

Module 9: Building Knowledge and Skills

Focus Areas:	Matching Books to Children Guided Reading Prosody	
Materials Needed:	Materials provided by ISD or site: <ul style="list-style-type: none"> • MLPP • Handouts developed by the ISD • Sign-in sheets, name tags and evaluations • A-V equipment, usually an overhead and a VCR. • Oral Reading Record packet 	Materials to be brought by the MLPP presenter: <ul style="list-style-type: none"> • Videos: If available, use Celebration Press, Literacy Backbone “Matching Books to Children” and video on Guided Reading by BER, Wright Group, or Rigby • Your prepared overheads • Sets of animal cards for grouping • Packets of developmental characteristic cards • Blank overheads and overhead pens • Additional handouts you would like to share • Variety of little books
Review of Module 8: (20 minutes)	<ul style="list-style-type: none"> ✓ Use inside-outside circle to encourage participants to share their insights about the assessments in Module 8. <ul style="list-style-type: none"> □ Divide the group in half and have the participants make 2 circles; one inside of the other. Tell the people in the inside circle to move in a counterclockwise direction; while the people in the outside circle move simultaneously in a clockwise direction. □ Periodically signal the circles to stop and have people in the inside circle face those in the outside circle (Your signal could be to clap your hands or stop music that is playing). □ Have the participants talk about the following by alternating which circle begins first: <ul style="list-style-type: none"> ▪ What they learned by administering hearing and recording sounds, known words or sight words? ▪ In what ways can or did this information inform instructional practice? ▪ Which of the last six assessments (those above along with phonemic awareness, concepts about print and letter-sound ID) did they choose to do for their case study and why? □ Share information with the total group. ✓ Follow the Oral Reading Record packet for the culminating activity on Oral Reading Records. (Lesson 6) 	
Matching Books To Children: (45 minutes)	<ul style="list-style-type: none"> ✓ Begin by dividing the group into smaller groups of four. Do so by having participants select a picture of an animal from a stack and finding the three other people who have the same animal. These groups will stay together for the entire session. (Attachment 9-1). ✓ Have participants sort cards listing developmental characteristics of readers and writers in a continuum from emergent to developing to fluent. (Attachment 9-2). <ul style="list-style-type: none"> □ Tell them to use the top of the table where they are sitting and to place the labels across the top. Sort characteristic cards in appropriate categories. □ Either pair groups and have them compare their arrangements or show the correct arrangement on the overhead. □ Pass out packets of little books. Encourage participants to stack the books into piles: one for emergent, one for developing and one fluent. Each pile should match the developmental characteristics of their cards. 	

Matching Books To Children: (continued) (45 minutes)	<ul style="list-style-type: none"> ▫ Share the five features used to level books: message and content, text structure, language structures, word structures and layout. (Attachment 9-3). Also discuss the various leveling systems currently being used, i.e. Reading Recovery, Fountas and Pinnell, Developmental Reading Assessment (Attachment 9-4). ▫ If the video on Matching Children and Books is available show the first segment on message and content and have them re-examine their stacks for best match. Do the same procedure for text (genre) and language structures. ▫ If the video is unavailable, use the descriptions in Attachment 9-3 to have participants re-examine their stacks for best match. <p>✓ Have participants share how they sorted their books and discuss their findings.</p>
Break: 15 minutes	
Guided Reading: (80 minutes)	<ul style="list-style-type: none"> ✓ To make the connection between leveled books and guided reading, refer participants to the article “Classroom Connections-Effective Literacy Programs.” You probably won’t have time to have participants read the article so summarize the important points for them (Attachment 9-5). ✓ Introduce guided reading by showing overhead with definitions (Attachment 9-6). <ul style="list-style-type: none"> ▫ To assess prior knowledge, have each group do the K and W columns of KWL generating what they know about guided reading and what they want to know about it. The person who is the youngest in their family is the recorder. ▫ Have the groups share their questions and record them on either large chart paper or transparency. Questions will serve to guide your presentation. ✓ If appropriate, have participants read either “Guided Reading at a Glance” (Attachment 9-7) or The Essentials of Guided Reading (Attachment 9-8) and examine format for guided reading lesson (Attachment 9-9). ✓ Have groups create a guided reading lesson on one of the little books you brought, using the format in attachment 9-9. <ul style="list-style-type: none"> ▫ Show one or more videos on guided reading in segments, interspersing viewing with discussion and the creation of the guided reading lesson. ▫ During phase 2 of lesson development, refer participants to the following areas: <ul style="list-style-type: none"> ▪ The development of mini-lessons (Attachment 9-10). ▪ The use of prompts (Attachment 9-11). ▫ During phase 3 of the lesson, refer participants to ideas for extension activities (Attachment 9-12). If there is time, have them generate additional ideas. ✓ Put two groups together and have them share their guided reading lessons with each other.
Prosody: (10 minutes)	<p>✓ Briefly review and discuss Repeated and Choral Reading and Reader’s Theater (Attachment 9_16).</p>
Assignment: (10 minutes)	<ul style="list-style-type: none"> ✓ Bring your instructional schedule (particularly the literacy block), room arrangement, examples of centers, and pictures of your classroom to share in Module 10. ✓ Finish questions 4, 5, and 6 on the case-study questionnaire. ✓ Jot down thoughts related to question 7 on the case-study questionnaire. ✓ Complete evaluations and collect. ✓ Bring in case study. ✓ <u>Read the Role of Scaffolding</u> (Attachment 9_17) <p>Above assignments are due at Module 10</p>

Attachments:

- 9-1 animal cards
- 9-2 developmental characteristic cards (cut and banded into packets)
- 9-3 Characteristics of Guided Reading Books
- 9-3b Stage of Reading Development
- 9-4 comparative book leveling
- 9-5 article “Classroom Connections”
- 9-6 guided reading definitions
- 9-7 “Guided Reading at a Glance”
- 9-8 “Essentials of Guided Reading”
- 9-9 guided reading lesson plan
- 9-10 “Guided Reading for Developing Readers”
- 9-11 prompting and strategy prompt cards
- 9-12 “Ideas for Extension after a Guided Reading Lesson”
- 9-13 additional guided reading lesson plan forms
- 9-14 “Independent Strategies”
- 9-15 text leveling for K-2 basal reading series
- 9-16 Prosody – repeated reading and choral reading
- 9-17 Role of Scaffolding article