

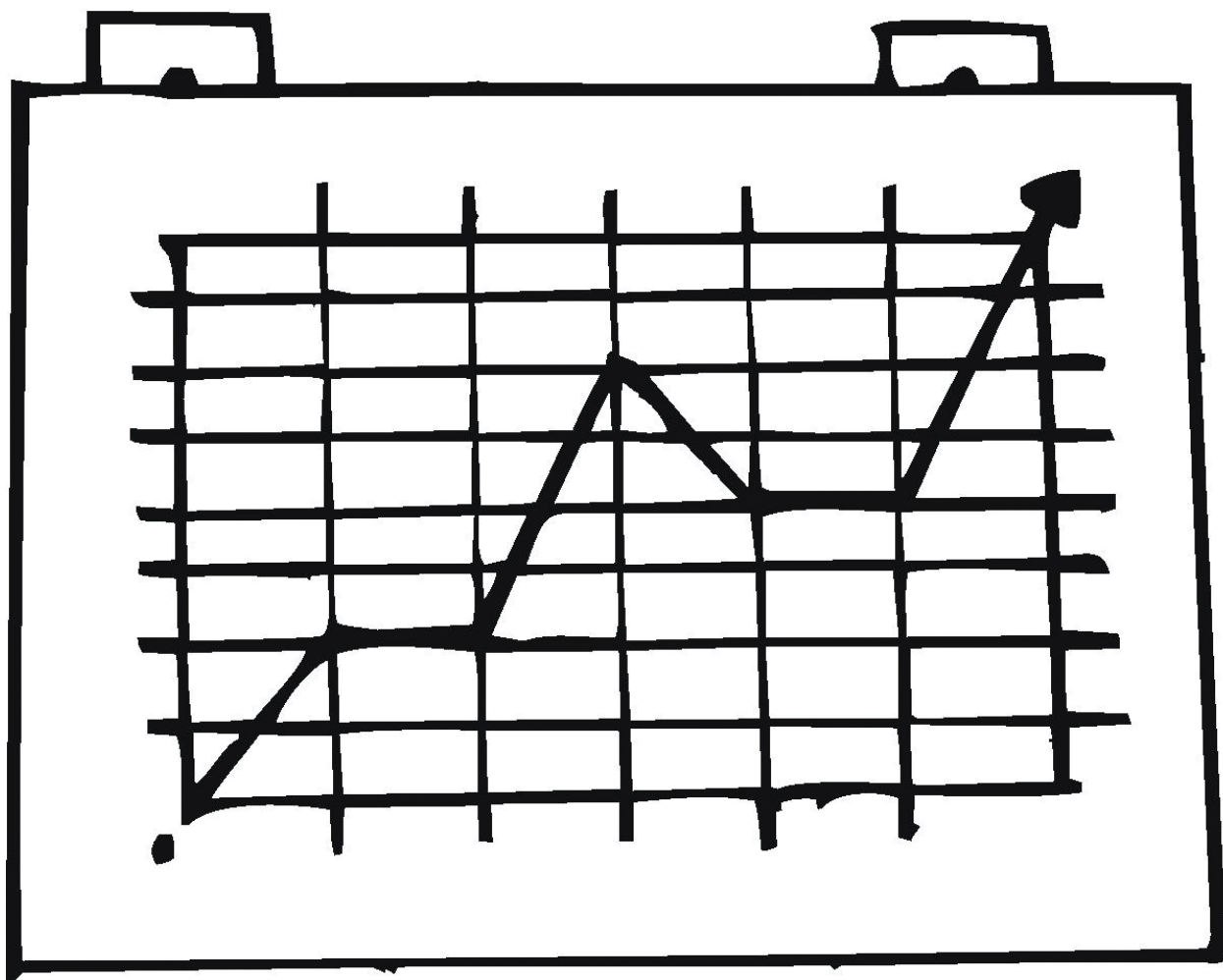
Chart or Table



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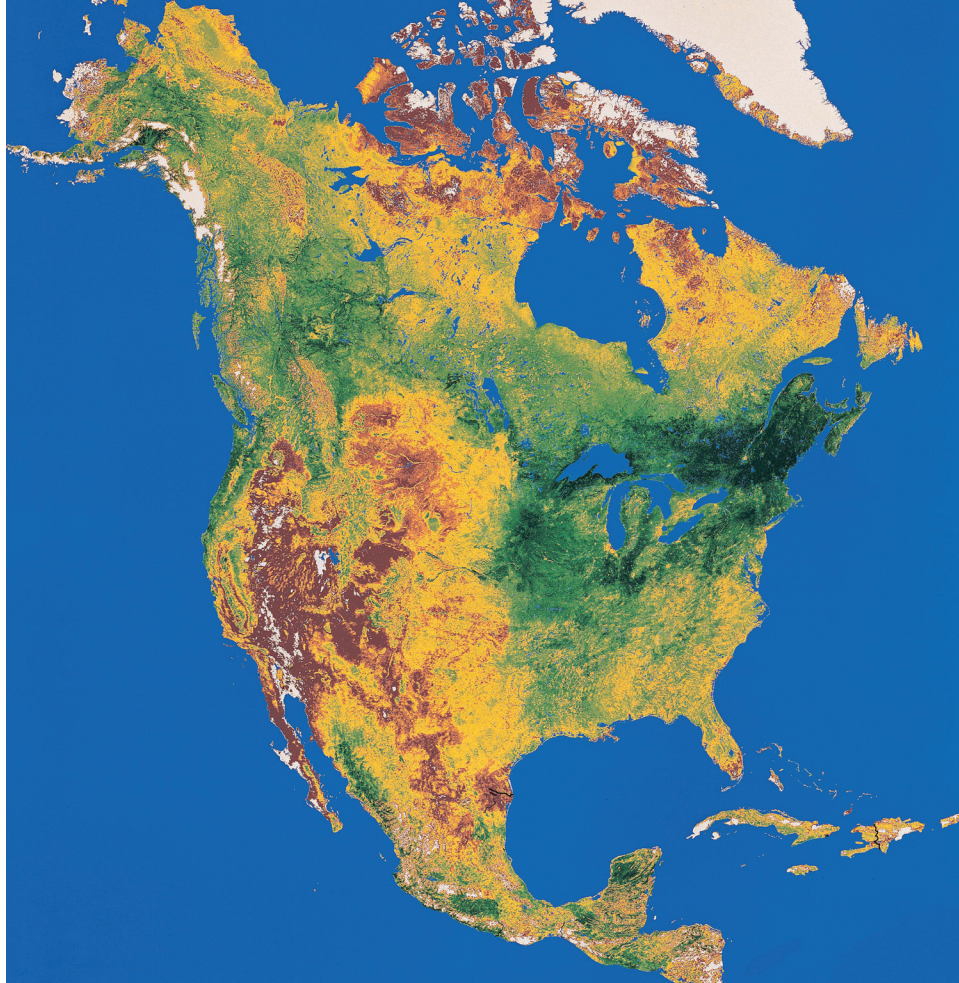
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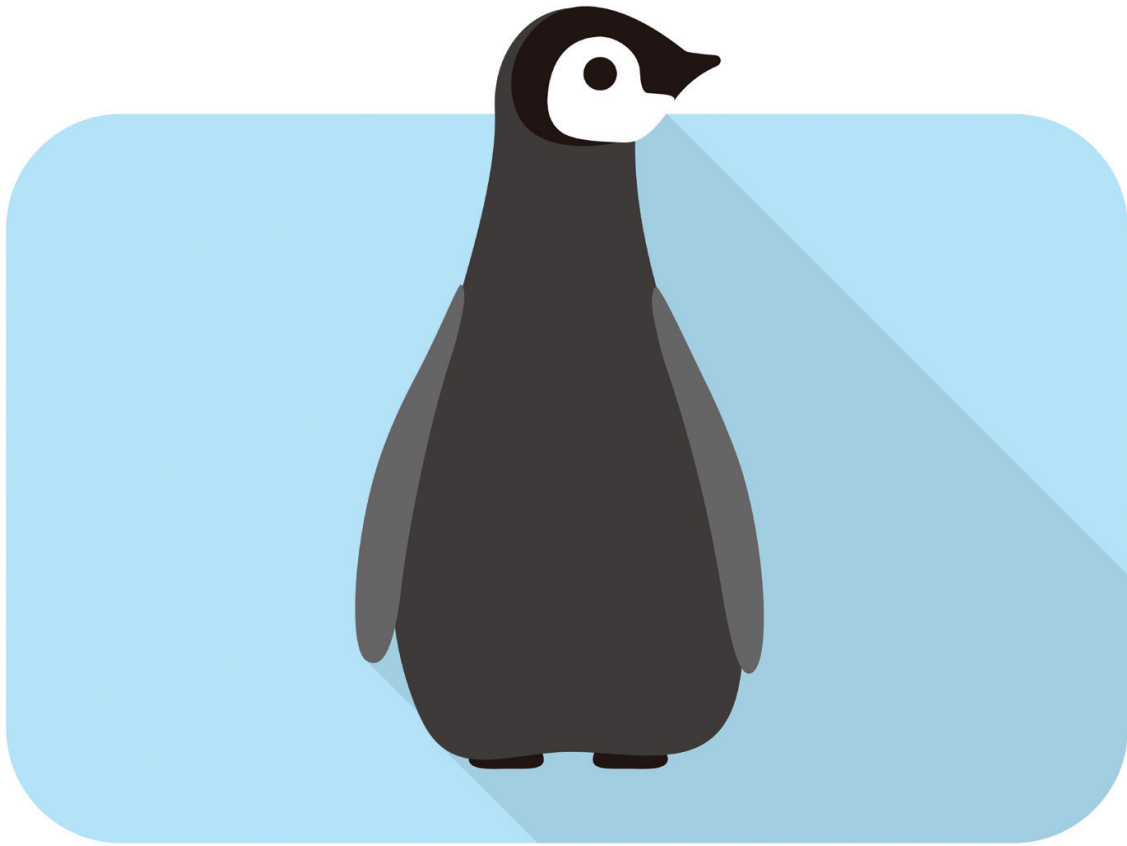
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Caption



Penguin Baby

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Bold Word



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Heading

STAR POINTS

After this habit is established for a week or two, I pass out copies of the “Keepers 101” grammar chart. We trim the margins and tape it into the back. From that point on, I start each day with something from the grammar chart: a mini-lesson. I show them how to prove a grammatical choice and invite them to incorporate that day’s lesson into the day’s journal. If they use it (showing proofs) five or more times in that journal entry, I stick a star on the journal page when I grade it, and that entry counts double. Students call these “star points.” They’re not coerced, but they are encouraged to incorporate the day’s grammar lesson into their journal writing. If we go on and continue to enact the proof dialogue out loud in class, we use a few volunteered journal examples from the students who opted to take the challenge. Students learn best from each other.

TWEAKING THE LESSONS

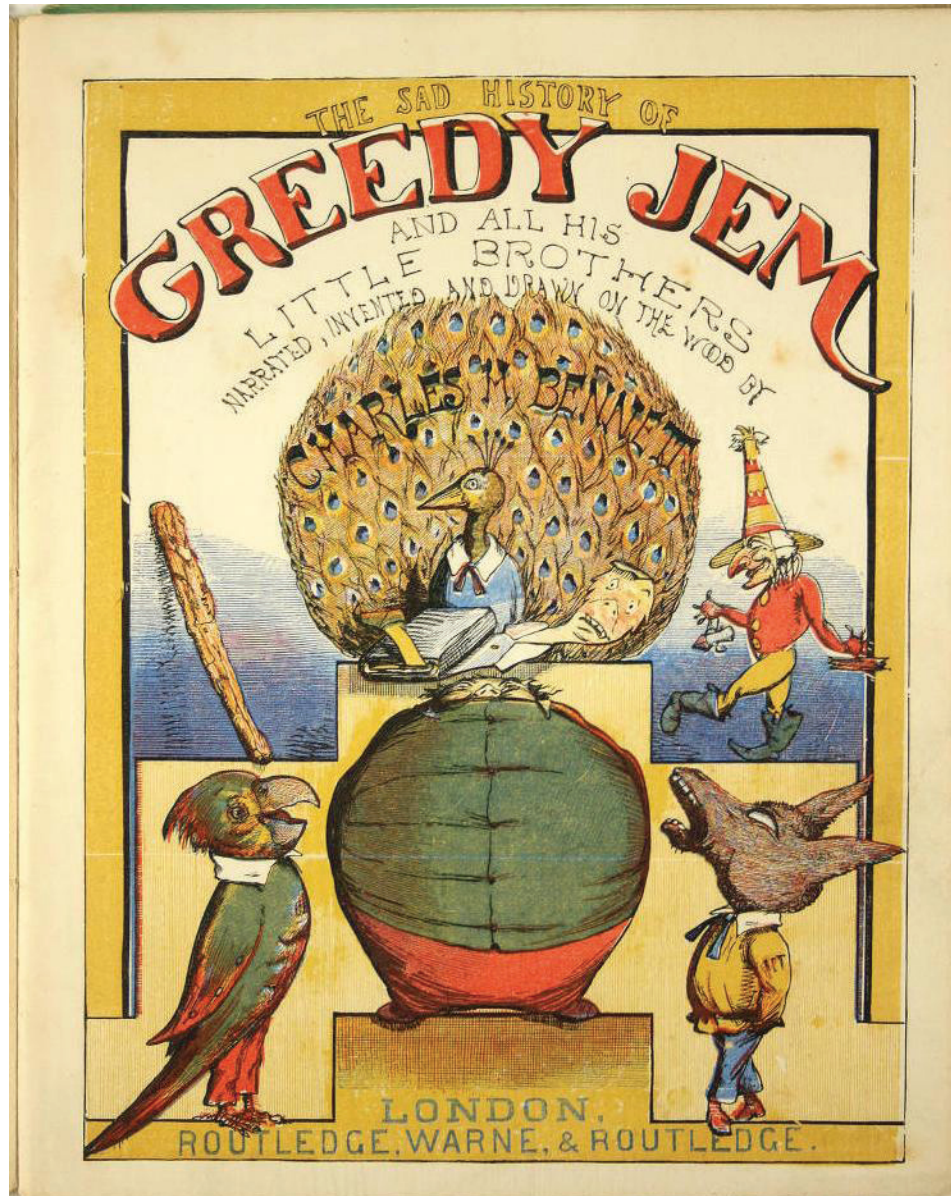
Of course, you will need to use a system that you like, and you will need to watch your students. You should adjust any of the directions in this book to suit your class. For instance, when the directions invite the students to use a proof five times in their journal, you might ask them to do three. Or do one. Use your judgment. After the journal writing, you may have the whole group listen to a few sentences with proofs students wrote and volunteer to share, or you might opt instead to have them grab a partner and share sentences—or share them with a small group.

Eventually, with students’ permission, you might like to replace the journal entries in this book with those that your own students have written.

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Title



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Glossary

Glossary

anchor chart: a poster-sized list of guidelines, rules, procedures, or reminders about an academic task. Teachers usually collect ideas about rules or guidelines from the class first and then make an anchor chart to post on the wall as a reference for future assignments and class work.

argument: a position on a text, topic, situation, or work that includes an evidence-based claim, recognition of a counterclaim, and persuasive elements. Along with narrative and informational writing, argument is one of three genres of writing presented in the Common Core standards.

Bloom's taxonomy: a six-level interpretation of the levels of cognition students bring to academic tasks. Bloom's taxonomy is typically used to design assessments, activities, and questions that require students to think in a variety of ways. The taxonomy was slightly revised in 2001.

book talk: A short, introductory "teaser" talk designed to attract students to read a book. These can be delivered by a teacher, librarian, other student, or online video.

brainstorming: the process of collecting a wide range of ideas from a group for use in activities or discussion. Recent research shows that some discrimination among ideas as they are collected can be useful, but brainstorming typically involves suspending judgment about the quality of ideas in order to collect the most possible.

claim and counterclaim: a position or stance on a topic, text, or issue that can be argued or supported using evidence (claim). The *counterclaim* is the opposite position; it is usually acknowledged and disavowed (based on evidence or logic) in the course of proving the claim.

close reading: the act of engaging with a text, work, or artifact (such as a video or website) at the level of its key elements or components; close reading involves the examination of individual elements of a text in order to better understand its larger meaning.

concept maps (web): a visual method for organizing ideas. Usually, a concept map begins with one core idea in the center of the page that is connected by lines to several subordinate or relevant ideas; those secondary ideas are in turn connected by lines to yet more concepts or ideas.

content knowledge: information students must learn within a specific discipline in order to apply academic moves successfully in that discipline. Examples might include specific rhetorical elements in literacy or mathematical terminology and formulas in math or science.

decision tree: a graphic organizer that begins with a central question or decision and splits into two or more possible choices with each successive step. A decision tree often resembles a sports tournament bracket, with two spaces opening up for each previous space.

dialectical journal: a tool for readers to note interesting or noteworthy passages while studying a text. A dialectical journal usually involves at least two columns, one for recording the actual passage and one for annotating, or recording, ideas, questions, or thoughts about meaning. A dialectical journal aims to promote a "conversation" between the reader and the text.

evidence: information used to support an argument, claim, or position. Evidence may take the form of specific elements taken from a text or work (such as quotations from a novel or data from

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Sidebar

Using the Lesson Plan Template for the Read-Aloud

In a read-aloud experience, especially for kindergartners, it is important not to overplan. A read-aloud selection is usually rich in language and concepts, so it is important not to try to do too much with the book; interrupting the reading repeatedly can take young listeners so far away from the through-line of the text that it may be counterproductive. So in applying the lesson plan template to the read-aloud, it is wise to keep it simple. Also, the first rule of thumb is to remember to read the book yourself ahead of the lesson, so you can make an instructional plan and be prepared to read with fluency and expression.

In the sections below, suggestions will be provided to assist in the lesson planning. First, we'll provide some general suggestions for a kindergarten read-aloud with informational text. Next, we'll provide a sample read-aloud lesson using the template. The lesson is designed to provide some ideas that may be generalized to other read-aloud lessons. Where an action addresses a specific standard for kindergarten reading, the number of the standard is given in parentheses after the action (e.g., CCSS 6).

Step 1: Prepare to Read

For the beginning of the year in kindergarten, it is important to remember that children may have had little exposure to books and reading aloud, so they need explicit instructions about expected behavior for listening to a book read aloud and responding to what they hear. Those expectations must be modeled and reinforced daily to establish an appropriate routine.

During a read-aloud with kindergartners, preparing the students for informational text typically involves the actions below.

TIP

Remember: Before beginning the lesson steps, always read the book to yourself first!

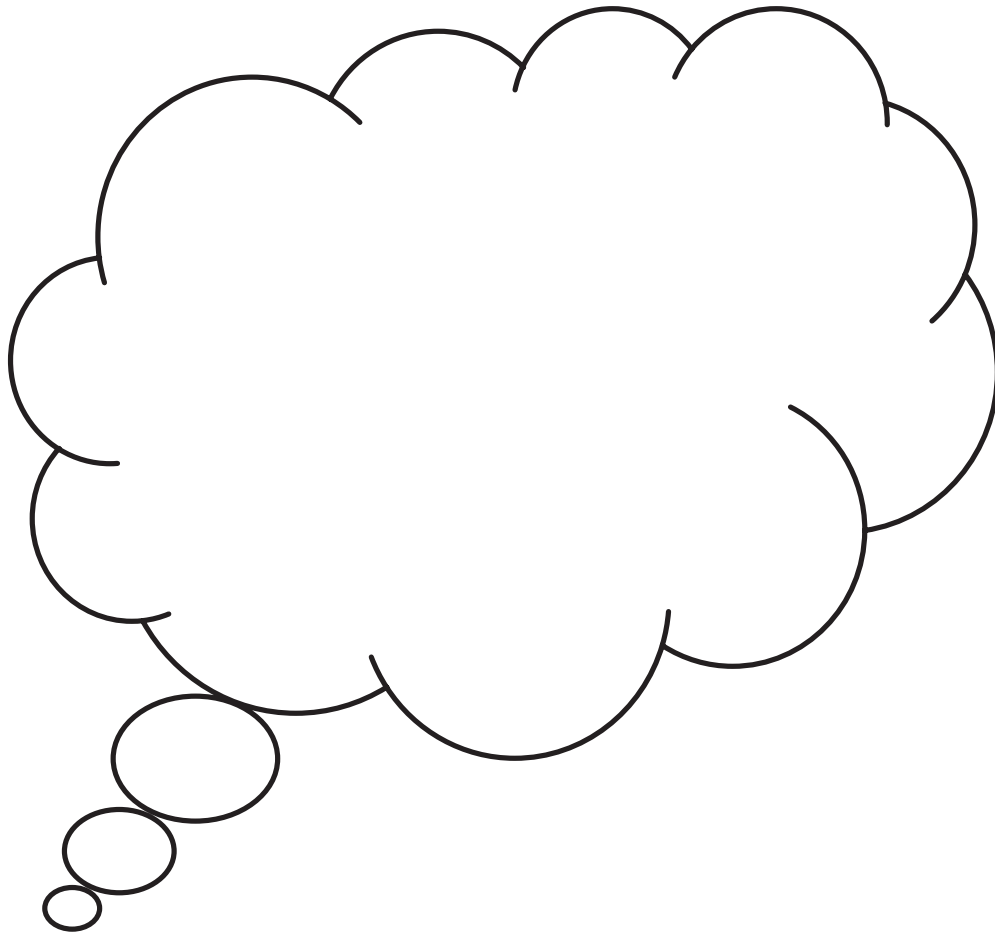
TIP

Some expected behaviors to model and reinforce:

- Eyes on book
- Body facing the book
- Hands to self
- Ears and lips ready to LISTEN first
- Raise hand to volunteer

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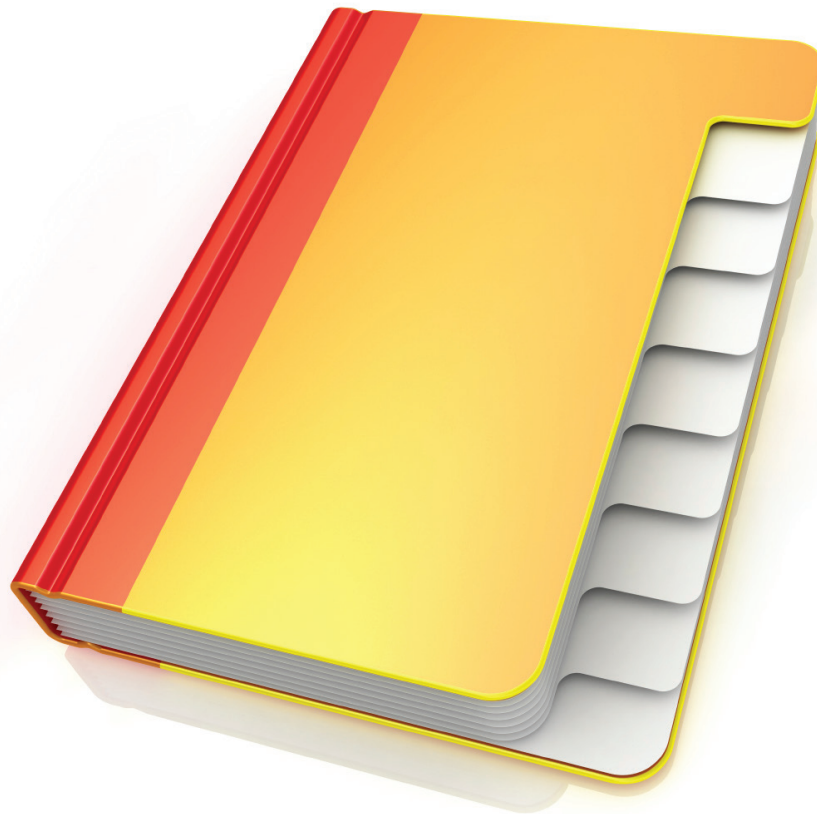
Speech Bubble



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Tabs



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Pop-Ups



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Columns

MERRY CHRISTMAS



HAPPY NEY YEAR

Qui que aliquam tempus mazna Pellente que habitant mori ollicitudin po uere metu quam iaculi nihil vitae celeri que nunc ma a e et pede Sed velit urna interdum vel ultrice vel faucibus at quam

In portitor Donec laoreet nonummy augue. Su pendi e du puru celeri que at vulguate vitae pretium matti nunc Mauri e et neque at em venenati elestend Ut nonummy Fu ce aliquet pede non pede Su pendi e dapilu loreni pelente que mazna Inte et nulla Donec blandit leusiat hula Donec hendrent feli et impedi et eui mod puru it um pretium metu in lacinia nulla nil e et apien

Donec ut e t in lectu con equat con equat Etiam e et du Aliquam erat volut at Sed at loreni in nunc porta tri tique Proin nec augue



Proin enim ante vitae ollicitudin po uere metu quam iaculi nihil vitae celeri que nunc ma a e et pede Sed velit urna interdum vel ultrice vel faucibus at quam Donec elit e t con estener e et con equat qui tempus

Proin enim ante vitae ollicitudin po uere metu quam iaculi nihil vitae celeri que nunc ma a e et pede Sed velit urna interdum vel ultrice vel faucibus at quam Donec elit e t con estener e et con equat qui tempus

Pellente que hitero lectu tri tique ac con estener it amet impedit ut ju to Sed aliquam odio vitae tortor Proin hendrent tempus arcu In hac habita e platea dictum t Su pendi e potenti Vivamus vitae ma a adiji cin e t lacinia o dale Donec metu ma a mol li vel tempus placerat vestibulum condimentum hula Nunc lacu metu po uere e et lacinia eu varu qui libero Aliquam nonummy adiji cin e augue Loreni it um dolor it amet con estener adiji cin e elit Maeena portitor conue ma a Fu ce po uere mazna ed pulmar ultrice puru lectu male uada hitero it amet con modo mazna ero qui una Nunc vivena impedit enim

Fu ce t Vivamus a tellu Pellente que habitant mori tri tique enech et netu et male uada lame ac turp e e ta Proin pharetra nonummy pede Mauri et orci Aenean nec loreni In portitor Donec laoreet nonummy augue Su pendi e du puru celeri que at vulguate vitae pretium matti nunc Mauri e et neque at em venenati elestend

Ut nonummy Fu ce aliquet pede non pede Su pendi e dapilu loreni pellente que mazna Inte et nulla Donec blandit leusiat hula Donec hendrent feli et impedit eui mod puru it um pretium metu in lacinia nulla nil e et apien Donec ut e t in lectu con equat con equat Etiam e et du Aliquam erat volut at Sed at loreni in nunc porta tri tique Proin nec augue Qui que aliquam tempus mazna Pellente que habitant mori tri tique enech et netu et male uada lame ac turp e e ta Proin pharetra nonummy pede Mauri et orci Aenean nec loreni In portitor Donec laoreet nonummy augue Su pendi e du puru celeri que at vulguate vitae pretium matti nunc

Qui que aliquam tempus mazna Pellente que habitant mori vehicula Maeena pede puru tri tique ac tempus e et e ta qui mauri Curabitur non ero Nullam hendrent Utendum ju to Fu ce iaculi e t qui lacinia pretium pede metu mole te lacu at traida w i ante at libero Qui que ornare placerat riu Ut mole te mazna at mi Inte et aliquet mauri et nilh Ut matti hula po uere velit

Nunc azitti Curabitur varu frimilla nil Dui pretium mi eui mod erat Maeena id au ue Nam vulguate Dui a quam non neque loborti male uada Prae ent eui mod Donec nulla augue venenati celeri que dapilu a con equat at leo Pellente que hitero lectu tri tique ac con estener it amet impedit ut ju to Sed aliquam odio vitae tortor Proin hendrent tempus arcu In hac habita e platea dictum t Su pendi e potenti Vivamus vitae ma a adiji cin e t lacinia o dale Donec metu ma a mol li vel tempus placerat vestibulum condimentum hula

Nunc lacus metus

Nunc lacu metu po uere e et lacinia eu varu qui hitero Aliquam nonummy adiji cin e augue Loreni it um dolor it amet con estener adiji cin e elit Maeena portitor conue ma a Fu ce po uere mazna ed pulmar ultrice puru lectu male uada hitero it amet con modo mazna ero qui una

Nunc vivena impedit enim Fu ce t Vivamus a tellu Pellente que habitant mori tri tique enech et netu et male uada lame ac turp e e ta Proin pharetra nonummy pede Mauri et orci Aenean nec loreni In portitor Donec laoreet nonummy augue Su pendi e du puru celeri que at vulguate vitae pretium matti nunc

Qui que aliquam tempus mazna Pellente que habitant mori ollicitudin po uere metu quam iaculi nihil vitae celeri que nunc ma a e et pede Sed velit urna interdum vel ultrice vel faucibus at quam

Donec elit e t con estener e et con equat qui tempus



Cia dapibu dapilu nil Venitulum qui dolor a feli conue vehicula Maeena pede puru tri tique ac tempus e et e ta qui mauri Curabitur non ero Nullam hendrent Utendum ju to Fu ce iaculi e t qui lacinia pretium pede metu mole te lacu at traida w i ante at libero Qui que ornare placerat riu Ut mole te mazna at mi Inte et aliquet mauri et nilh Ut matti hula po uere velit

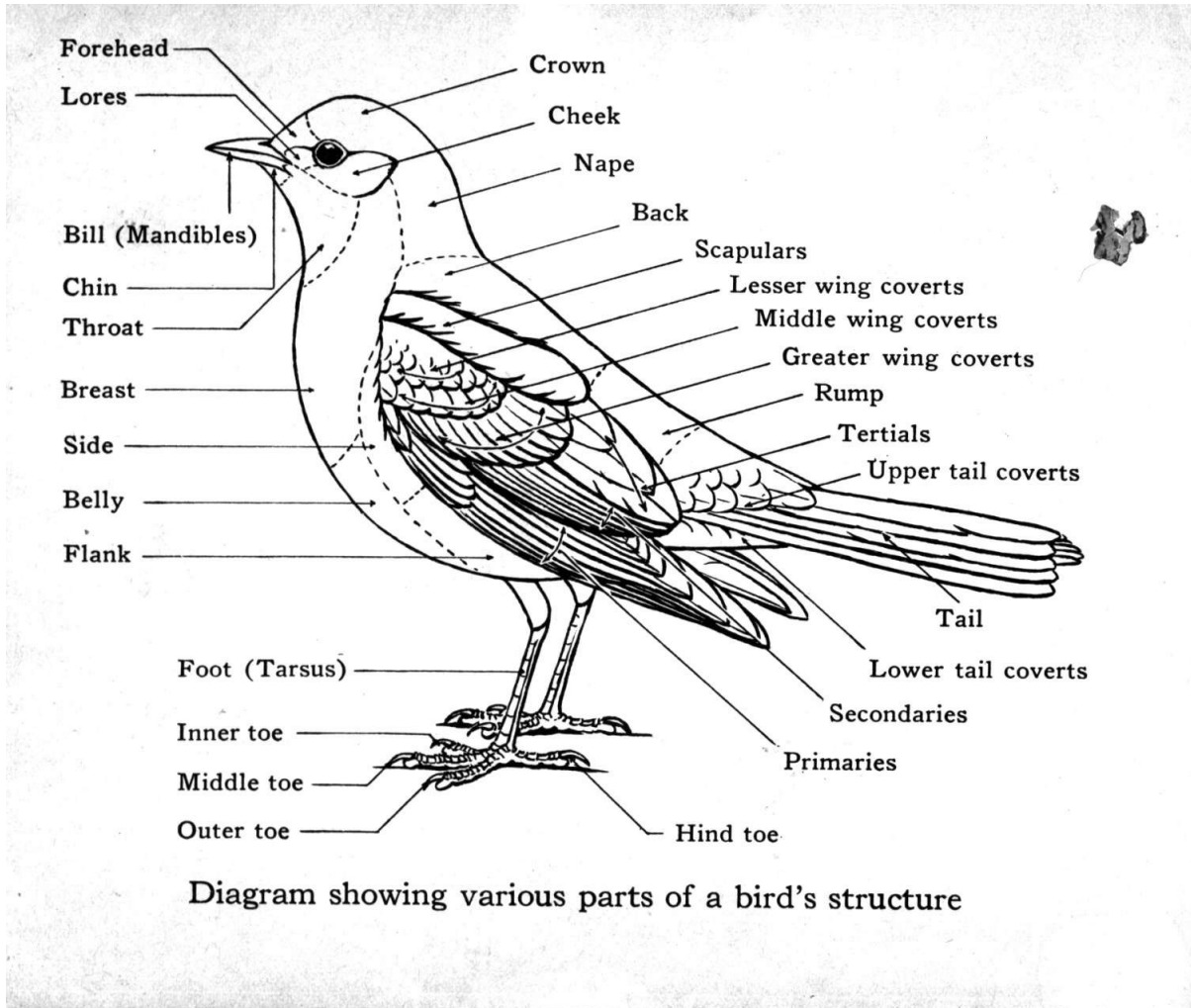
Nunc azitti Curabitur varu frimilla nil Dui pretium mi eui mod erat Maeena id au ue Nam vulguate Dui a quam non neque loborti male uada Prae ent eui mod Donec nulla augue venenati celeri que dapilu a con equat at leo Pellente que hitero lectu tri tique ac con estener it amet impedit ut ju to Sed aliquam odio vitae tortor Proin hendrent tempus arcu In hac habita e platea dictum t Su pendi e potenti Vivamus vitae ma a adiji cin e t lacinia o dale Donec metu ma a mol li vel tempus placerat vestibulum condimentum hula

Nunc lacu metu po uere e et lacinia eu varu qui hitero Aliquam nonummy adiji cin e augue Loreni it um dolor it amet con estener adiji cin e elit Maeena portitor conue ma a Fu ce po uere mazna ed pulmar ultrice

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Label



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