


reading



Round Robin reading is time-consuming and leads to inattentiveness. Here are some ideas for replacing it in your classroom and for boosting the “miles on the lips” for your students.

Cloze Reading

(Teacher models expression. Students get silent reading practice)

Students read silently as teacher reads aloud. Teacher pauses before meaningful words and students read aloud the next word in the text.

Quizmaster

(Teacher models expression. Students practice answering comprehension questions)

Students read silently as teacher reads aloud. Teacher pauses often and asks QUICK comprehension check questions, e.g., “Who rang the bell?” Kids answer QUICKLY, “The small boy”.

Radio Reading

(Students get silent reading practice)

Each student reads silently from the text at his/her own pace. Teacher circulates, stopping occasionally to turn on a student’s “radio”, by touching that child’s shoulder. Student reads aloud until the teacher removes her hand from the child’s shoulder.

Echo Reading

(Teacher models expression, phrasing, and fluency.)

Teacher reads aloud phrase by phrase. Students repeat each phrase echoing the teacher’s expression and fluency.

Crazy Professor

(Practice with reading and comprehending text)

On the second (or subsequent) reading of a text, the student acts out the material.

Next, the student can teach the material to another student.

Choral Reading

(Teacher models expression. Students practice reading aloud with prosody.)

Students read aloud as teacher reads aloud. Students match teacher’s voice.

Sentence-by-Sentence Reading

(Students get reading practice in fiction)

Teacher chooses a random student to read one sentence. Then the next student is chosen to read a sentence.

Paragraph-by-Paragraph Reading

(Students get reading practice in nonfiction)

Teacher chooses a random student to read one paragraph. Then the next student is chosen to read a paragraph.

“Me” or “We” Partner Reading

(Students get reading practice)

Students read as partners. Each partner states “Me” or “We” before reading his or her part of the text. If “Me”, that partner reads aloud alone. If “We”, both partners read aloud at the same time.

Warmer/Colder Game

(For practice finding the text that answers a question)

Students and teacher read text aloud from an overhead. Teacher points to text on overhead as she asks a question. Students guide her in finding the text that answers the question by telling her, “Warmer”, or, “Colder”. Once located, the relevant text is read chorally.

Touch Text Together

(For practice finding the text that answers a question)

Students or teacher read text. Teacher asks a question. Students touch the words in the text that answer (or help answer) the question. Once located, the relevant text is read chorally.

Your goal is to have the students reading in context for fifty percent of the Core reading block.

More ideas to get students reading

Four-Square Reading

(Students get reading practice and feedback from peers)

Step One: Student reads a short passage aloud (all kids at the same time)

Step Two: Student reads passage silently.

Step Three: Student reads passage to a partner. Partner provides correction.

Step Four: Student reads passage to a partner and partner gives feedback on fluency, expression, etc.



Neurological Impress Method

(Teacher or peer models fluency and expression, students get practice reading fluently and with expression)

Student and tutor read the same text almost simultaneously. Sitting side-by-side, the tutor reads a text slightly faster and louder than the student while both follow long in the text.

Victor Borge

(Students get practice reading fluently and with expression)

Student read aloud from a passage and make sound effects for the punctuation marks.

Guided Repeated Reading

(Teacher or peer models fluency and expression, students get practice reading fluently and with expression)

The teacher reads a passage aloud, modeling fluent reading. Then students reread the text quietly, on their own, sometimes several times. Next, the students read aloud and then reread the same passage. An adult or peer reads with the student by modeling fluent reading and then asking the student to read the same passage aloud with encouragement and feedback by the adult or peer.

Each partner takes a turn reading to the other. A more fluent reader can be paired with a less fluent reader to model fluent reading. The more fluent reader can provide feedback and encouragement to the less fluent reader. Students of similar reading skills can also be paired, particularly if the teacher has modeled fluent reading and the partner reading involves practice.

Ask-and-Tell
Error Correction

“Can you figure out this word?”

“This word is _____”



“Go back and read that sentence.”



Mad Minute

(Students get timed reading practice)

First Reading: Student reads aloud from assigned passage for one minute. Marks stopping point in text with finger or sticky note.

Second Reading: Student reads aloud from assigned passage for one minute, trying to get farther in the second reading.

I Hear Voices

(Students get engaging reading practice)

Students read in:

A murmur.

A whisper.

A whine.

A haughty voice.

A confident voice.

A bashful voice.

A curious voice.

A suspicious voice.

The teacher can pick the voice from vocabulary words.