

# Celebrate Reading!

**Grade Level:** Connections/Administration  
**Written by:** Peggy Downs, The Pinnacle Charter School, Federal Heights, CO  
**Length of Unit:** Yearlong Reading Program to encourage at-home reading (six lessons: one lesson to set up and five lessons to establish the skills; one day per week over six weeks/30 – 45 minutes each)

## I. ABSTRACT

Every teacher knows that students should read at home for 20 minutes every night. This unit will set up a reading program that encourages daily reading at home, giving parents specific tasks and strategies they can use to support their children, differentiated by reading level, with full accountability for the teacher and incentives for the students. Once established, this program continues throughout the school year; the teacher just checks folders once a week and tracks progress on a bulletin board display.

## II. OVERVIEW

- A. Concept Objectives
  - 1. Students recognize how to read and understand a variety of materials. (*Colorado Model Content Standards, Standard 1*)
  - 2. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (*Colorado Model Content Standards for Reading and Writing, Standard 4*)
- B. Content from the *Core Knowledge Sequence*
  - 1. Second Grade Language Arts: Reading and Writing: Decoding, Word Recognition, and Oral Reading (p. 43)
    - a. Accurately decode phonetically regular two-syllable words
    - b. Use knowledge of letter-sound patterns to sound out unfamiliar multi-syllable words when reading
    - c. Recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words
    - d. Accurately read single-syllable words and most two-syllable words
  - 2. Second Grade Language Arts: Reading and Writing: Reading Comprehension and Response (p. 43)
    - a. Reread sentences when he or she does not understand the text.
    - b. Recall incidents, characters, facts, and details of stories and other texts.
    - c. Discuss similarities in character and events across stories.
    - d. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
- C. Skill Objectives
  - 1. Students will use word recognition skills and resources such as phonics, context clues, picture clues, for comprehension. (*adapted from Colorado Model Content Standards, Standard 1*)
  - 2. Students will use information from their reading to increase vocabulary and enhance language usage. (*adapted from Colorado Model Content Standards, Standard 1*)
  - 3. Students will summarize text passages.
  - 4. Student will apply information and make connections from reading.
  - 5. Students will follow oral and written directions.

6. Students will use comprehension skills and strategies to understand what is read in all content areas.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Teaching for Comprehension in Reading: Grades K-2*, by Gay Su Pinnell and Patricia L. Scharer
- B. For Students  
None

### IV. RESOURCES

- A. Reading folders for each student, set up with copies of Activity Menus, Weekly Checkpoints, and Parent Letters
- B. Treasure Box filled with items of your choice
- C. Bulletin Board display to track student progress throughout the year
- D. Variety of picture books for demonstration (Lessons Two-Six)
- E. Book of riddles for demonstration (Lesson Three)
- F. Book of poems for demonstration (Lesson Three)
- G. Tape recorder (Lesson Four)

### V. LESSONS

#### Lesson One: Set Up (one day, 30 – 45 minutes)

- A. *Daily Objectives*
  1. Concept Objectives
    - a. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
  2. Lesson Content  
None
  3. Skill Objectives
    - a. Students will follow oral and written directions.
- B. *Materials*
  1. Bulletin Board Display (a simple chart, or any one of several designs available at teacher supply stores that will allow you to track student progress)
  2. *Celebrate Reading!* folders: each student will need pocket folder with brads; it is possible to use Homework Folders for this task, or you may wish to designate a separate folder
  3. Three-hole punch, or have copies prepared on three-hole punched paper
  4. Appendix A: Reading Response Activity Menu (above grade level)
  5. Appendix B: Reading Response Activity Menu (at grade level)
  6. Appendix C: Reading Response Activity Menu (below grade level)
  7. Appendix D: Weekly Check Point
  8. Appendix E: Parent Letter I
  9. Permanent markers to write names on folders
  10. Treasure Box with items that students can win; you can include any items that suit your classroom style (some ideas: candy, inexpensive books, coupons for lunch with teacher or principal, pencil toppers, toys, coupons for extra recess time, etc.)
- C. *Key Vocabulary*  
None

D. *Procedures/Activities*

**PREPARATION BEFORE THE LESSON**

1. Administer a qualified reading level assessment test at the beginning of the year. Be prepared to administer another version of this test at the end of the year to demonstrate progress. Recommended: QRI or DRA leveled tests.
2. Determine which students are “**above grade level**,” “**at grade level**” or “**below grade level**” for second grade. Each Activity Menu is designed to focus on the skills each group is likely to need practice on. You may need to use your own judgment in some cases.
3. Set up a bulletin board display that will allow you to track student progress. Place this display in an easy to reach location – you will be tracking student progress each week.
4. Prepare copies, determining the number of student who will need Appendix A (above grade level), Appendix B (at grade level) and Appendix C (below grade level). Everyone will need a copy of Appendix D: Weekly Checkpoint and Appendix E: Letter to Parents. The final copies will need to be three-hole punched.

**CLASS PARTICIPATION**

5. Tell students they will be helping you set up their new Reading Folders. You will explain the activities in detail in the next lesson. For today, their job is to listen carefully and follow your directions.
6. Distribute pocket folders to students.
7. Distribute copies of Appendix D: Weekly Check Point to each student. Demonstrate how to insert the paper into the brads of the folder. Allow time for students to complete.
8. Distribute copies of Appendix A, B, and C, based on each student’s reading level. Tell students that there will be different activities on some of the papers, based on the skills each child needs to practice.
9. Have students insert Appendix A, B, or C into the brads behind Appendix D in the folder. Demonstrate how to close the brads and secure the papers.
10. Have students write their names on the folders with permanent markers. On the left inside pocket, have students write “To Parents.” On the right inside pocket, have them write “To Teacher.” You may need to draw a picture on the white board to demonstrate and provide correct spelling.
11. Distribute Appendix E: Parent Letter I. Have students insert this into the front pocket, “To Parent.”
12. Set folders aside until the next lesson.

E. *Assessment/Evaluation*

1. Review folders to ensure that papers are securely fastened and in the correct order. Check for student names and “to parents/to teacher” labels. Have students correct any errors.

**Lesson Two: Introducing the “Reading” Column (one day, 30 – 45 minutes)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
  - a. Decoding, Word Recognition, and Oral Reading
    - i. Accurately decode phonetically regular two-syllable words

- ii. Use knowledge of letter-sound patterns to sound out unfamiliar multi-syllable words when reading
      - iii. Recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words
      - iv. Accurately read single-syllable words and most two-syllable words
    - 3. Skill Objectives
      - a. Students will apply information and make connections from reading.
      - b. Students will use comprehension skills and strategies to understand what is read in all content areas.
      - c. Students will follow oral and written directions.
- B. *Materials*
  - 1. Reading folders
  - 2. Treasure Box
  - 3. Picture books for demonstration
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
  - 1. Gather students around the Bulletin Board display. Ask for comments about what they notice. Point out any special features, including the title, student names, and the progress chart.
  - 2. Tell students that we will “Celebrate Reading!” Every week, each student will have an opportunity to advance on the reading chart. Demonstrate by using one student’s chart as an example. Say, “If ‘Jane Doe’ completes three activities from her Activity Menu at home this week, we’ll move her marker (or fill in the chart) three places, like this” (demonstrate on your display). “If she complete four activities, we’ll move (or fill in) four places.”
  - 3. Tell students that reading every day will help them become great readers. It can also help them win prizes! When they advance on the reading chart 10 times, you will give them a Celebrate Reading! coupon to put in a drawing. You will hold a drawing each month (or each week if it suits you) and students whose names you draw will get to choose something from the treasure box. (You decide how many coupons to draw each time; I suggest drawing one each week, or five each month.)
  - 4. Display the Treasure Box with appropriate enthusiasm, and point out some of the more exciting treasures.
  - 5. Have students return to their desks and distribute the reading folders.
  - 6. Have students open the folders to the Appendix D: Weekly Checkpoint. Demonstrate how their parents will initial and date the box for each time they complete an activity. Answer any questions.
  - 7. Have students turn to Appendix A, B, or C. Read the directions together.
  - 8. Direct student attention to the first column, “Reading.” Ask a volunteer to read the first box, “Traditional Read-aloud.” Demonstrate the traditional read-aloud with a short selection from a favorite picture book. Explain that this is one of the activities they can choose to do for homework. Their parent can read to them, or they can read to their parent. This form of read-aloud is good for familiar stories and old favorites. Answer any questions.
  - 9. Ask a volunteer to read the second box, “Interactive Read-aloud.” Explain that this form of read-aloud is similar to the traditional form, except that the listener or the reader may interrupt the story to clarify a word or an idea, or to make a

comment. Demonstrate this activity with a short selection. This activity is good for new books, or books with complex ideas. Answer any questions.

10. Read the third box, “Shared Reading.” Bring a student to the front of the room for a demonstration, making sure the book is appropriate to that child’s reading level. Demonstrate the shared reading activity. You read a page or sentence, and he reads a page or sentence. Then, demonstrate the “choral reading” where you both read the same sentence together. Explain that this activity is fun when you have a story with lots of action or many different characters. Answer any questions.
11. Have a student read the final box, “Independent Reading” and demonstrate this option with your picture book, if needed.
12. Explain to the class that their homework this week is to choose an activity from the Reading column each night. Tell them they get to choose any book from home that they want to read.
13. Encourage them to try several different boxes over the week (so they don’t choose independent reading every time.) They need to do at least three activities each week to advance on the chart (this allows for consistency, even in short weeks). They MAY do up to five activities in a week, and they can advance five places on the chart if they do. If they do only one or two activities, they will not get to move on the chart.
14. Tell students to give the Parent Letter to their mom or dad tonight.
15. Tell students that these activities should take between 15 and 30 minutes each night and remind them to have mom or dad initial the Weekly Checkpoint.
16. Tell students they will need to take home their folders every night, and bring them back to school every day. You will be checking often to make sure this habit is developed. This emphasizes the importance of this work and allows you to randomly check progress.
17. Have students put the folders in their backpacks or other safe place to make sure they go home tonight.

E. *Assessment/Evaluation*

1. Send the folders on the first day, and check each one when it returns. Make sure that students chose an activity from the Reading column, and that the parents are on board with the initials and dates. Stamp or initial the first box completed.
2. After the first day, follow up on any students who may not have completed the work correctly the first time, and randomly check the rest. I would suggest checking five or six folders each day, rather than trying to check the entire class at once.
3. At the end of the week, initial or stamp the “Teacher Approval” box. Celebrate reading by marking the progress chart. Students who completed three reading activities this week will advance three places, four activities advance four places, etc. If they completed only one or two, I suggest not letting them advance on the chart, but be supportive and encouraging.

**Lesson Three: Introducing the “Comprehension” Column (one day, 30 – 45 minutes)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
  - a. Decoding, Word Recognition, and Oral Reading

- i. Accurately decode phonetically regular two-syllable words
    - ii. Use knowledge of letter-sound patterns to sound out unfamiliar multi-syllable words when reading
    - iii. Recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words
    - iv. Accurately read single-syllable words and most two-syllable words
  - b. Reading Comprehension and Response
    - i. Reread sentences when he or she does not understand the text
    - ii. Recall incidents, characters, facts, and details of stories and other texts
    - iii. Discuss similarities in character and events across stories
    - iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings
- 3. Skill Objectives
  - a. Students will use word recognition skills and resources such as phonics, context clues, picture clues, for comprehension.
  - b. Students will use information from their reading to increase vocabulary and enhance language usage.
  - c. Students will summarize text passages.
  - d. Students will apply information and make connections from reading.
  - e. Students will use comprehension skills and strategies to understand what is read in all content areas.
  - f. Students will follow oral and written directions.

B. *Materials*

- 1. Reading Folders
- 2. Treasure Box
- 3. Picture books for demonstration
- 4. Book of riddles for demonstration
- 5. Appendix F: Parent Letter II
- 6. Appendix K: Celebrate Reading! coupons

C. *Key Vocabulary*

None

D. *Procedures/Activities*

- 1. Review the progress chart. Celebrate with the students for the progress they made. You may wish to give small rewards for everyone who completed at least three activities (something simple like a tootsie roll, five minutes extra recess or classroom choice time). Encourage any students who did not meet this goal and make your expectations clear.
- 2. Have students open their Reading folders to the Weekly Checkpoint. Answer any questions they may have. Use this opportunity to clarify any confusion.
- 3. Have students turn to Appendix A, B, or C. Explain that the activities on the Reading column are the same for everyone, but the next column has some special activities for different people.
- 4. Direct student attention to the “Comprehension” column. Explain that we will be completing activities in the column only for this week.
- 5. Have a volunteer read the first box. Tell students that this box is the same for everyone.
- 6. On the white board, list several topics that you are currently studying in Science or History. Ask students to suggest subjects that they might like to learn more

- about. For example, if your topic is Simple Machines, students might want to learn more about how we use simple machines to build complex machines, or who invented certain machines.
7. Explain to students that you would expect them to list three to five ideas they want to learn more about. Explain that if they choose to complete this activity, they should put the completed list in the back inside pocket of the folder where it says “To Teacher.” You can check it at your convenience. You do not need to formally grade the work.
  8. Have a volunteer from each group read the second box. Discuss how each group will be working with riddles, but the directions are slightly different.
  9. Read a few riddles from a book of riddles.
  10. Discuss how to write riddles for groups A and B. Explain that riddles often use a “play on words” to make a joke. If students have ideas, allow a few of them to share riddles with the class. Tell students from groups A and B that they should put their written riddles in the back inside pocket of the reading folder for you to review.
  11. Explain to the students that the rest of the boxes in this column are different for each group.
  12. Have a volunteer from each group read the third box. Refer to the same picture book you read before, and demonstrate how to complete this activity for each group.
    - a. Appendix A: Discuss several good questions that a student could ask. Then ask for a volunteer from group A to question you on the story you read. Explain that the student will get to question their mom or dad at home after they have read a story together.
    - b. Appendix B: Ask for a volunteer from group B to identify the main problem in the story. Ask students to discuss how this problem was solved.
    - c. Appendix C: Ask for a volunteer from group C to identify the main character(s) in the story. Ask for details about the character (name, girl or boy, age, character traits like nice or naughty, kind or mean).
  13. Explain that this activity does not need to be written down. It is a discussion activity.
  14. Have a volunteer from each group read the last box in the Comprehension column. Remind students of the picture book you read aloud for the last activity.
  15. On the white board, demonstrate the drawing activity for each group.
    - a. Appendix A: Draw a fairly detailed sketch showing the character, setting, and some main detail from the story. Encourage students to use colors and great details.
    - b. Appendix B: Draw a scene from the story and demonstrate how to write a caption on the bottom of the picture. Encourage students to focus on the action in the scene.
    - c. Appendix C: Draw three large circles and write “beginning, middle, end” below the circles. Demonstrate how to draw a quick sketch (stick figures, limited details) to show what happened at the beginning, middle, and end of the story.
  16. Tell students to put the completed drawings in the back pocket of their folders, “To Teacher.”
  17. Remind students that these activities should take between 15 – 30 minutes each night. Tell them that this week, they should choose activities from the

Comprehension column only. Remind them to choose several different activities each week to keep things interesting.

18. Remind the students that they need to complete three activities each week to advance on the reading chart.
19. Distribute Appendix F: Parent Letter II and tell students to put it in their front inside pocket. They should give it to their parents tonight.
20. Allow time for students to put their folders in their backpacks or other safe place to go home tonight.
21. Remind students that the folders should go home every night and be returned each day so you can check them.

E. *Assessment/Evaluation*

1. Check folders regularly to make sure students are staying on track.
2. At the end of the week, initial or stamp the “Teacher Approval” box and record the student work on the progress chart. Celebrate reading by marking the progress chart.
3. If you have any students who complete 10 activities, give them a “Celebrate Reading” coupon to fill out. Have them return the completed coupons to you. Keep them with your Treasure Box until you have your first drawing.
4. When you are ready to have your first Treasure Box drawing, put all the Celebrate Reading! coupons into a box or jar. Draw out the number of winners you wish to select and allow the students to choose from the treasure box.

**Lesson Four: Introducing the “Fluency” Column (one day, 30-45 minutes)**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing
2. Lesson Content
  - a. Decoding, Word Recognition, and Oral Reading
    - i. Accurately decode phonetically regular two-syllable words
    - ii. Use knowledge of letter-sound patterns to sound out unfamiliar multi-syllable words when reading
    - iii. Recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words
    - iv. Accurately read single-syllable words and most two-syllable words
  - b. Reading Comprehension and Response
    - i. Reread sentences when he or she does not understand the text
    - ii. Recall incidents, characters, facts, and details of stories and other texts
    - iii. Discuss similarities in character and events across stories
    - iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings
3. Skill Objectives
  - a. Students will use word recognition skills and resources such as phonics, context clues, picture clues, for comprehension.
  - b. Students will use information from their reading to increase vocabulary and enhance language usage.
  - c. Students will summarize text passages.

- d. Students will apply information and make connections from reading.
  - e. Students will use comprehension skills and strategies to understand what is read in all content areas.
  - f. Students will follow oral and written directions.
- B. *Materials*
- 1. Reading folders
  - 2. Treasure Box
  - 3. Picture books for demonstration
  - 4. Tape recorder for demonstration
  - 5. A short reading selection that everyone has access to, like a story in the Reading text or a selection related to your Science or History studies
  - 6. A short poem for demonstration
  - 7. Appendix G: Parent Letter III
  - 8. Appendix J: Oral Reading Fluency Assessment
  - 9. Appendix K: Celebrate Reading! coupons
- C. *Key Vocabulary*
- 1. In Reading, *fluency* means to read aloud with expression, pausing for commas and periods. Reading is smooth and natural, in phrases rather than word-by-word.
- D. *Procedures/Activities*
- 1. Review the progress chart. Celebrate with the students for the progress they made.
  - 2. Have students turn to Appendix A, B, or C. Direct student attention to the “Fluency” column. Explain that we will be completing activities in this column only for this week. Explain the definition of fluency.
  - 3. Explain that all the activities for this column are the same for each group.
  - 4. Have a student read the first box. Explain that improved fluency also means reading faster, but not too fast. Demonstrate reading a passage very quickly to show how we DO NOT want them to read. Then demonstrate the same passage at a fluent, natural pace.
  - 5. One way to measure how fast you read is to take the Oral Reading Fluency Assessment.
  - 6. Tell students that you are going to give them a practice test now.
  - 7. Have students open to a page in your Reading textbook, or any other selected text.
  - 8. Have everyone read the same short text for one minute. Students should read quietly to themselves. Explain that the goal is to read clearly, with expression and understanding.
  - 9. Use a timer or clock to time the class as everyone reads for 60 seconds.
  - 10. Have students count the number of words they read. This will be a *rough estimate* since no one was able to verify that the student read correctly, but it will give the child a starting point. With practice, their speed will increase.
  - 11. Tell students they can take this Oral Reading Fluency Assessment at home with a parent as one of their activities.
  - 12. Distribute Appendix J: Oral Reading Fluency Assessment and have students insert this page in the brads behind the Activity Menu.
  - 13. Have a volunteer read the second box.
  - 14. Read aloud a short selection from a picture book. Make a show of practicing the wording to get it smooth and expressive. You may wish to have a strong reader in the class do this demonstration for you.

15. After you have practiced, use a tape recorder to record the story as you or a student reads aloud. Replay the recording for the class. Help students notice that with practice, the reading becomes more expressive and easy to follow.
  16. Tell students that if they don't have a tape recorder at home, they can read to an audience like a younger sibling or a neighbor. Alternatively, their parents could help them use a video camera if they have one at home.
  17. Have a volunteer read the third box.
  18. Read a short poem and make a show of memorizing the poem or first verse. Practice reciting the poem clearly and slowly. Select two or three students to come to the front of the room and be your audience. Make a demonstration of giving a performance for the audience.
  19. Explain that students may record the poem on a tape recorder or video camera, or recite the poem for an audience.
  20. Have a student read the last box. Explain that a song is like a poem set to music. Demonstrate how they can learn to recite the words to a song like a poem. Demonstrate with a simple song like "Twinkle, Twinkle Little Star." The connection between the rhythm of the song and the phrasing of the poem will help students develop a natural reading voice.
  21. Explain to the class that their homework this week is to choose an activity from the Fluency column each night. Encourage them to try several different activities.
  22. Distribute Appendix G: Parent Letter III and have students put this letter in their front inside pocket.
  23. Have students put the folders in their backpacks or other safe place to go home.
- E. *Assessment/Evaluation*
1. Check folders regularly to make sure students are staying on track.
  2. At the end of the week, initial or stamp the "Teacher Approval" box and record the student work on the progress chart. Celebrate reading by marking the progress chart.
  3. If you have any students who complete 10 activities, give them a "Celebrate Reading" coupon to fill out. Have them return the completed coupons to you. Keep them with your Treasure Box until you have your first drawing.
  4. When you are ready to have your first Treasure Box drawing, put all the Celebrate Reading! coupons into a box or jar. Draw out the number of winners you wish to select and allow the students to choose from the treasure box.

**Lesson Five: Introducing the "Word Study" Column (one day, 30 – 45 minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
  2. Lesson Content
    - a. Decoding, Word Recognition, and Oral Reading
      - i. Accurately decode phonetically regular two-syllable words
      - ii. Use knowledge of letter-sound patterns to sound out unfamiliar multi-syllable words when reading
      - iii. Recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words
      - iv. Accurately read single-syllable words and most two-syllable words

- b. Reading Comprehension and Response
          - i. Reread sentences when he or she does not understand the text
          - ii. Recall incidents, characters, facts, and details of stories and other texts
          - iii. Discuss similarities in character and events across stories
          - iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings
  - 3. Skill Objectives
    - a. Students will use word recognition skills and resources such as phonics, context clues, picture clues, for comprehension.
    - b. Students will use information from their reading to increase vocabulary and enhance language usage.
    - c. Students will summarize text passages.
    - d. Students will apply information and make connections from reading.
    - e. Students will use comprehension skills and strategies to understand what is read in all content areas.
    - f. Students will follow oral and written directions.
- B. *Materials*
- 1. Five index cards for a flash cards
  - 2. Part of a newspaper or magazine for demonstration
  - 3. Dictionary
  - 4. Three books for demonstration: one each for reading levels A, B, and C
  - 5. Appendix H: Parent Letter IV
  - 6. Appendix K: Celebrate Reading! coupons
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
- 1. Review the progress chart. Celebrate with the students for the progress they made.
  - 2. Have students turn to Appendix A, B, or C. Direct student attention to the “Word Study” column. Explain that we will be completing activities in this column only for this week and there are different activities for each group.
  - 3. Work with Group C first; Have students in groups A and B read independently or do another quiet activity.
  - 4. Group C: Read the first box. Using an appropriate book for this level, demonstrate how to find five new words in the book. Demonstrate how to write one of these words on an index card to use as a flash card (writing clearly with large letters). Allow several students to make additional flash cards of the words you found. Demonstrate how to practice the words with the flash cards.
  - 5. Read the second box. Demonstrate how to find a super sentence (a complete sentence with interesting words). Allow a student to copy the sentence onto the white board. Demonstrate how to check the book to verify spelling and punctuation.
  - 6. Read the third box. Review short vowel sounds if needed. Demonstrate how to search for short vowel sounds in the book. Make a list on the white board.
  - 7. Read the last box. Explain that –ch, –sh, and –th can be found at the beginning, middle, or end of a word. Demonstrate how to search for these letters and make a list on the white board.
  - 8. Have group C begin independent reading or other work. Ask for group B to put aside their work and join you.

9. Read the first box for group B. Using an appropriate book for this level, demonstrate how to find five describing words (adjectives). On the white board, make a list of these words. Then brainstorm ideas for synonyms and list them on the board. For example:
    - a. **big** huge, gigantic, monstrous
    - b. **fast** quick, swift, speedy
  10. Read the second box. Demonstrate how to choose five words and put them in ABC order.
  11. Read the third box. Choose five words to list on the board. Demonstrate how to draw a picture to show what each word means. Explain that action words (verbs) and naming words (nouns) are the easiest to draw pictures of.
  12. Read the last box. Demonstrate how to search for silent-e words in your book and make a list.
  13. Have group B return to their independent reading or other work. Ask for group A to put away their work and join you.
  14. Read the first box. Using an appropriate book for this level, demonstrate how to find describing words (adjectives) and make a list. Brainstorm several synonyms.
  15. Read the second box. Demonstrate how to find naming words (nouns) and put them in ABC order.
  16. Read the third box. Using a newspaper or magazine, demonstrate how to locate and highlight new words. Demonstrate how to look up the words in the dictionary and read the definitions.
  17. Read the last box. Demonstrate how to find action words (verbs) in your book and write new sentences using the verbs.
  18. Ask groups B and C to put aside their work. Tell everyone that this week's work is to choose activities from the Word Study column. Remind them to do at least three activities each week.
  19. Ask a volunteer to remind the class what to do with the completed papers (*put them in the "To Teacher" pocket*).
  20. Distribute Appendix H: Parent Letter IV and have students put folders away.
- E. *Assessment/Evaluation*
1. Check folders regularly to make sure students are staying on track.
  2. At the end of the week, initial or stamp the "Teacher Approval" box and record the student work on the progress chart. Celebrate reading by marking the progress chart.
  3. If you have any students who complete 10 activities, give them a "Celebrate Reading" coupon to fill out. Have them return the completed coupons to you. Keep them with your Treasure Box until you have your first drawing.
  4. When you are ready to have your first Treasure Box drawing, put all the Celebrate Reading! coupons into a box or jar. Draw out the number of winners you wish to select and allow the students to choose from the treasure box.

**Lesson Six: Introducing the "Exploring" and "Games" Columns (1 day, 30-45 minutes)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
  2. Lesson Content
    - a. Decoding, Word Recognition, and Oral Reading

- i. Accurately decode phonetically regular two-syllable words
      - ii. Use knowledge of letter-sound patterns to sound out unfamiliar multi-syllable words when reading
      - iii. Recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words
      - iv. Accurately read single-syllable words and most two-syllable words
    - b. Reading Comprehension and Response
      - i. Reread sentences when he or she does not understand the text
      - ii. Recall incidents, characters, facts, and details of stories and other texts
      - iii. Discuss similarities in character and events across stories
      - iv. Demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings
  - 3. Skill Objectives
    - a. Students will use word recognition skills and resources such as phonics, context clues, picture clues, for comprehension.
    - b. Students will use information from their reading to increase vocabulary and enhance language usage.
    - c. Students will summarize text passages.
    - d. Students will apply information and make connections from reading.
    - e. Students will use comprehension skills and strategies to understand what is read in all content areas.
    - f. Students will follow oral and written directions.
- B. *Materials*
- 1. Map or globe for demonstration
  - 2. Deck of playing cards for demonstration
  - 3. Appendix I: Parent Letter V
  - 4. Appendix K: Celebrate Reading! coupons
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
- 1. Review the progress chart. Celebrate with the students for the progress they made.
  - 2. Have students turn to Appendix A, B, or C. Direct student attention to the “Exploring” column.
  - 3. Explain that most of the activities for this column are the same for each group.
  - 4. Have a student read the first box. Answer any questions.
  - 5. Have a student read the second box. Answer any questions.
  - 6. Read the third box. Appendix A and B are the same; Appendix C is different. Using a classroom map or globe, demonstrate how to read the information. On the white board write down three things you might “learn” from the map.
  - 7. For group C, demonstrate how to draw a simple map of the classroom, labeling the furniture in the room.
  - 8. Read the last box. Appendices B and C are the same; Appendix A is different. Demonstrate how to make a simple grocery list.
  - 9. For group A, discuss the internet usage and stress the importance of parental supervision.

10. Direct student attention to the Games column. Explain that this week, they will be allowed to choose from both the Exploring column and the Games column. This column is almost exactly the same for all three groups.
11. Read the first box. Discuss what games the students might have at home.
12. Read the second box. Suggest ideas for where they might find Crossword puzzles (workbooks, game books, TV Guide, newspaper, etc.)
13. Read the third box. This box suggests that group C should solve a puzzle with at least 100 pieces, group B should do 200 pieces and group A should do 300 or more pieces. Discuss ideas for working on a larger puzzle and keeping it on board or table to continue later. Larger puzzles generally cannot be completed in one sitting.
14. Read the last box. Demonstrate how to play Concentration.
  - a. Lay out all the cards face down.
  - b. Turn two cards over; if they match you get to keep them. If not, put them face down again but try to remember where they are. A match is a pair of matching numbers (two queens, or two 3's)
  - c. The other player gets a turn.
  - d. Take turns until all the cards are matched. The winner has the most cards.
15. Tell everyone that this week's work is to choose activities from the Exploring or Games columns. Draw a quick chart on the white board like the Weekly Checkpoint. Have students study their Appendices and pick one activity they would like to do from the Exploring or the Games column. Call on several students to name an activity and pretend you are initialing a box for each night, making sure no one repeats an activity. For example, one student might choose to play scrabble, the next one chooses to go to the library, and a third student wants to do a puzzle. Remind them to do at least three activities each week.
16. Distribute Appendix I: Parent Letter V and have students put folders away.
17. After this week, students may choose an activity from any column. Remind them to pick different activities each week, for variety and practice. You may wish to randomly award prizes for students who completed at least three activities in a given week. Tootsie rolls or Starburst candies are excellent quick prizes.
18. Celebrate Reading! Look for opportunities throughout the year to reward student effort and success in reading.

E. *Assessment/Evaluation*

1. Check folders regularly to make sure students are staying on track.
2. At the end of the week, initial or stamp the "Teacher Approval" box and record the student work on the progress chart. Celebrate reading by marking the progress chart.
3. If you have any students who complete 10 activities, give them a "Celebrate Reading" coupon to fill out. Have them return the completed coupons to you. Keep them with your Treasure Box until you have your first drawing.
4. When you are ready to have your first Treasure Box drawing, put all the Celebrate Reading! coupons into a box or jar. Draw out the number of winners you wish to select and allow the students to choose from the treasure box.

## VI. CULMINATING ACTIVITY

- A. Continue checking folders and marking the progress chart each week throughout the year.
- B. Complete an end-of-year assessment to evaluate student progress in reading.

- C. At the end of the year, *Celebrate Reading!* Every student who completed the majority of the reading activities should receive an award and/or special recognition from the teacher. See Appendix L: Student Awards.

## VII. HANDOUTS/WORKSHEETS

A.	Appendix A:	Activity Menu (for above grade level students)	All lessons
B.	Appendix B:	Activity Menu (for grade level students)	All lessons
C.	Appendix C:	Activity Menu (for below grade level students)	All lessons
D.	Appendix D:	Weekly Check Point	All lessons
E.	Appendix E:	Parent Letter I	Lessons One and Two
F.	Appendix F:	Parent Letter II	Lesson Three
G.	Appendix G:	Parent Letter III	Lesson Four
H.	Appendix H:	Parent Letter IV	Lesson Five
I.	Appendix I:	Parent Letter V	Lesson Six
J.	Appendix J:	Oral Reading Fluency Assessment	Lesson Four
K.	Appendix K:	Celebrate Reading! coupons all year	Lessons Two-Six and
L.	Appendix L:	Student Award Certificates	End of Year

## VIII. BIBLIOGRAPHY

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## Appendix A

# ACTIVITY MENU

### Directions:

- Select one activity to complete each day. Try to pick different activities each week.
- Your parent should initial and date the Weekly Check Point each time.
- Complete AT LEAST three activities per week to advance on the *Celebrate Reading!* chart.
- Each activity should take between 15 – 30 minutes.
- Send the completed work in your folder. Your teacher will grade this work separately.

Reading	Comprehension	Fluency	Word Study	Exploring	Games
<p><b>Traditional Read-aloud:</b> Read a story aloud with expression.</p>	<p>Think about what you are learning in Science or History. Make a list of subjects you would like to learn more about. Keep the list for the next time you go to the Library.</p>	<p>Take the Oral Reading Fluency Assessment. Have your parents record your score on the chart.</p>	<p>Find five describing words (adjectives) in your book. Make a list of synonyms <i>(big: huge, gigantic, monstrous)</i></p>	<p>Go to the library or book store.</p>	<p>Play a word game with a partner <i>Hangman, Boggle, Scrabble, Pictionary, etc.</i></p>
<p><b>Interactive Read-aloud:</b> Read a story aloud, stopping for questions, to point out words, and check for understanding.</p>	<p>Read a book of riddles with a partner. Write five riddles of your own.</p>	<p>Practice reading a favorite story or chapter aloud. Read the story into a tape recorder or to an audience.</p>	<p>Find 5 naming words (nouns) in your book. Put the words in ABC order.</p>	<p>Write a letter to someone who lives far away. Ask them to send you a post card.</p>	<p>Solve a Crossword Puzzle with a partner.</p>
<p><b>Shared Reading:</b> Read a story together, taking turns reading and listening. Parent and child may read together at the same time, like a chorus.</p>	<p>Draw a picture of a character in the book you are reading. Add details to show where the character is and what he or she is doing.</p>	<p>Memorize a poem. Recite it to a friend or record it on a tape recorder or video camera.</p>	<p>Look through a newspaper or magazine and highlight five words you don't know. Have your parent help you look up the definitions in a dictionary.</p>	<p>Study a map or globe. Work with a grownup to understand the information. Write down three things you learned.</p>	<p>Work on an advanced jigsaw puzzle alone or with a partner. Puzzle should have at least 300 pieces.</p>
<p><b>Independent Reading:</b> Read silently or aloud.</p>	<p>You be the teacher! After reading aloud, think of three to five good questions to ask your partner about the selection you just read.</p>	<p>Learn the words to a favorite song. Recite the words like a poem, without singing.</p>	<p>Find five action words (verbs) in your book and write new sentences using them.</p>	<p>With a parent, look up kids pages on the Internet, like: <a href="http://www.clpgh.org/kids/">www.clpgh.org/kids/</a> <a href="http://www.whitehouse.gov/kids/">www.whitehouse.gov/kids/</a> <a href="http://www.cobblestonepub.com/pages">www.cobblestonepub.com/pages</a> <a href="http://pbskids.org/go/">http://pbskids.org/go/</a></p>	<p>Use a deck of cards to play "Concentration" with a partner.</p>

## Appendix B

# ACTIVITY MENU

### Directions:

- Select one activity to complete each day. Try to pick different activities each week.
- Your parent should initial and date the Weekly Check Point each time.
- Complete AT LEAST three activities per week to advance on the *Celebrate Reading!* chart.
- Each activity should take between 15 – 30 minutes.
- Send the completed work in your folder. Your teacher will grade this work separately.

<i>Reading</i>	<i>Comprehension</i>	<i>Fluency</i>	<i>Word Study</i>	<i>Exploring</i>	<i>Games</i>
<p><b>Traditional Read-aloud:</b> Read a story aloud with expression.</p>	<p>Think about what you are learning in Science or History. Make a list of subjects you would like to learn more about. Keep the list for the next time you go to the Library.</p>	<p>Take the Oral Reading Fluency Assessment. Have your parents record your score on the chart.</p>	<p>Find five describing words (adjectives) in your book. Make a list of synonyms (<i>big: huge, gigantic, monstrous</i>)</p>	<p>Go to the library or book store.</p>	<p>Play a word game with a partner <i>Hangman, Boggle, Scrabble, Pictionary, etc.</i></p>
<p><b>Interactive Read-aloud:</b> Read a story aloud, stopping for questions, to point out words, and check for understanding.</p>	<p>Read a book of riddles with a partner and write three riddles of your own.</p>	<p>Practice reading a favorite story or chapter aloud. Read the story into a tape recorder or to an audience.</p>	<p>Choose five words from your book and put the words in ABC order.</p>	<p>Write a letter to someone who lives far away. Ask them to send you a post card.</p>	<p>Solve a Crossword Puzzle with a partner.</p>
<p><b>Shared Reading:</b> Read a story together, taking turns reading and listening. Parent and child may read together at the same time, like a chorus.</p>	<p>What is the main problem in the story? How did the main character solve this problem?</p>	<p>Memorize a poem. Recite it to a friend or record it on a tape recorder or video camera.</p>	<p>Make a picture dictionary. Choose five words and draw a picture to show what each word means.</p>	<p>Study a map or globe. Work with a grownup to understand the information. Write down three things you learned.</p>	<p>Work on a jigsaw puzzle alone or with a partner. Puzzle should have at least 200 pieces.</p>
<p><b>Independent Reading:</b> Read silently or aloud.</p>	<p>Draw an exciting scene from your book and write a caption for your picture.</p>	<p>Learn the words to a favorite song. Recite the words like a poem, without singing.</p>	<p>Search for “silent –e” words in your book. Make a list.</p>	<p>Help your mom or dad make a shopping list. You are in charge of the list when you go shopping.</p>	<p>Use a deck of cards to play “Concentration” with a partner.</p>

## Appendix C

# ACTIVITY MENU

### Directions:

- Select one activity to complete each day. Try to pick different activities each week.
- Your parent should initial and date the Weekly Check Point each time.
- Complete AT LEAST three activities per week to advance on the *Celebrate Reading!* chart.
- Each activity should take between 15 – 30 minutes.
- Send the completed work in your folder. Your teacher will grade this work separately.

<i>Reading</i>	<i>Comprehension</i>	<i>Fluency</i>	<i>Word Study</i>	<i>Exploring</i>	<i>Games</i>
<p><b>Traditional Read-aloud:</b> Read a story aloud with expression.</p>	<p>Think about what you are learning in Science or History. Make a list of subjects you would like to learn more about. Keep the list for the next time you go to the Library.</p>	<p>Take the Oral Reading Fluency Assessment. Have your parents record your score on the chart.</p>	<p>Find five new words in your book. Make flash cards to practice those words with a partner.</p>	<p>Go to the library or book store.</p>	<p>Play a word game with a partner <i>Hangman, Boggle, Scrabble, Pictionary, etc.</i></p>
<p><b>Interactive Read-aloud:</b> Read a story aloud, stopping for questions, to point out words, and check for understanding.</p>	<p>Read a book of riddles with a partner.</p>	<p>Practice reading a favorite story or chapter aloud. Read the story into a tape recorder or to an audience.</p>	<p>Copy of super sentence from your book. Be sure to check for spelling, capitals and periods.</p>	<p>Write a letter to someone who lives far away. Ask them to send you a post card.</p>	<p>Solve a Crossword Puzzle with a partner.</p>
<p><b>Shared Reading:</b> Read a story together, taking turns reading and listening. Parent and child may read together at the same time, like a chorus.</p>	<p>Who are the main characters in this story? What do you know about them?</p>	<p>Memorize a poem. Recite it to a friend or record it on a tape recorder or video camera.</p>	<p>Search for short vowel words in your book and make a list.</p>	<p>Draw a map of a room in your house. Label each piece of furniture.</p>	<p>Work on a jigsaw puzzle alone or with a partner. Puzzle should have at least 100 pieces.</p>
<p><b>Independent Reading:</b> Read silently or aloud.</p>	<p>Draw three large circles on your paper. Write “beginning”, “middle” and “end” below the circles. Draw a quick sketch to show what happens in a book you have read.</p>	<p>Learn the words to a favorite song. Recite the words like a poem, without singing.</p>	<p>Search for words in your book with: -ch    -sh    -th and make a list.</p>	<p>Help your mom or dad make a shopping list. You are in charge of the list when you go shopping.</p>	<p>Use a deck of cards to play “Concentration with a partner.</p>



## Appendix E

# PARENT LETTER I

### Dear Parents,

Welcome to a new school year! Your child is about to embark on an exciting learning adventure – and you can come along as we *Celebrate Reading!*

Your child needs to complete at least 3 activities each week from the Activity Menu. We have introduced the first column, Reading, today. Please help your child choose an activity from this column. Over the next 6 weeks, we will be exploring all of the activities on the menu. After that, your child will be free to choose an activity from any of the columns for the rest of the school year.

### Did You Know?

The single most important thing you can do to help your child succeed at school is to read with him or her.

### How You Can Help

- Set aside a quiet place and a quiet time to complete these activities.
  - Gather a selection of books that your child may be interested in. Offer suggestions for new books; remind him or her of old favorites.
  - Review the Activity Menu and help your child choose different activities throughout the week.
  - Initial and date the Weekly Checkpoint.
  - Help your child remember to bring the folder back to school each day.
  - Enjoy this time with your child!
- 

### Dear Parents,

Welcome to a new school year! Your child is about to embark on an exciting learning adventure – and you can come along as we *Celebrate Reading!*

Your child needs to complete at least 3 activities each week from the Activity Menu. We have introduced the first column, Reading, today. Please help your child choose an activity from this column. Over the next 6 weeks, we will be exploring all of the activities on the menu. After that, your child will be free to choose an activity from any of the columns for the rest of the school year.

### Did You Know?

The single most important thing you can do to help your child succeed at school is to read with him or her.

### How You Can Help

- Set aside a quiet place and a quiet time to complete these activities.
- Gather a selection of books that your child may be interested in. Offer suggestions for new books; remind him or her of old favorites.
- Review the Activity Menu and help your child choose different activities throughout the week.
- Initial and date the Weekly Checkpoint.
- Help your child remember to bring the folder back to school each day.
- Enjoy this time with your child!

## Appendix F

# PARENT LETTER II

### Dear Parents,

This week we are working on activities in the Comprehension column. We've introduced these activities in class.

### Did You Know?

Many children are able to decode (sound out) larger words without really understanding the words. Other children are so focused on decoding that they miss details in the story. "Comprehension" means understanding the meaning of individual words as well as the overall sense of the story.

### How You Can Help

- Check for understanding as your child reads. You can use a few of the following questions:
    - What do you think that means?
    - Can you use that word in another sentence?
    - Have you heard that word before? How was it used?
    - What do you think will happen next?
    - Why do you think (the main character) did that? Would you have done it the same way?
    - What is the setting (or when and where does the story take place)?
  - Provide art supplies such as paper and colored pencils or crayons at home. A shiny new box of crayons can be very inspiring!
  - Help your child stay organized: keep supplies in a convenient place, keep lots of books on hand, and help your child remember to bring the reading folder to school each day.
- 

### Dear Parents,

This week we are working on activities in the Comprehension column. We've introduced these activities in class.

### Did You Know?

Many children are able to decode (sound out) larger words without really understanding the words. Other children are so focused on decoding that they miss details in the story. "Comprehension" means understanding the meaning of individual words as well as the overall sense of the story.

### How You Can Help

- Check for understanding as your child reads. You can use a few of the following questions:
  - What do you think that means?
  - Can you use that word in another sentence?
  - Have you heard that word before? How was it used?
  - What do you think will happen next?
  - Why do you think (the main character) did that? Would you have done it the same way?
  - What is the setting (or when and where does the story take place)?
- Provide art supplies such as paper and colored pencils or crayons at home. A shiny new box of crayons can be very inspiring!
- Help your child stay organized: keep supplies in a convenient place, keep lots of books on hand, and help your child remember to bring the reading folder to school each day.

## Appendix G

# PARENT LETTER III

**Dear Parents,**

This week we are working on activities in the Fluency column. We've introduced these activities in class.

### **Did You Know?**

In Reading, fluency means to read aloud with expression, pausing for commas and periods. Reading is smooth and natural, in phrases rather than word-by-word. Good readers are both accurate and fluent. Good readers can anticipate what will come next, monitor their reading for errors, and self-correct them.

### **How You Can Help**

- Help your child experience powerful demonstrations of fluency:
    - Read aloud for your child.
    - Provide books on tape or CD.
    - Provide books in classic literature, poetry, and songs.
  - Praise your child's efforts at expressive reading.
  - Make yourself available often to be your child's partner.
  - Help your child select activities that will balance independent work and partner work.
  - Help your child stay organized.
- 

**Dear Parents,**

This week we are working on activities in the Fluency column. We've introduced these activities in class.

### **Did You Know?**

In Reading, fluency means to read aloud with expression, pausing for commas and periods. Reading is smooth and natural, in phrases rather than word-by-word. Good readers are both accurate and fluent. Good readers can anticipate what will come next, monitor their reading for errors, and self-correct them.

### **How You Can Help**

- Help your child experience powerful demonstrations of fluency:
  - Read aloud for your child.
  - Provide books on tape or CD.
  - Provide books in classic literature, poetry, and songs.
- Praise your child's efforts at expressive reading.
- Make yourself available often to be your child's partner.
- Help your child select activities that will balance independent work and partner work.
- Help your child stay organized.

## Appendix H

# PARENT LETTER IV

**Dear Parents,**

### Did You Know?

The goal of all reading instruction is to develop children’s ability to read independently. We want them to take charge of their own learning, to ask questions, try new strategies, and grow in confidence. When that happens, we know they are experiencing success as readers and writers.

However, if your child is a struggling reader, he or she may be showing signs of discouragement. Or, you may have a good reader who would just rather be doing other things. There are two parts to the task of learning: “will and skill”. Is your child lacking important skills, or is he or she *unwilling to work*?

**Will:** If you see these behaviors, your child may be hoping to “give up”:

- Looking to you for help. (*The child pauses and looks appealingly at you, hoping you will supply the missing word.*)
- Creating a diversion by claiming a need to go to the bathroom, blow the nose, or take a break.
- Looking into the air or at the ceiling. (*As if the answer can be found up there...*)
- Crying. (*We hope this does not happen, but sometimes when children face a difficulty, this can be the result.*)
- Quitting. (*Child says “I can’t think anymore. I’m tired. It’s too hard.”*)

### How You Can Help

- Make sure that the work is at his or her reading level. (If you are not sure, ask me.)
  - Make sure the child has access to art supplies and great books.
  - Make your expectations clear and be consistent. Setting a specific time and place for homework can eliminate many arguments.
  - Use temporary incentives if needed (time earned on the computer/video game for work completed, for example).
- 

**Dear Parents,**

### Did You Know?

The goal of all reading instruction is to develop children’s ability to read independently. We want them to take charge of their own learning, to ask questions, try new strategies, and grow in confidence. When that happens, we know they are experiencing success as readers and writers.

However, if your child is a struggling reader, he or she may be showing signs of discouragement. Or, you may have a good reader who would just rather be doing other things. There are two parts to the task of learning: “will and skill”. Is your child lacking important skills, or is he or she *unwilling to work*?

**Will:** If you see these behaviors, your child may be hoping to “give up”:

- Looking to you for help. (*The child pauses and looks appealingly at you, hoping you will supply the missing word.*)
- Creating a diversion by claiming a need to go to the bathroom, blow the nose, or take a break.
- Looking into the air or at the ceiling. (*As if the answer can be found up there...*)
- Crying. (*We hope this does not happen, but sometimes when children face a difficulty, this can be the result.*)
- Quitting. (*Child says “I can’t think anymore. I’m tired. It’s too hard.”*)

### How You Can Help

- Make sure that the work is at his or her reading level. (If you are not sure, ask me.)
- Make sure the child has access to art supplies and great books.
- Make your expectations clear and be consistent. Setting a specific time and place for homework can eliminate many arguments.
- Use temporary incentives if needed (time earned on the computer/video game for work completed, for example).

## Appendix I

# PARENT LETTER V

### Dear Parents,

This week, your child may choose from the Exploring column OR the Games column. We've introduced these activities in class.

After this week, your child is free to choose activities from ANY column for the rest of the school year. Encourage him or her to choose a variety of activities each week. For example, a child might choose to read with you on Monday, go to the Library on Tuesday, and work on a puzzle on Wednesday. Then, you might have him or her help you with the grocery list on the weekend.

### Did You Know?

Everyone learns better when they are having fun. Puzzles, maps, and trips to the library can add refreshing variety to the homework routine. Word games help your child focus on words out of context. Jigsaw puzzles help your child develop attention to detail. "Concentration" improves short term memory. Letter-writing, grocery lists and kids pages on the Internet provide real-world practice. And it doesn't feel like "homework"!

### How You Can Help

- Provide a variety of fun games and puzzles, and make time to play with your child.
  - Recognize that these games ARE meaningful practice for your child.
  - Make this Activity Menu an important part of your child's homework every week.
  - Remember to initial the Weekly Checkpoint and help your child stay organized.
  - Enjoy this time with your child!
- 

### Dear Parents,

This week, your child may choose from the Exploring column OR the Games column. We've introduced these activities in class.

After this week, your child is free to choose activities from ANY column for the rest of the school year. Encourage him or her to choose a variety of activities each week. For example, a child might choose to read with you on Monday, go to the Library on Tuesday, and work on a puzzle on Wednesday. Then, you might have him or her help you with the grocery list on the weekend.

### Did You Know?

Everyone learns better when they are having fun. Puzzles, maps, and trips to the library can add refreshing variety to the homework routine. Word games help your child focus on words out of context. Jigsaw puzzles help your child develop attention to detail. "Concentration" improves short term memory. Letter-writing, grocery lists and kids pages on the Internet provide real-world practice. And it doesn't feel like "homework"!

### How You Can Help

- Provide a variety of fun games and puzzles, and make time to play with your child.
- Recognize that these games ARE meaningful practice for your child.
- Make this Activity Menu an important part of your child's homework every week.
- Remember to initial the Weekly Checkpoint and help your child stay organized.
- Enjoy this time with your child!

**Appendix J**  
**ORAL READING FLUENCY ASSESSMENT**

**Directions:**

Choose a book that your child has not read before.

Make sure the book is at his level or below (easy or just right).

Have your child read the book aloud, at a normal pace, for 1 minute.

Count how many words he read in one minute to see his Words per Minute score.

Average Rates:

<i>Grade</i>	<i>Words per Minute</i>
1	60 – 90
2	85 – 120
3	115 – 140

Student Name: \_\_\_\_\_

<i>Date</i>	<i>Words Per Minute</i>

Appendix K  
**CELEBRATE READING! COUPONS**

*Celebrate Reading!*  
*coupon*



Name: \_\_\_\_\_

*Celebrate Reading!*  
*coupon*



Name: \_\_\_\_\_

*Celebrate Reading!*  
*coupon*



Name: \_\_\_\_\_

*Celebrate Reading!*  
*coupon*



Name: \_\_\_\_\_

*Celebrate Reading!*  
*coupon*



Name: \_\_\_\_\_

*Celebrate Reading!*  
*coupon*



Name: \_\_\_\_\_

*Celebrate Reading!*  
*coupon*



Name: \_\_\_\_\_

*Celebrate Reading!*  
*coupon*

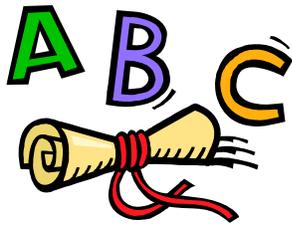


Name: \_\_\_\_\_

*Celebrate Reading!*  
*coupon*



Name: \_\_\_\_\_



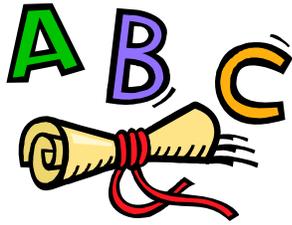
Presented to:

Super Reader!

Celebrate Reading!

Date

Signature



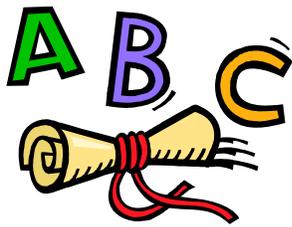
Presented to:

Super Reader!

Celebrate Reading!

Date

Signature



Presented to:

Super Reader!

Celebrate Reading!

Date

Signature



*Celebrate Reading!*

Presented to:

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Most Improved Reader!

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Date

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Signature



*Celebrate Reading!*

Presented to:

---

Most Improved Reader!

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Date

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Signature



*Celebrate Reading!*

Presented to:

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Most Improved Reader!

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Date

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Signature



Presented to:

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Most Improved Fluency

Celebrate Reading!

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Date

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Signature



Presented to:

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Most Improved Fluency

Celebrate Reading!

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Date

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Signature



Presented to:

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Most Improved Fluency

Celebrate Reading!

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Date

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Signature