Model the circle the first few times with yourself and three students. Students are numbered 1 through 4 and each receives a part.

For narrative text, number one has this part in the circle:

1. Read a favorite part of your book to the group or
Read a description of a favorite character or
Read a part that describes an exciting or interesting event or
Read a part that describes the setting.

Number 2 is tell what he/she liked best about what number one shared.

Number 3 is tell what he/she would like to hear more about.

Number 4 is to decide what question he/she would like to ask about this book.

Teacher can make up 4 task cards with these parts on them. Give one card to each participant. One round of this circle would take about 5 minutes. If you prefer to use an entire SSR block for Reaction Circles, you would rotate the jobs three more times which would take about 25 minutes.

For informational text, the first task would read:

Read a favorite part or
Read a good description or
Read something interesting or
Read something new you learned.

Paperbag Book Report - Write the name of the book and author on a paper bag (lunch or grocery). Each child makes a bag for the book he/she read during SSR. The child then adds two or three pictures, four or five words, and/or little items inside the bag that tell about their book. Give them a few days to finish the bags. Share the bags in foursomes giving each child a minute or 2 to share. When a child shares, he/she pulls out objects from the bag and tells why the objects are in the bag. Teacher monitors the flow of the sharing by setting a timer for two minutes for each child's sharing.