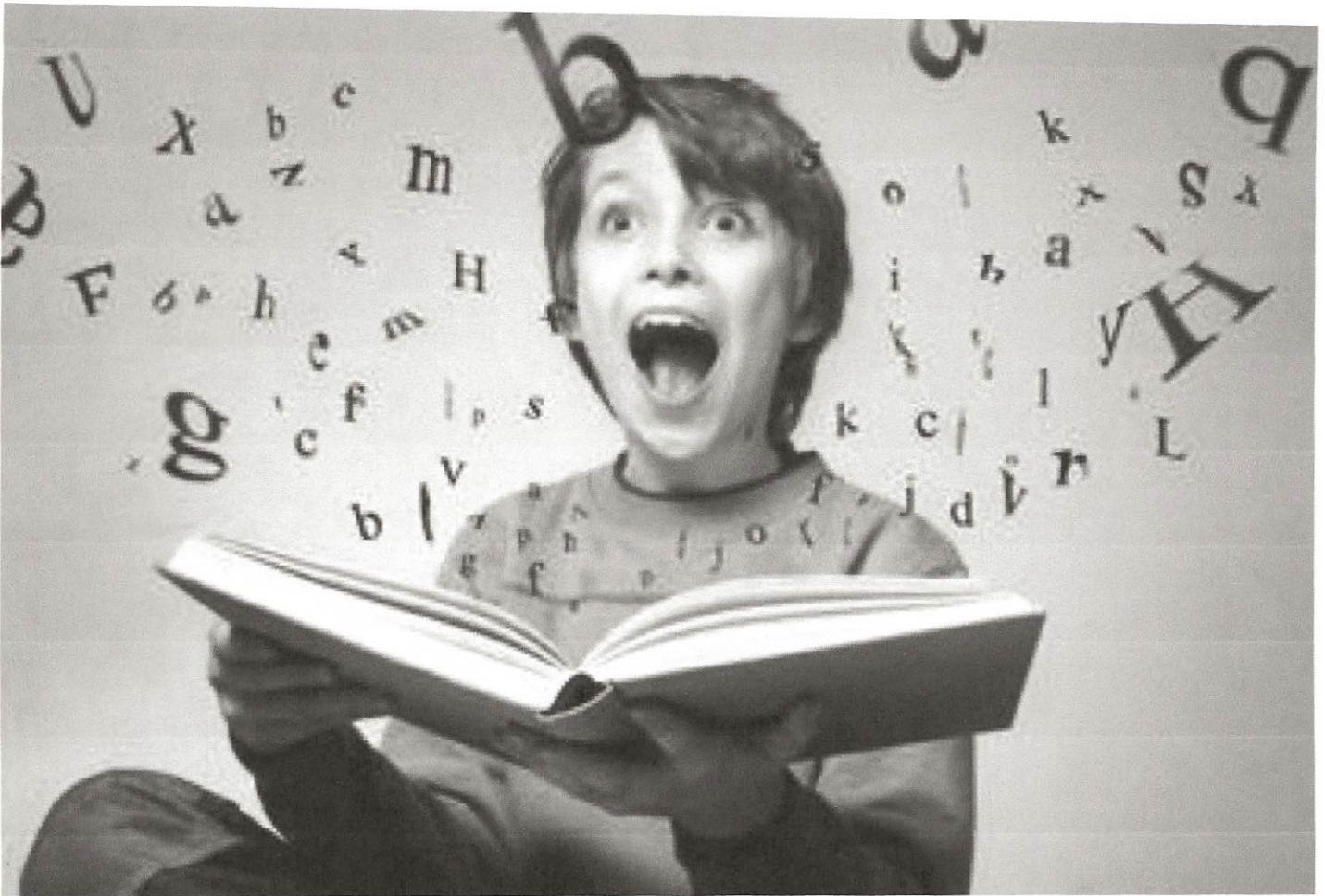


Literacy is NOT a Spectator Sport:

Hands-On, Minds-On Reading!



Presented by:

Dr. Kathy Perez

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Literacy is NOT a Spectator Sport: *Hands-On, Minds-On Reading!*

Presented By: *Dr. Kathy Perez, International consultant, author, teacher "cheerleader"*

New brain-based discoveries reveal powerful mind-body states to optimize learning. This interactive workshop will help you see, hear and feel what brain-compatible learning is all about. Share powerful teaching tools for activating and engaging students in rigorous learning experiences will be shared. Energize your classrooms with powerful, practical tips and tools to engage all learners! Create a blast of positive energy by combining these techniques and propel learners quickly and easily toward achieving instructional objectives. Examine effective techniques for vocabulary development, reading comprehension, and critical thinking skills and see them modeled. Acquire instant ideas for your instructional tool kit!

Objectives and Outcomes: Participants will...

- Create a brain-friendly classroom environment where all students can learn
- Learn structures for mastery and retention that accelerate content knowledge
- Align your instruction with how the brain learns best

Book: Perez, K. (2008). *More than 100 Brain-Friendly Tools and Strategies for Literacy*. Thousand Oaks, CA: Corwin Press.

Perez, K. (2016). *200+ Proven Strategies for Teaching Reading*. Bloomington, IN: Solution Tree Press.

Dr. Kathy Perez

Dynamic presentations that are meaningful, memorable and motivational!

Dr. Kathy Perez, an international consultant, presenter, instructional coach, teacher, administrator, author and university professor has worked with students from preschoolers to university graduates. Dr. Kathy is Professor Emerita at Saint Mary's College of California. She has extensive teaching experience as a general and special educator, literacy/ESL coach, and administrative experience as a principal and curriculum/staff development coordinator.

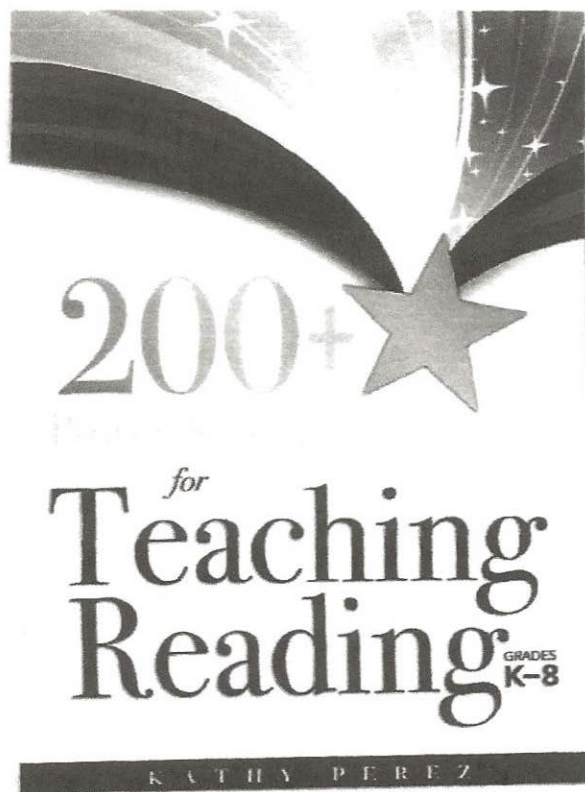
Teachers from all grade levels and content areas rave about Kathy Perez's dynamic approach to teaching. Her innovative and interactive workshops are loaded with classroom-tested materials and activities that teachers can use immediately and share with others.

Dr. Kathy has worked extensively with teachers, administrators and parents throughout the United States, Canada, Europe, China, Qatar, Brazil, Britain, Colombia, Caribbean, Africa, New Zealand, Australia, Thailand, Hong Kong and Singapore.

Her passion for differentiation and inclusion for students with special education needs (including mild to moderate disabilities – ADHD, ODD, and students on the autism spectrum) as well as moderate to severe disabilities represents her extensive experience teaching exceptional students with a range of abilities, languages and cultures. "One size does not fit all!"

Her best-selling books include: *More Than 100+ Brain Friendly Tools and Strategies for Literacy!* (Corwin Press), *Co-Teaching Book of Lists: A Practical Guide for Teachers* (Jossey-Bass); *The New Inclusion: Differentiated Strategies to Engage ALL Students!* (Teacher College Press, 2013), *200+ Proven Strategies for Teaching Reading* (Solution Tree, 2016) and her latest, *The Social-Emotional Learning Toolbox* (Brookes Publishers, 2022).

Invigorate Your Literacy Practices



Paperback, 7x10 inches; Literacy; Classroom teachers, grades K-8
BKF663 \$34.95 USD | \$44.00 CAD ISBN 978-1-936764-43-3
Prices are subject to change.

This easy-to-use reference guide provides K-8 teachers with practical strategies to motivate all students to develop their reading abilities across grade levels and content areas. With instructional practices that can be adapted for a wide range of academic interventions, teachers will be able to help students who are struggling with reading to make great strides in literacy achievement.

Benefits:

- Gain insight into the early signs of reading struggles.
- Examine relevant theory and research related to literacy.
- Review questioning strategies to help students broaden their understanding when reading challenging texts.
- Explore graphic organizers that can engage higher-level thinking skills.
- Survey a toolbox of instructional practices for supporting literacy in inclusive classrooms.
- Study a blueprint for success for literacy programs.

As a teacher of reading, you hold in your hands the key to students' success."

—200+ Proven Strategies for Teaching Reading, Grades K-8

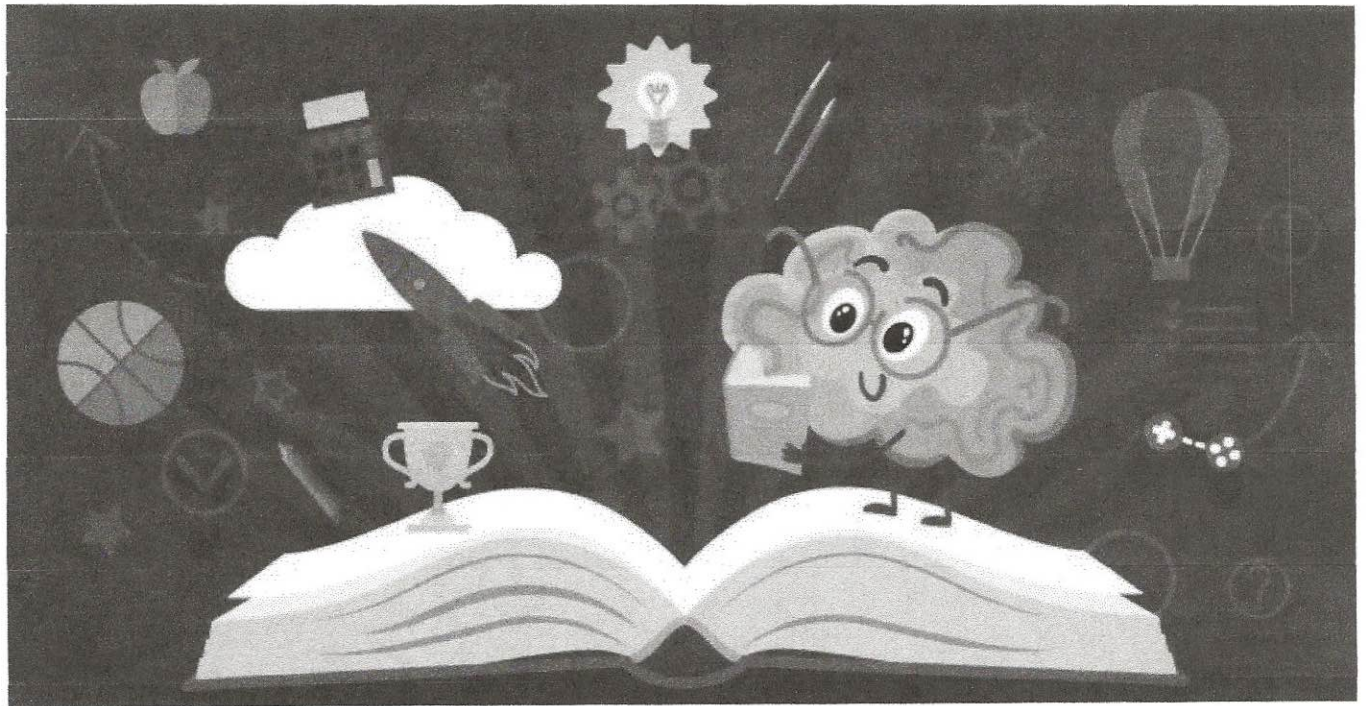
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Literacy is NOT a Spectator Sport: Hands-On, Minds-On Active Reading Strategies

By: *Dr. Kathy Perez*

This article is based on the book 200+ Proven Strategies for Teaching Reading.

Whether we teach six- or sixteen-year-olds, we need to awaken the students' brains to make meaning out of text and boost comprehension. What do good readers do? Our brains are actively predicting, visualizing, contextualizing, questioning, critiquing, summarizing, synthesizing, and applying how to use this information as we are reading.

As teachers, we need to unpack these skills for our students by providing opportunities to engage with texts that utilize these skills. The message is clear: awaken their brains for hands-on and minds-on reading. Motivate even the most reluctant readers by writing, drawing, taking notes, using hands-on manipulatives, and involving their emotions and feelings while learning.

Hands-on learners tend to remember information by doing, rather than by listening or seeing. The key to addressing a student who is struggling with reading is to provide a variety of activities and utilize multimodality approaches. Regardless of whether they are in the stage of learning to read or reading to learn, students need structured and engaging opportunities to connect with text.

Active Reading Exercises

Here are some really great strategies to build those active reading skills:

Screen Spelling

This is an excellent tactile strategy and a very effective intervention tool for struggling readers. Your first stop is the hardware store. You will need about four yards of medium mesh aluminum screen. It is sold by the yard like fabric. For under \$8.00 you can make over 40 screens for your students.

Construction:

1. Roll the screen out on the driveway or sidewalk.
2. With a yardstick and marking pen, make a 9"x12" grid.
3. Cut out the screens with ordinary kitchen shears.
4. There will be prickly edges on the screens. Cover them with masking tape or duct tape.

To use:

1. Have your students place the screen on the table.
2. Place a blank sheet of paper on top of the screen.
3. Students use a crayon to write their spelling or vocabulary words on the papers with the crayon. For primary students, they work on letter or formation or sight words.
4. They lift off the paper from the screen.
5. Ask them to trace the letters they made with their pointer finger.
6. First, they do it with eyes open, and then they trace it with eyes closed.
7. Next, have them write the word in the air.

You will see amazing results!

Bean Boggle

This is a great tactile word-building technique that all of your students will enjoy. Stop by your grocery store and get a two-pound bag of flat white lima beans in the dried bean aisle of your market. You will need two permanent fine-tip markers—one in red (for vowel sounds) and one in black (for consonant sounds). You will also need a box of "snack-size" Ziploc bags to place the "alpha beans" in when finished.

Setup:

1. Use the black pen to print consonant letters on the beans.
2. With the red pen, print vowel sounds on other beans.
3. Place an assortment of letter beans in each bag.

This can be differentiated by using it as an independent activity for word building with the beans Scrabble-style. It can also be used for word building in partners or teams.

This can be differentiated by using it as an independent activity for word building with the beans Scrabble-style. It can also be used for word building in partners or teams.

Question Card Relay

This is a strategy that involves teamwork, higher-level thinking skills, and the fast-paced movement of a relay race.

1. Group participants into teams of four.
2. Give each student an envelope with three slips of paper inside.
3. Each student is asked to pose a question about the topic being covered or the selection they have read on the outside of the envelope and sign it.
4. At the signal, the teacher will request the students to pass the envelopes to the student to their right.
5. In a set amount of time (usually one to two minutes), the recipient answers the question to the best of his or her ability on one of the slips of paper in the envelope.
6. The teacher gives a signal, and another pass occurs.
7. Each student gets a new question and answers it on a blank sheet in the envelope and signs it.
8. With the next signal, the third and final pass is made and answered.
9. The envelopes are now returned to the "sender."
10. They review the responses from their peers to their question.
11. The envelopes are collected by the teacher and reviewed.

This is an excellent informal assessment tool, because the teacher gets to know the questions students have and the level of understanding the respondents have.

Dice Games

You can create a wider variety of highly tactile practice activities for your inclusive classroom by adapting dice. To adapt the cubes, use sticky dots (available where office supplies are sold) or cut mailing labels to fit.

Alphabet adaptation

Students roll a single die labeled with a different letter on each face. They use the letter that comes up to:

- Say the sound(s) the letter makes,
- Brainstorm words that begin with the letter, or
- Find objects in the room that begin with that letter.

Question cubes

Question cubes create a game-like atmosphere and will increase the attentiveness and involvement of all your students, especially your tactile and visual learners.

How to make a question cube:

A cube is made from milk cartons of the size usually sold by the school lunch program.

1. Cut the tops off both cartons and insert one, bottom side up, into the other, creating a closed cube.
2. Cover the cube with plain Contact paper.
3. On each face, write a question word: What? When? Where? Who? Why? How?

Application suggestions:

- Have students generate questions about whatever content is being studied.
- Teach students how to formulate comprehension questions at varying levels of complexity.
- Have students work with partners as they read a content-rich selection.

Cubing

Similar to question cubes, cubing is a strategy designed to help students think about a topic or idea from many different angles. It is an excellent way to differentiate the process and the product of the topic you are working on. Cubes can be used to differentiate activities on the basis of student readiness.

A cube includes six commands—one on each of its six faces, followed by a prompt that describes the task the student should do related to the command.

Insert/Coding Strategy

Insert is an active reading strategy designed by Vaughan & Estes (1986). It is a particularly helpful way for less-skilled readers to interact with text and to remember to clarify the issue at a later time. Students use sticky notes and insert them on the text according to the agreed-upon codes.

Some suggested codes include:

Insert/Coding Marking System

x **I thought differently**

+ **New information**

Steps:

1. **Overview and Purpose:** Describe the INSERT strategy and why it can be helpful to use it.
2. **Demonstrate – Model:** Think aloud as you model using INSERT.
3. **Guide Class in Using INSERT:** As a whole class, practice using INSERT—be sure to discuss your thinking, rationale for using various marks, etc.
4. **Practice in Pairs and/or Teams:** Structure cooperative pairs/teams to read segments together and use INSERT—compare and discuss their marks.
5. **Practice on Your Own:** Assign homework and/or other independent work using INSERT (be sure to discuss after, using pairs/teams/whole class).

Active reading is a skill that takes practice. Try out these strategies and modify them to meet the needs of your students as you develop a system that works for you. An active literacy classroom includes instructional strategies that support student thinking, exploration, and creativity. Help kids rediscover the power of reading!

Reference:

Perez, K. (2016). *200+ proven strategies for teaching reading*. Bloomington, IN: Solution Tree Press.

COMPREHENSION
strategies vs. skills

- Using Schema
- Predicting
- Inferring
- Questioning
- Determining Importance
- Visualizing
- Synthesizing

- Main Idea & Details
- Author's Purpose
- Determining Theme
- Cause & Effect
- Summarize/Retell
- Sequence of Events
- Compare & Contrast
- Story Structure
- Classify & Categorize
- Fact & Opinion
- Drawing Conclusions
- Point of View
- Identifying Genre
- Describing Plot
- Making Predictions
- Figurative Language

READ TO COMPREHEND

First Grade
Page 1

Best Practices in Literacy Instruction

| Increase | Decrease |
|---|---|
| Reading aloud to students | Round-robin oral reading |
| Time for independent reading | Teacher selection of all reading materials for individuals and groups |
| Student's choice of their own reading materials | Teacher keeping her own reading tastes and habits private |
| Teacher modeling and discussing his/her own reading processes | Teaching reading as a single, one-step act |
| Teaching reading as a process: | |
| Use strategies that activate prior knowledge | Exclusive stress on whole class or reading-group activities |
| Help students make and test predictions | |
| Provide after-reading applications | Teaching isolated skills in workbooks or drills |
| Social, collaborative activities with much discussion and interaction | Little or no chance to write |
| Silent reading followed by discussion | Evaluation focused on individual, low-level sub skills |
| Teaching skills in the context of meaningful texts | Measuring the success of the reading program only by test scores |
| Writing before and after reading | |
| Evaluation that focuses on holistic, higher-order thinking processes | |
| Measuring success of reading program by students' reading habits, attitudes and comprehension | |

MY STRATEGIC READING GUIDE

As I read, do I . . .

✓
Myself

- **Predict/Infer** - Look for important information
 - Look at illustrations
 - Think about what I know
 - Think about what will happen or what I want to learn
- **Self-question** - Ask questions to answer for myself
- **Think About Words** - Try to figure out words I don't know
- **Monitor** - Ask, Does this make sense to me?
 Does it help me meet my purposes?
 - Try Fix-ups
 - Reread
 - Read Ahead
 - Look at illustrations
 - Ask for help
- **Summarize** - Summarize as I read
 - Summarize after I read
 - Stories - Think about story parts
 - Informational Texts - Think about main ideas and important details
- **Evaluate** - How do I feel about what I read?
 - Do I agree/disagree?
 - What strategies have helped me?

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Effective and Ineffective Strategies for "Reading to Learn"

Proficient Readers

Under-Prepared Readers

Before Reading the Selection

Activate background knowledge on the subject through reflection and prereading.

Start reading without thinking about the subject or looking over the selection.

Establish a realistic reading plan after examining the assignment length and difficulty through prereading.

Have not assessed the difficulty level or length of the assignment and simply begin reading, attempting to finish in one session.

Understand their reading task and set a clear purpose for reading.

Do not have a reading purpose other than trying to get through some pages.

Create a productive study environment and mind set to accomplish their task.

Approach task with an unproductive mind set and recreational study environment.

While Reading the Selection

Give their complete attention to their task.

Interrupt their reading process regularly with mental or environmental distractions.

Are familiar with text structure and know how to identify main ideas, terms, concepts.

Are not very text-wise, have a vague sense of text organization and therefore have difficulty identifying important information.

Keep a constant check on their understanding.

Do not monitor their comprehension.

Use fix-up strategies such as rereading and predicting when material becomes challenging.

Continue reading or skip passages when they are uncertain or confused.

Make note of problematic material to later question the teacher.

Rarely or never take the initiative to seek clarification from the teacher.

After Reading the Selection

Decide if they have achieved their reading goal.

Are not entirely certain what they have read.

Evaluate comprehension of what was read.

Do not follow with any form of comprehension self-check.

Identify, highlight and annotate main ideas within the text.

Do not identify and organize main ideas for study purposes.

Synthesize and organize the main ideas for study purposes.

Simply review pages of the assigned reading before a test.

Dr. Kate Kinsella

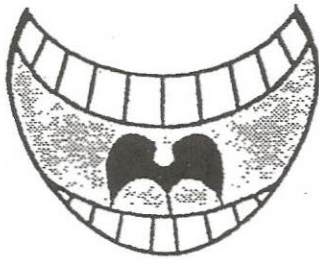
When You're Stuck



Point to the
words



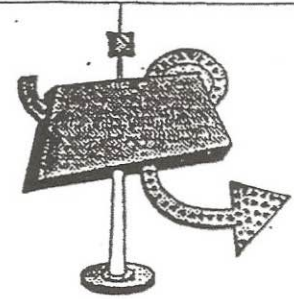
Check the
picture



Get your mouth
ready



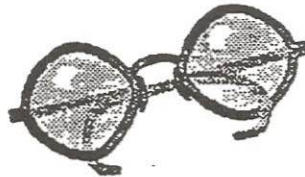
Try the vowel's
other sound



Sound it out
and blend



Reread



Do you know a
word that looks
like this?



Think, "What
makes sense?"












Skip and
come back

___ing ___ly
ch___ ___er

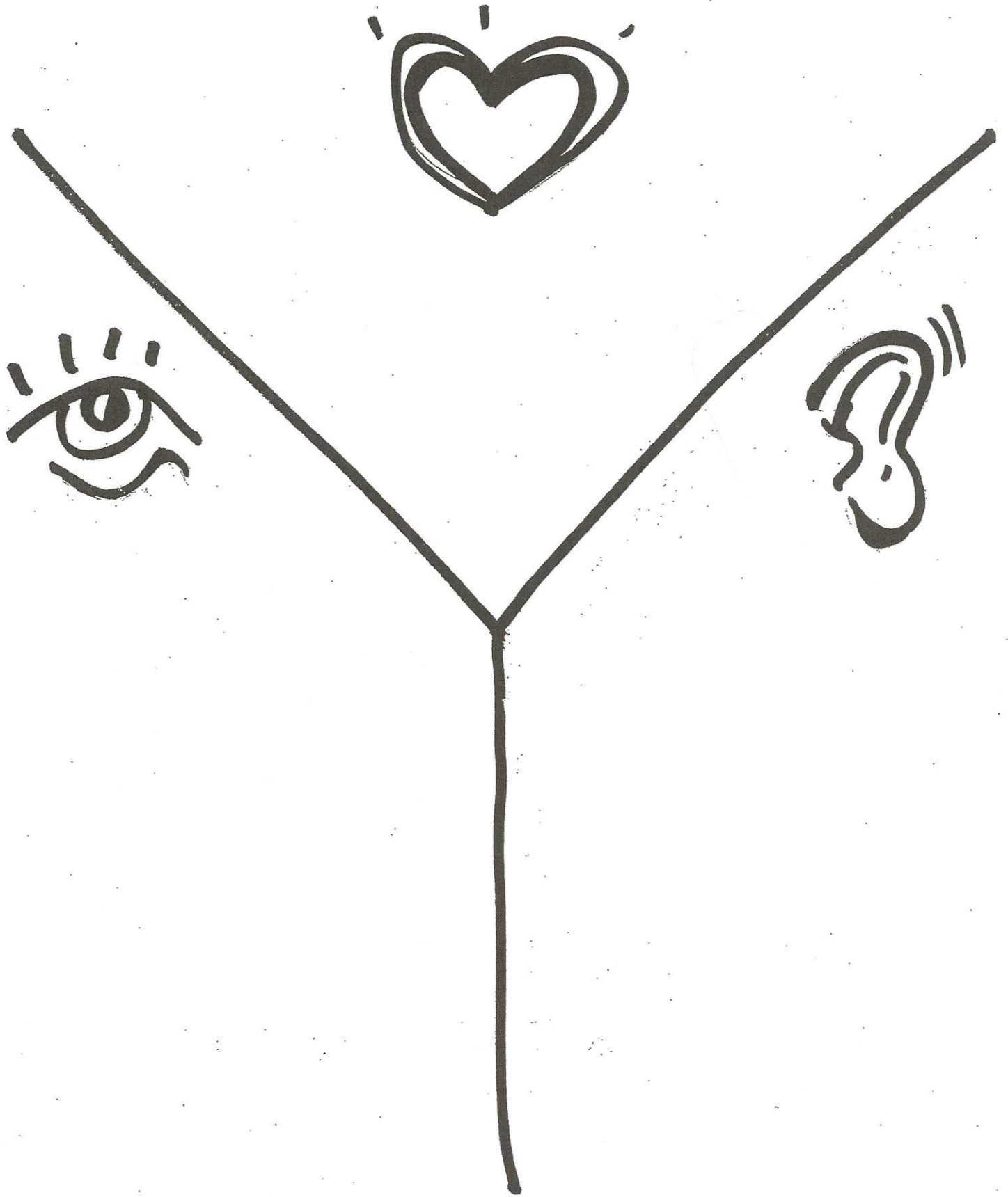
d (art) ing
be (long) s
Look for chunks
or small words



Self-Correct

| | |
|---|---|
|  | Predict – predict what the selection will be about prior to reading or predict how someone else you group will respond to the selection after the reading |
|  | Summarize - summarize part or all of the selection or summarize someone else's thinking about the selection |
|  | Clarify – state something that was clarified for you after the reading or clarify something for someone else in your group |
|  | Connect – make a text-to-self, text-to-text, or text-to-world connection |
|  | Feeling – share your feelings about the selection or other people's viewpoints about the reading |
|  | Visualize – share something that the article was able to help you to visualize |
|  | Vocabulary – share some vocabulary that drew your attention to the selection or that was new or unusual to you |
|  | Question – share a question that you have after reading the selection or ask a question of one of your group members about the selection |
|  | Piggyback – piggyback onto someone else's thinking by sharing your own |

(from Nickelsen, L. webinar "The Literacy Triangle," 2020)



Outcome Sentences

Take a few minutes to reflect upon today's class session.

Think back over our activities and discussions. See if you can find some important learnings for yourself.

Write your thoughts beginning with these phrases:

I learned...

I discovered...

I was surprised...

I'm beginning to wonder...

I now realize...

I want to find out more about...

Ideas for Response Cards or Exit Questions

Write a definition of _____.

Write a Jeopardy question about _____.

Give an example of _____.

Give a non-example of _____.

Describe the importance of _____.

Write a question about _____.

Use this term in a sentence.

Draw a picture of _____.

What might happen if _____ didn't exist?

Act it out.

Compare/Contrast _____ to _____.

Use an analogy.

Make a prediction.

Give a fact.

Make a headline.

Where would you find more information on this?

What profession(s) would need this? 17.

Inspiring ACTIVE Learning

Strategies For Your "Tool Kit"

1.) Whip Around (pass option)

Description: *Asking each student in turn to speak to an issue – quick response.*

Purpose: *To increase the number of students who speak up and to give students practice in responsible self-management. The Whip can be used with a row, table group and/or whole class depending on time, type of question, etc. Students have the right to pass but quickly see it's more interesting to jump in...*

2.) Question & Quick Write

Description: *Students each write a response/answer to a question before the teacher calls on one student or announces the correct answer. Is also helpful prior to partner or group work.*

Purpose: *To maximize the number of students who actively think about a topic/issue/question before speaking or listening to others. Quick writes are very useful in terms of activating prior knowledge, reflecting on new information, and summarizing key points at the end of a lesson. I often have students keep quick writes over a unit of semester in their learning log/portfolio for later reflection.*

3.) Outcome Sentences

Description: *Give students prompts to reflect on a lesson/experience using such phrases as; "I learned... I was surprised that... I am beginning to wonder if... The most important idea to me is..."*

Purpose: *To help students construct meaning learning for themselves and develop habits of learning from reflection on their experience (see CORE learning theory). Outcome sentences can be done using a quick write format, brief partner conversations, whole class whips or table group round robins.*

4.) Underexplain with Learning Partners

Description: *Teacher explains material briefly, so that only some of the students fully understand it, and then asks partners to work together to help each other learn the material.*

Purpose: *To keep students actively involved in learning, exercise students' thinking power, and encourage students to develop the ability to support one another in the classroom. Don't let students struggle for too long if they are unable to solve the problem/do the work, but you want to give the message that adults expect young people to be able to think, learn, and support each other independently...*

5.) Voting

Description: *Asking questions that cause students to voice opinion/take a stand non-verbally.*

Purpose: *To sample student thinking without slowing the pace of a lesson. Students can answer with hands up/down, thumbs up/down/sideways, 1,2, or 3 fingers showing your degree of confidence in your answer, etc... Voting allows you to turn most verbal-response questions into a quick vote to keep the pace up...*

6.) Choral Work

Description: *Students repeating information aloud in unison, usually responding to teacher prompts.*

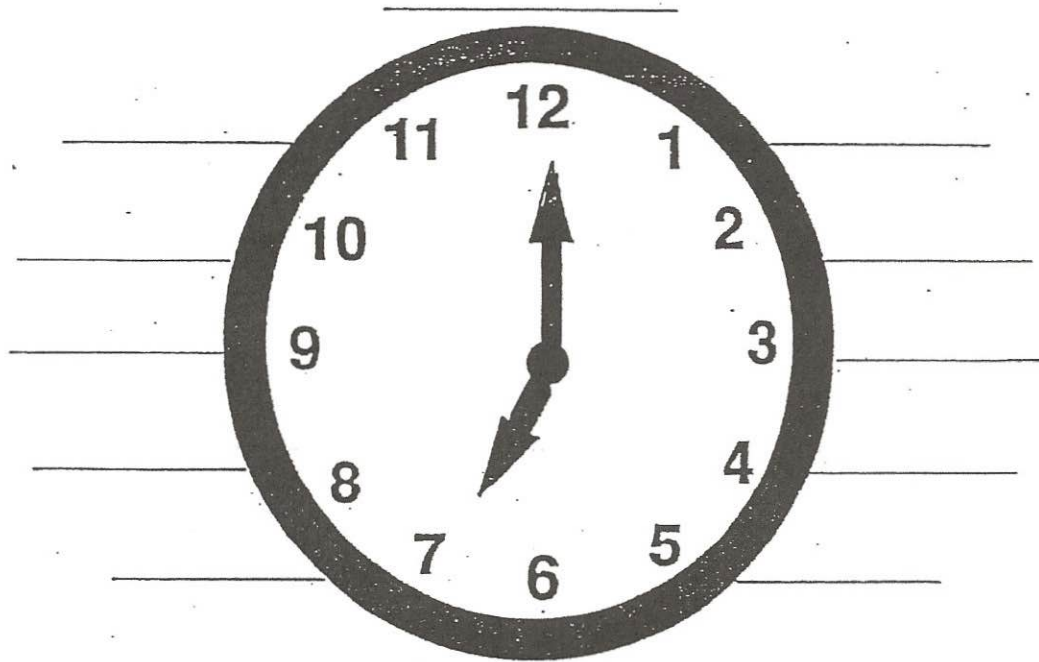
Purpose: *Heighten student engagement/involvement/energy and assist in recall of key facts, pronunciation, etc. Very useful with middle and high school students too! Sometimes the group will need the teacher to offer encouragement to increase the energy such as "say it again with gusto, speak up like you mean it, say it with a bit more power please", etc.*

Give-One-Get-One Worksheet

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| | | |

Round the Clock Learning Buddies

Make an appointment with 12 different people—one for each hour on the clock. Be sure you both record the appointment on your clocks. Only make the appointment if there is an open slot at that hour on both of your clocks.



Tape this paper inside a notebook, or to something that you will bring to class each day.