

Four Blocks

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Multilevel Instruction

There are multiple “things” to be learned.

The teacher interacts differently with different children.

All children experience success.

Self Selected Reading Goals

Self Selected Reading includes
Teacher Read-aloud
Children reading independently

Goals

- To introduce children to all types of literature through the teacher read-aloud
- To encourage children’s reading interests
- To provide instructional-level reading
- To build intrinsic motivation for reading

Conference Questions

- “What did you bring?”
- “Another book on—you love these ... books!”
- “Which 2 pages do you want to read to me?”
- “What was your favorite part?” or
- “What was the most interesting thing you learned?”
- “How do you think it will end?” (if they haven’t finished)
- “I can’t wait til next week to hear what happened.”
- “What are you planning for me for next week?”

Scheduling Conferences

- Schedule 1/5th of the children each day.
- Spread out your struggling readers across the days and give them an extra minute or two to help them choose.
- Spread out your advanced readers across the days and give them an extra minute or two to challenge them if necessary.
- Have them sit in order near you and prepare for their conference as you conference with those ahead of them in line.

Making Self Selected Reading Multilevel

- include all types and levels of materials in teacher read-aloud
- let children **choose** what they read
- make all levels and types of materials available and acceptable
- during conferences, help children select books they can read and will enjoy

“Self Selected Reading is my favorite block because...

- I can pick my own book.”
- my teacher reads books to us and then we can read any interesting books.”
- I like to read by myself.”
- it comes just before lunch!”

Guided Reading Goals

- To teach comprehension skills and strategies
- To teach children how to read all types of literature
- To develop background knowledge, meaning vocabulary and oral language
- To provide as much instructional level reading as possible
- To maintain the motivation and self-confidence of struggling readers

Guided Reading

- Before Reading:
 - Teach comprehension strategy
 - Teach meaning vocabulary
 - Set purpose for reading
- During Reading
 - Children read in a variety of formats for the purpose set
- After Reading
 - Immediately follow up purpose set for reading

Variety of Materials

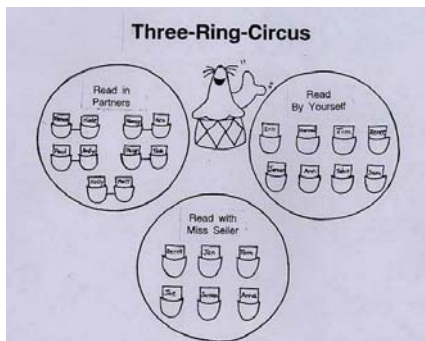
All genres—story, poetry, plays, informational

- Current reading series
- Science and Social Studies texts
- Old reading series
- Leveled readers
- Weekly Reader, Scholastic, Time
- Big books
- Multiple copies of books
- Reproducible materials—plays and poetry
- Internet reproducibles

Partner Reading

1. Arrange marriages carefully.
2. Change partners when needed.
3. Decide where they will read.
4. But my partner is absent!
5. Make sure they know how to read it.
6. Make sure they know the purpose.
7. Set a time limit.
8. Have a filler.
9. Model and role play.
10. Spy on the partners.

Three Ring Circus



Before and After Reading

- build background and make connections
- introduce a few vocabulary words
- take a picture walk
- make predictions
- set a purpose for reading
- start a graphic organizer, KWL, story map, etc.

Making Guided Reading Multilevel

- include grade level and easier material
- partner struggling readers with someone who can and will help
- reread selections in different formats and for different purposes
- meet with small flexible groups as needed and when possible
- use book club groups

Guided Reading is my Favorite because

- “I get to read with a partner.”
- “Sometimes we act out stories.”
- “We learn about new things.”
- “We learn how to help each other.”

Writing Goals

- To have students view writing as a way of telling about things
- To develop fluent writing for all children
- To teach students to use grammar and mechanics in their own writing
- To teach particular writing forms
- To allow students to learn to read through writing
- To maintain the motivation and self-confidence of struggling writers

Writing

- Begins with a 10 minute minilesson
- Next, children write
- Ends with Author's Chair

Minilessons

Thinking Aloud and Modeling

Deciding what to write about
What to do about spelling
Adding on
Planning
Editing
Revising
Editing with a partner
Revising with a partner
Conferencing
Publishing
Focused writing of specific forms

Minilessons

Thinking Aloud

Before writing—about some topics you don't write about:

"I could tell you about... or ... I know I'll tell you about ..."

As you write—about what you will write next, where you find words, what you will put to mark the end of the sentence:

"Now I will tell you which was my favorite animal."

"I can spell Wednesday by looking at our calendar."

"This was a very surprising thing so I will end my sentence with an exclamation mark."

After writing—to show pleasure in writing:

"It was fun to write about my Grandma. I remembered things I haven't thought about in a long time."

Editor's Checklist

- Do all my sentences make sense? 11/2
- Do they all have ending punc? 12/10
- Do they all begin with caps? 1/15
- Do they all stay on the topic? 3/1
- Are words I need to check underlined? 4/2

Editor's Checklist 3rd grade

- Do all my sentences make sense and stay on topic? 9/2
- Do they all have punc and caps? 9/16
- Are words I need to check underlined? 10/2
- Do people and place names have caps? 0/9
- Is there a beginning, middle and end? 11/9
- Do words in a series have commas? 1/14
- Ms. Hall says, "Check your quotes!" 2/9

Conferencing

Over the shoulder conferences (no more than one minute)

"I don't know what to write about."

"How do you spell . . . ?"

"I'm done (with one sentence written)."

Peer Conferences

For items on editor's checklist

For revision strategies taught

Teacher "Editor in Chief" conferences

Make Piece Publishable

Transfer minilessons to individual writing

Fix things not taught

Individualize writing support

Focused Writing

To learn to write particular forms:

Letters

Reports

Descriptive

Narrative

Whatever!

Focused Writing--Page 106-112

Making Writing Multilevel

- except during focused writing lessons, let children choose their own topics
- let children take as many days as needed to write each piece
- teach minilessons on a variety of levels
- accept whatever level of first draft writing children can achieve
- during conferences, tailor your instruction for each child

“Writing is my favorite block because...

- you write about something you want to write about.”
- on my day, I get to share.”
- I like the conference with my teacher.”
- I like to make books.”

Working with Words Goals

- To teach children how to read and spell high-frequency words
- To teach children how to decode and spell lots of other words using patterns from known words
- To have students automatically and fluently use phonics and spelling patterns while reading and writing

Doing a Word Wall

(different from having a Word Wall)

- Be stingy with the words.
- Add words gradually.
- Make words big, bold colorful.
- Chant and write the words.
- Do on-the-back activities.
- Insist that Word Wall words be spelled correctly in all writing.

A little over 100 words make up half of the words we read and write our entire lives.

The most frequent words are abstract, connecting words and some of them do not follow phonics patterns.

The primary purpose of word wall is to teach the high-frequency words.

Another purpose for word wall is to teach “key words” for the most common spelling patterns.

Some high-frequency words have a pattern that helps you spell lots of rhyming words.

Look helps you spell cook, book, crook, brook, shook and many other words.

Play helps you spell say, day, tray, clay and stray.

In first and second grade, our word wall contains high frequency words and “key words” for common spelling patterns.

Which Words To Choose?

1. High frequency words
2. Commonly misspelled words
3. Words with helpful rhyming patterns
4. Words with helpful morphemic patterns

a a e c k n p s

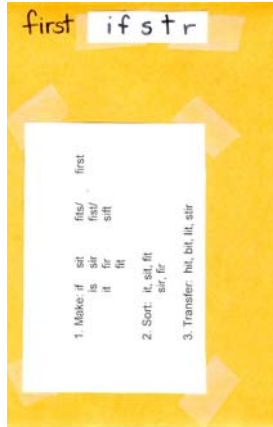
nap neck peak snack pancakes
pan peck speak speck
span pack sneak
snap sack snake

Step Two-Sort

nap pack neck pan peak
snap snack peck span speak
sack speck sneak
wrap smack check squeak

Step Three-Transfer

Making Words Lesson



Guess the Covered Word

Mrs. C is a

She lives in a house.

She does not have any .

She has two .

She likes to .

Guess the Covered Word

This story is about [REDACTED] whose mother, Jane came from [REDACTED] and whose father, Hidiaki came from [REDACTED]. They all lived [REDACTED] in a little house in San Francisco until [REDACTED] dad returned from work one day with big news! "My [REDACTED] is sending me to Japan", he announced to Gregory and his mom. "I want to go too!" said Gregory. "We'll all go," said Mom. "We will live like [REDACTED] and eat with chopsticks. "Why?" asked Gregory. "I like forks [REDACTED] "Because," said Mom, "[REDACTED] the way we'll do it in Japan."

Making the Words Block Multilevel

- some children learn to spell word wall words, others learn to read them
- the second activity includes short, easy words and more complex words
- phonemic awareness is developed as children stretch out words and decide which words rhyme
- beginning sounds are reviewed
- transfer words help advanced readers

"Words is my favorite block because..."

- "I like clapping and spelling the words."
- "It helps you learn words."
- "I like to figure out the secret word."
- "I like guessing the covered word."
