

Introduction

This book is filled with reading strategies that have been used and reused over thirty years worth of teaching. If you are reading this book, you are looking for different ways to help your students improve in what is the most important part of their learning. Students who struggle with reading are at a definite disadvantage in school. But reading is not something that stops at the end of formal schooling; reading is for life.

What is reading anyway? Is it just calling the words in a story? Is it understanding the information in a non-fiction article? Is it feeling the rhythm in a poem? Is reading more than just words in a book? Words are everywhere! They are on signs, in newspapers, in telephone books, on maps, in magazines, in the dictionary, on television, on cereal boxes, and on and on.

Many times we think that if we teach students how to read words in a story we have done our job. Of course, that is important. But many times teachers concentrate so hard on just helping children understand and enjoy literature, that we don't get the message across to children that reading is a part of everything we do. Reading is life.

This book will give you some strategies to use with your students that will help them build reading skills in all areas. The strategies will work not just across the curriculum, but across life.

How to Use This Book

Some of the reading strategies in this book are appropriate for one lesson, while others might be used throughout the year. Some of them require a little teacher preparation, and some need nothing more than reading, thinking, and jumping right in. For the activities that require you to gather or make something ahead of time, it is usually a good idea to save them from year to year. A recommended grade level is listed for each activity. However, each activity can be adapted for students who are reading above grade level, students who are reading below grade level, or English Language Learners. Some of these reading activities go hand-in-hand with writing activities.

Strategies at a Glance

<u>Strategy #</u>	<u>Strategy Title</u>	<u>Grade level</u>	<u>Page #</u>
1	Words Around	K-1	5
2	Smart Cards	K-2	5
3	Going on a Sign Hunt	K-2	5
4	File the Words	K-2	6
5	Picture It	K-5	6
6	Reading Tag	1-5	7
7	Treasure Hunt	1-5	7
8	Where in the World Is It?	1-5	8
9	Good Morning	1-8	8
10	Dare to Compare	1-8	9
11	Skimming Game	1-8	10
12	Sum It All Up	1-8	10
13	In Good Order	2-5	11
14	Phone Book Search	2-5	11
15	It All “Ads” Up	2-5	11
16	And the Answer Is!	2-8	12
17	Highlight the Words	2-5	12
18	Skim on Paper	2-8	12
19	Caption, Oh Caption	2-8	13
20	What Did You Hear?	2-8	13
21	Put It All Together	2-8	13
22	But What Does It Really Mean?	2-8	14
23	Write to Read	2-8	14
24	It’s in the Bag	2-8	15
25	Breakfast of Champion Readers	3-6	15
26	Is It True or False?	3-8	16
27	Index Hunt	3-8	16
28	First Person Drama	3-8	16
29	I Recommend	3-8	17
30	Double Trouble	4-8	17
31	In Other Words	4-8	17
32	Send Me a Note	4-8	18
33	Vacation Dreams	4-8	18
34	Silent Conversation	4-8	18
35	A Company of Three	4-8	19
36	Read Carefully	4-8	20-21

Strategy #1 Words Around

Grade level: K-1

Materials needed: index cards, markers, masking tape

How long will this take? 5-10 minutes each day

Ask the students to name objects around the room. As a child tells you the name, write the word on an index card and tape it on or near the object. Add a few more new words each day. Be sure to take a few minutes each day to review the words. Have the students use each word in a sentence. Example: *This chair is blue.*

Strategy #2 Smart Cards

Grade level: K-2

Materials needed: story to read to class, index cards with words chosen from the story

How long will this take? 15-30 minutes (depending on the length of the story)

Choose a story or book to read to the students. Go through the story and pick out one word per child in your class. Then write those words on index cards and number them consecutively. Give the students time to read their words to themselves, and help any child who is having trouble. Explain to the students that you are going to read them a story and you will stop at various places in the story and call out a number. The child with that number should hold up the card for all to see and read the word that is on the card. The word card can then be placed in a pocket chart to be used later for vocabulary review, alphabetical order practice, parts of speech identification, or to use in sentence writing.

Note: Keep the cards and a copy of the story in a resealable plastic bag to use the next year.

Strategy #3 Going on a Sign Hunt

Grade level: K-2

Materials needed: clipboard, pencil, list of signs found around the school halls

How long will this take? 15-20 minutes

Students will work in pairs on this sign hunt. Give each student a clipboard and list of words that can be found around the school such as *office, clinic, cafeteria, Mr. Brown's Office*. The students walk around the building to locate these words on the walls or doors and then check the words off on their lists. The students can read some of the words to the teacher upon returning to the classroom. Each time you take your class down the hall and see those signs, have a student quietly read them for you.

Cafeteria

Mr. Brown's Office

Strategy #16 And the Answer Is!

Grade level: 2-8

Materials needed: class set of dictionaries (or one per two students)

How long will this take? 5 minutes

This is a good bell-ringer activity. After your students have learned how to use a dictionary, have them look up answers to questions that you write on the board each morning. To make up the questions, look through the book, find a word, and read its entry. Ask the students a question that they can answer only by looking up the word and reading the entry.

Example: *Does a proprietor own or rent a building?* (For younger students, I usually underline the word that they need to look up.) Students can write the answers on paper. These answers can be discussed when you go over bell-ringer activities. This activity can be adapted to any reading level by using dictionaries and questions according to the reading abilities of your students.

Note: I write the questions on construction paper and laminate them for use during the next school year.

Strategy #17 Highlight the Words

Grade level: 2-8

Materials needed: a copy of a page of story problems (one for each child) from a grade level math book, highlighter pens

How long will this take? 20 minutes

With the students, make a list on the board of important story problem words.

Example: *difference, in all, altogether, divided into*, etc. Include any words that would be needed in the answer to the problem.

Work as a group to highlight these words in the first problem on their page of math stories. Discuss how these words help you to know what to do with the problem. Then have the students work in partners or independently to locate these words in the rest of the problems. Have the students continue to use this technique in math class.

Strategy #18 Skim on Paper

Grade level: 2-8

Materials needed: student reading books, page of questions

How long will this take? 30 minutes

This activity helps the students practice skimming. Using a story that the children have already read, type out the skimming questions instead of calling them out orally. Before each question list the page number that the students should use to find the answer.

Example: 26 1. Find a synonym for *unhappy*. _____
 27 2. Find a proper noun. _____

Note: Be sure to make a note of the answers when you make up the questions.