MCj04136180000[1] L king at Literacy

*Kannapolis Middle School December 2008/January 2009*

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**Timeout with   
Coach Wolford**

***The time to relax is when you   
don't have time for it.***

~attributed to both Jim Goodwin and Sydney J. Harris

*Take rest; a field that has rested  
 gives a bountiful crop.*

~Ovid

I don’t believe I have ever seen a school staff work harder than I have seen you all work these past several months. I have seen you embrace the IMPACT model, implement new literacy strategies, survive a semester of grad school, coach until the late hours of the evening, spend your weekend hours here, send e-mails from home at midnight, meet with parents at 6:00am, and still take time to help each other with their needs.

I urge you to rest over the holiday break and take pride in all you have taught your students so far. When you return, there will surely be more work to do than time to do it in, more student needs to address than you feel can be addressed, and more expectations of you than you feel you can meet. If so, think strategically about what support you need, and see a colleague, academic coach, or administrator for help. I’m sure I can speak for the other academic coaches when I say that we will do whatever it takes to help make things easier for you.

Get more info at:  
<http://www.ncwiseowl.org/kscope/teacherhut/teachley/POP.html>

**Classroom Close-Ups**

*Doretha Grier, 8th Grade Science*

**Activity: Read, Cover, Remember, Retell**

There are times when my children were reading and they just were not getting things. I modeled this strategy for them, and as I was reading, I couldn’t remember what I just read. I stopped in the middle of the paragraph and told the kids, “I don’t remember what I just read!” It generated discussion about the fact that sometimes we do read and don’t know what we’re taking in. So we went back and a reread. After modeling, they used Read, Cover, Remember, Retell to practice with a partner.

*Steve Fulton, 8th Grade L.A.*

**Activity: Think-Aloud**

In 4th block, I am doing a read aloud, where frequently I think aloud the rereading process - asking a question out loud and rereading to find the answer.

*Lou Mueller, 8th Grade S. Studies*

**Activities: Coding**

I have been using the coding extensively. I do see that multiple activities may be needed. Some of them don't like doing the coding now. The Coding power point went well for getting the format across. I am looking forward to giving them another activity to choose from.

*John Johnson and Lynn Mallory, 8th Grade L.A.***Activities: Sticky Notes; Discussion**

In Mr. Johnson's ESL inclusion class, we had the kids read an immigrant story and write down 5 things that they noticed. I gave them examples of the kinds of things they might notice as they read, but they came up with their own observations. They also had to mark where they stopped to write down their observations. We discussed how good readers sometimes aren't even aware of when they notice things, but that making that a conscious decision when you are really trying to understand something can help.

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| Focus On: Ways to Read in Class  C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\W631IMZR\MCj04361610000[1].wmf | | |
| If you… | Then try… | Because… |
| read aloud  most texts to the students | reading a little at first, then setting a purpose and allowing students to read. | * Reading aloud models fluency and can model reading strategies if a think-aloud is included. However, it does not give students *practice* reading. * Some students will tune out while others are reading. * The students are forced to read/comprehend at the pace of the student who is reading. They can’t stop to reread without getting left behind. |
| usually have students take turns  reading a section out loud  (round robin/ popcorn reading) | letting students read with a partner and do a “during reading” task. | * Some students will tune out while others are reading. * The students are forced to read/comprehend at the pace of the student who is reading. They can’t stop to reread without getting left behind. * The students reading aloud are not always a good model of fluency. |
| have students  read everything independently | having students choral read sections of text. | * This assures that all students are getting the information. * It allows students to understand that the particular piece being read is extremely important. * This is a safe way for students who are embarrassed of their speech or reading abilities to participate. |
| sometimes reading aloud to students. | * Reading aloud gives you the opportunity to do a think aloud with students. * It models good prosodic (read it in a conversational manner: inflection, regard for punctuation) reading |
| allowing students to listen to a tape of the material as they follow along with the text. | * It has the same benefits of a teacher read aloud * This allows teacher to circulate more so as to monitor that students are following along. |