

Reader's Workshop SCOPE and Sequence



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Fix Up Strategies

Jessica Meacham
2003 – 2009

FIX-UP STRATEGIES

Metacognition

"I'm Stuck on a Word, Now What Do I Do?"



Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
							
<i>Mini Lesson Activities</i>		<i>Key Points and Phrases</i>			<i>Materials and Resources</i>		
<p>Metacognition Modeling how to "think out loud" while reading - - <i>Teacher modeling of metacognition/thinking out loud (using the strategies).</i></p>		<p>Good readers think and read at the SAME time. This is called METACOGNITION. When we think about our reading, it is like having a conversation in our head. A conversation with OURSELVES (not out loud). Read the book and "think out loud" as you read (make sure you tell students that you will be actually talking out loud so that they can hear you, but normally you'd "think out loud" in your head so that you don't disturb other readers. After reading the book, and "thinking out loud" have students make observations about what you were doing as a read before, during, and after you read. Write any key words they think about on the board(connecting, questioning, visualizing, inferring, predicting, fixing, synthesizing). Do not attempt to define or explain any of these; just assure students that the words will be used in days to come.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> <u>The Relatives Came</u> by Cynthia Rylant <input type="checkbox"/> Metacognition Anchor Chart Picture 		

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<p>Metacognition Identifying the Strategies that Good Readers Use Before, During, and After Reading - - <i>Defining the word STRATEGY and discussing what it means and why it is important to know reading strategies.</i></p>		<p>So, what do good readers do while before, during, or after they read? Show chart from previous metacognition lesson, where students shared their observations of what you were doing as you read <i>The Relatives Came</i>. Tell the class that they will learn about several good things that readers do before, during, and after they read, and that these things that readers do are called "STRATEGIES". Write that word above the words on the chart. Read the book. Discuss Jackson's plan/strategy for getting noticed. What other strategies/plan could he have used? If you were a treasure hunter, what strategies/plan would you use to be successful? What about baking a cake, it is important to have a plan for baking a cake? Why? With reading, it is also important to use strategies, to have a plan. We will talk about these all year long.</p>			<p><input type="checkbox"/> <u>Jackson's Plan</u> by Linda Talley</p>		

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<p>Metacognition - - Attaching a picture to each strategy (not displaying them though, just sharing/showing them briefly) and establishing yearlong goal of learning and using the strategies as we read.</p>		<p>Display pictures. Read titles. Give brief overview. Put pictures away. Share with students that as they learn about and practice each one, they will be creating a special chart that will help us to remember what the strategies are and how they are used by readers. Read the book. Did Froggy play well? Why? What strategies did he use to become a better ball player? Readers use strategies while they are reading. It makes them good readers.</p>			<p><input type="checkbox"/> <u>Froggy Plays T-Ball</u> by Jonathan London</p>		

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<p>What do I do When I'm Stuck on a Word, or When Something Doesn't Make Sense?</p>  <p>Tap each word I read (finger read).</p> <p><small>Reinforce this strategy during Shared and Guided Reading experiences (all year long).</small></p>		<p>One of the strategies that readers uses is to slide their finger under the words as they read them, or in other words, point to each word as they read it. We do this when we read Big Books and Charts. Let's practice. Allow students time to practice (partnerships, or independently). Reconvene and discuss benefits of finger reading (words read, match words on page). Encourage students to finger read during Guided Reading and Independent Reading times. Create an anchor chart of "Reading Strategies to Use for Tricky Words/Parts." Ask the class what picture could be added to illustrate/represent/show the <i>Finger Reading</i> strategy. Show the picture you've selected. Add it to the chart.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Finger Pointer Reading Strips (Really Good Stuff) http://tinyurl.com/67rpmf <input type="checkbox"/> Big Books <input type="checkbox"/> Anchor Chart Picture for "Finger Read" 		

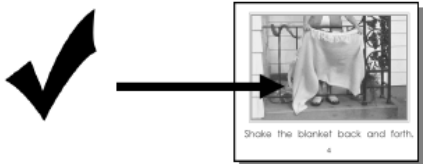
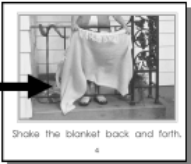
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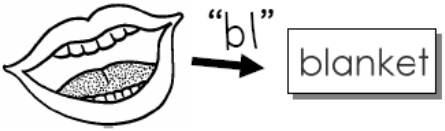
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<p>What do I do When I'm Stuck on a Word, or When Something Doesn't Make Sense?</p> <div style="display: flex; align-items: center;">   </div> <p>Check the picture.</p> <p style="color: red; font-size: small;">Reinforce this strategy during Shared and Guided Reading experiences (all year long).</p>	<p>Another strategy that is helpful is to check the picture. Remember in Writer's Workshop how I ask you to make sure your writing matches your picture? Authors and illustrators make sure that the writing matches the picture. So, if you come to a word that you don't know, you can always use the strategy of check the picture. Demonstrate using the Big Book <i>In the Mirror</i>, as you come to the "unknown word" discuss how this tricky word is like a road block, you can't pass it because you are stuck. Model how to check the picture to read the word. Then uncover the word. Have students help you finish reading the book. Encourage students to check the picture during Guided Reading and Independent Reading times. Add to the anchor chart of "Reading Strategies to Use for Tricky Words/Parts." Ask the class what picture could be added to illustrate/represent/show the <i>Check the Picture</i> strategy. Show the picture you've selected. Add it to the chart.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u><i>In the Mirror</i></u> by Joy Cowley (Big Book) {prior to reading the book, cover the main word on each page} <input type="checkbox"/> Anchor Chart Picture for "Check the Picture"

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<p>What do I do When I'm Stuck on a Word, or When Something Doesn't Make Sense?</p>  <p>Get your mouth ready and sound it out.</p> <p><small>Reinforce this strategy during Shared and Guided Reading experiences (all year long).</small></p>		<p>When we play <i>Around the World</i>, what do you do to get yourself ready to answer? (Mouth Open and Ready for the Answer). Well, our new reading strategy today is kind of similar. A third strategy that you can use when you come to a tricky part in your reading is to <i>Get Your Mouth Ready</i>. For this strategy, you look at the first letter or letters of the word and get your mouth ready to say the sound(s) of the letter(s), and also check the picture. Demonstrate using the Big Book <i>Yuck Soup</i>, as you come to the "unknown word" discuss how this tricky word is like a road block, you can't pass it because you are stuck. Model how to get your mouth ready to read the word. Then uncover the word. Have students help you finish reading the book. Encourage students to get their mouth ready during Guided Reading and Independent Reading times. Add to the anchor chart of "Reading Strategies to Use for Tricky Words/Parts." Ask the class what picture could be added to illustrate/represent/show the <i>Get Your Mouth Ready</i> strategy. Show the picture you've selected. Add it to the chart.</p>			<ul style="list-style-type: none"> □ <i>Yuck Soup</i> by Joy Cowley (Big Book) {prior to reading the book, cover the main word on each page, EXCEPT the beginning letter or letters if it starts with a blend} □ Anchor Chart Picture for "Get Your Mouth Ready and Sound it Out" 		

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<p>What do I do When I'm Stuck on a Word, or When Something Doesn't Make Sense?</p>  <p>Think about what would make sense.</p> <p><small>Reinforce this strategy during Shared and Guided Reading experiences (all year long).</small></p>		<p>When we use the strategies of checking the picture and getting our mouth ready, we must also think about if the word we are thinking about makes sense for the story. If we say the wrong word, even if the word we say starts with the same letter(s), but it doesn't make sense, we need to think about what would make sense and try again. Demonstrate using the Big Book <i>Monster Sandwich</i>, as you come to the "unknown word" discuss how this tricky word is like a road block, you can't pass it because you are stuck. Model how think about what would make sense (integrate the other learned strategies). As you read, uncover the word to check (make a few mistakes and discuss how it is important to think about what would make sense). Have students help you finish reading the book. Encourage students to think about what would make sense during Guided Reading and Independent Reading times. Add to the anchor chart of "Reading Strategies to Use for Tricky Words/Parts." Ask the class what picture could be added to illustrate/represent/show the <i>Think about What Would Make Sense</i> strategy. Show the picture you've selected. Add it to the chart.</p>			<ul style="list-style-type: none"> ☐ <u><i>A Monster Sandwich</i></u> by Joy Cowley (Big Book) {prior to reading the book, cover the main word on each page, EXCEPT the beginning letter or letters if it starts with a blend} ☐ Anchor Chart Picture for "Think About What Would Make Sense" 		

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<p>What do I do When I'm Stuck on a Word, or When Something Doesn't Make Sense?</p>  <p>Look for chunks in the word that you know.</p> <p><small>Reinforce this strategy during Shared and Guided Reading experiences (all year long).</small></p>		<p>Write a list of names on the board from your class that have smaller words in them (<u>Just</u>in, <u>Beth</u>any, <u>Car</u>l, <u>Kristen</u>, <u>Br</u>andon, etc.). Ask the class to find little words they know in these classmate names. Highlight/circle as they find them. Point out that they just found a chunk in the names that they knew, and readers often use the strategy of looking for chunks in words when they come to a tricky word/part. Model for students how to do this as you read aloud a Big Book. Give students an opportunity to find chunks in words (partnerships). Have them highlight the chunks with highlighter tape. Reconvene and allow partnerships to share their chunks. Encourage students to look for chunks in the word that they know during Guided Reading and Independent Reading times. Add to the anchor chart of "Reading Strategies to Use for Tricky Words/Parts." Ask the class what picture could be added to illustrate/represent/show the <i>Look for Chunks in the Word that you Know</i> strategy. Show the picture you've selected. Add it to the chart.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Big Books (simple text) <input type="checkbox"/> Highlighter Tape <input type="checkbox"/> Anchor Chart Picture for "Look for Chunks in the Word that You Know" 		

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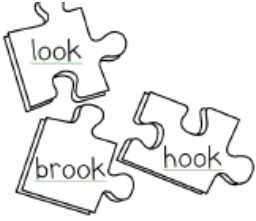
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<p>What do I do When I'm Stuck on a Word, or When Something Doesn't Make Sense?</p>  <p>Make connections between words you know and words that are similar.</p> <p><small>Reinforce this strategy during Shared and Guided Reading experiences (all year long).</small></p>		<p>Write a list of simple CVC words on the board (car, sip, cup, let, frog). Ask the class to find other words they know that rhyme with these words. Highlight/circle/underline the rime as new words are written. Point out that they just connections between similar words that have the same ending. Readers often use the strategy of making connections between words they now and words that are similar when they come to a tricky word/part. Model for students how to do this as you read aloud a Big Book. Give students an opportunity to find words that are similar to words they know (partnerships). Have them highlight the similar words with highlighter tape. Reconvene and allow partnerships to share the words they found that are similar to words they know. Encourage students to look for similarities between words they know and words that are similar during Guided Reading and Independent Reading times. Add to the anchor chart of "Reading Strategies to Use for Tricky Words/Parts." Ask the class what picture could be added to illustrate/represent/show the <i>Make Connections Between Words you Know and Words that are Similar</i> strategy. Show the picture you've selected. Add it to the chart.</p>				<ul style="list-style-type: none"> <input type="checkbox"/> Big Books (simple text) <input type="checkbox"/> Highlighter Tape <input type="checkbox"/> Anchor Chart Picture for "Make Connections Between Words You Know and Words that are Similar" 	

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<p>What do I do When I'm Stuck on a Word, or When Something Doesn't Make Sense?</p>  <p>The cat somersaulted onto the bed.</p> <p>Reread the sentence.</p> <p><small>Reinforce this strategy during Shared and Guided Reading experiences (all year long).</small></p>		<p>When we use the strategies of finger reading, checking the picture, thinking about what would make sense, looking for chunks, and connecting words you know to similar words, we are becoming better word solvers and readers. Another strategy that many readers use when they come to a road block (tricky, unknown word) is to reread the sentence. Readers use this strategy for two reasons (1) when they don't know the word, and (2) when they self-corrected an unknown word. Rereading the sentence helps our brains get ready for what we are about to read. Model for students both situations using an unfamiliar Big Book (for students, not teacher). Model rereading after a self-correction and rereading at an unknown word. Have students continue reading the new book with you. Encourage students to reread the sentence during Guided Reading and Independent Reading times. Add to the anchor chart of "Reading Strategies to Use for Tricky Words/Parts." Ask the class what picture could be added to illustrate/represent/show the <i>Reread the Sentence</i> strategy. Show the picture you've selected. Add it to the chart.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Big Book (new to students, but familiar to teacher) <input type="checkbox"/> Anchor Chart Picture for "Reread the Sentence" 		

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<p>What do I do When I'm Stuck on a Word, or When Something Doesn't Make Sense?</p>  <p>The cat somersaulted onto the bed.</p> <p>Read ahead to end of sentence or page, and then reread the sentence.</p> <p><small>Reinforce this strategy during Shared and Guided Reading experiences (all year long).</small></p>	<p>What is the opposite of going BACK? We learned about going BACK and rereading the sentence, but did you know that sometimes it is helpful to use the strategy of reading ahead to the end of the sentence or page and then going back to reread and solve the unknown word? Many readers use this strategy, especially when they know the next few words in the sentence and when they use the other strategies at the same time. Model for students using an unfamiliar Big Book (for students, not teacher). Model reading on to the end of the sentence/page and then rereading the sentence/page to solve the unknown word. THINK out loud as you do (to demonstrate the use of other strategies). Encourage students to read on to the end of the page/sentence and then reread during Guided Reading and Independent Reading times. Add to the anchor chart of "Reading Strategies to Use for Tricky Words/Parts." Ask the class what picture could be added to illustrate/represent/show the <i>Read On to the End of the Sentence/Page and then Reread</i> strategy. Show the picture you've selected. Add it to the chart.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Big Book (new to students, but familiar to teacher) <input type="checkbox"/> Anchor Chart Picture for "Read On to the End of the Page/Sentence and then Reread"

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