

# Fostering Independent Learners by Integrating Best Practices



Amy Verhougstraete

[verhouga@dewittschools.net](mailto:verhouga@dewittschools.net)

[www.verhoug.weebly.com](http://www.verhoug.weebly.com)



## *Goal:*

For the students to be engaged in *meaningful* literacy activities, freeing the teacher up to meet with small groups - for 90 minutes!



# Fitting it all in....



8:45-10:00	10:00-10:20	10:25-11:05	11:10-11:50	12:00-12:35
Math (1hr) Snack	Word Work (20 min.)	Specials	Daily 1 Read to Self (40 min.)	Lunch

12:40-1:05	1:05-1:35	1:40-2:10	2:10-2:40	2:40-3:20
Writing Workshop (25 min.)	Recess	Daily 2 (30 min.)	Daily 3 (30 min.)	Science / Social Studies/ (40 min.)

*Be creative! You may need to meet with small groups during other parts of the day!*

# Components of Daily Five



Read to Self

Buddy Reading

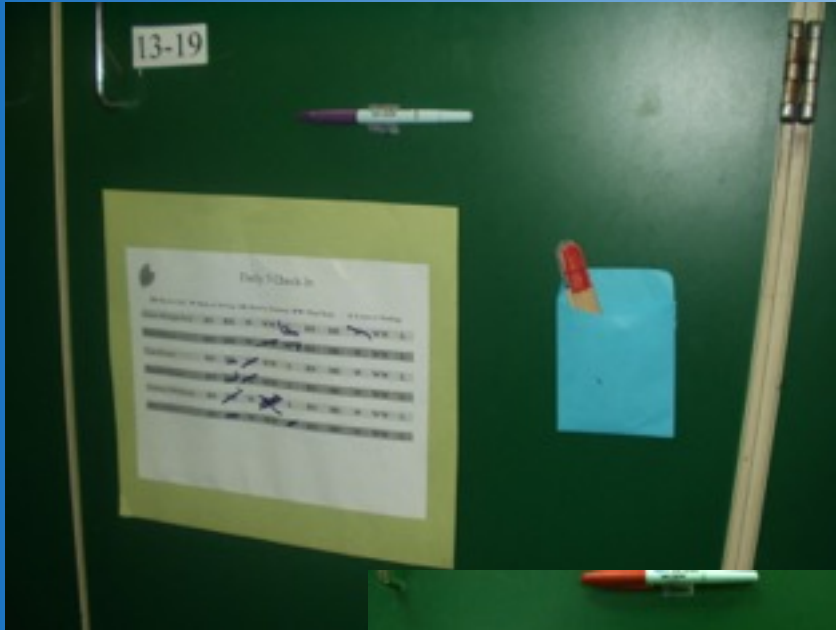
Listening to Reading

Work on Writing

Work on Words



“Choice is highly motivational and puts children in charge of their learning.” - Boushey & Moser from *Daily 5*





## Management Boards

Still allows for choice, yet more controlled



## **Storage and Management of Materials**

How to make materials manageable for student to get and return materials independently.

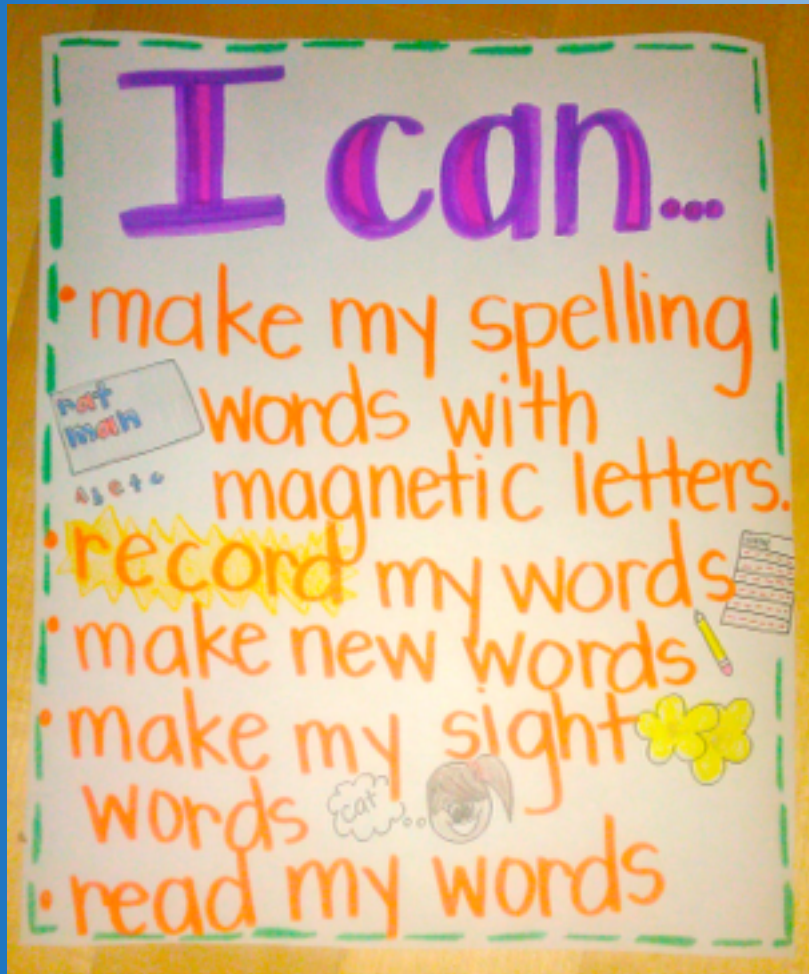




# I Can Lists...

## I can...

- make my spelling words with magnetic letters.
- record my words
- make new words
- make my sight words
- read my words



The first 'I can...' list is written in purple and orange on a white background with a green dashed border. It includes five bullet points. The first point is 'make my spelling words with magnetic letters.' with a small illustration of magnetic letters. The second point is 'record my words' with a yellow starburst around the word 'record' and a small notepad illustration. The third point is 'make new words' with a pencil illustration. The fourth point is 'make my sight words' with a speech bubble containing the word 'cat' and a girl's face illustration. The fifth point is 'read my words' with a yellow flower illustration.

## I can...

- sort my class names in ABC order (first or last :)
- Neatly record the names
- Read the names
- Write a sentence with one of our names.



The second 'I can...' list is written in blue and purple on a white background with an orange dashed border. It includes four bullet points. The first point is 'sort my class names in ABC order (first or last :)' with a red name chart illustration. The second point is 'Neatly record the names' with a notepad and pencil illustration. The third point is 'Read the names' with a girl's face illustration and a speech bubble saying 'It's time to read!'. The fourth point is 'Write a sentence with one of our names.' with a pencil illustration and the text 'my best friend is'.

# Read to Self

Reread familiar books

Read a new book

Read big books

Read poetry books

Write a response to a book - letter format or graphic organizer

Mark connections, questions, mental images, confusing parts, etc. with a sticky note

Fill out graphic organizer about book



# Buddy Reading

Read familiar or new book

Read big book together

Read poetry books

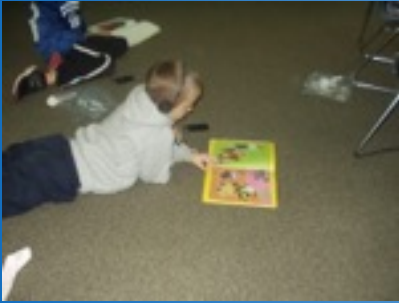
Share a favorite part

Fill out graphic organizer about book

Mark connections, questions, mental images, confusing parts, etc. with a sticky note



# Listening to Reading



Fill out graphic organizer after reading

Listen to books on computer \_

<http://www.storylineonline.net/>

<http://auth.grolier.com/login/bookflix/login.php>





# Work on Words



Go on a word hunt in books (notecards with prompts)

Make words with magnetic letters (use cookie sheets)

Make words with stamps

Build a poem (sentence strips), Change a word in a poem

Repeated Making Words lessons

Make words with Magnadoodles

Use activities from Fountas and Pinnell Phonics or *Florida Center for Reading Research*

Word Puzzles and Games

# Work on Writing

Write list, card, letter, story, etc.

Classroom Reporter

Research ideas

Copy poem in best handwriting



# Small Group Interventions

Read Naturally / Read Live - students work on independently during Daily Five Time

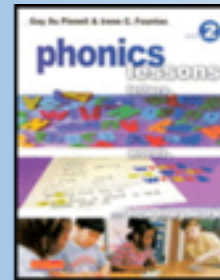
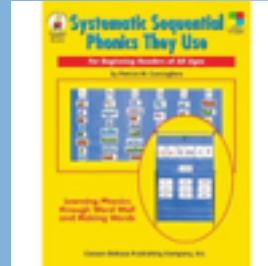
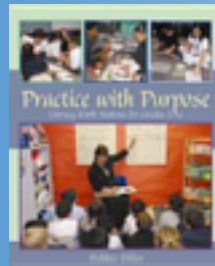
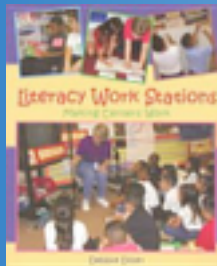
Making Words Lessons

Repeated Fountas and Pinnell Lessons



# Resources

- Gail Boushey and Joan Moser, *The Daily Five*
- Debbie Diller, *Literacy Work Stations (K-2)*
- Debbie Diller, *Practice with Purpose (3-6)*
- Fountas and Pinnell, *Phonics Lessons* (by grade level)
- Patricia Cunningham, *Systematic Sequential Phonics They Use* (Making Words)
- Florida Center for Reading Research, [www.fcrr.org](http://www.fcrr.org)
- Pinterest
- Teachers pay Teachers
- *Take it To Your Seat Centers*
- *The Complete Guide to Classroom Centers*







**SCECH Session Code:**