

# WHAT TO DO WITH READINGS

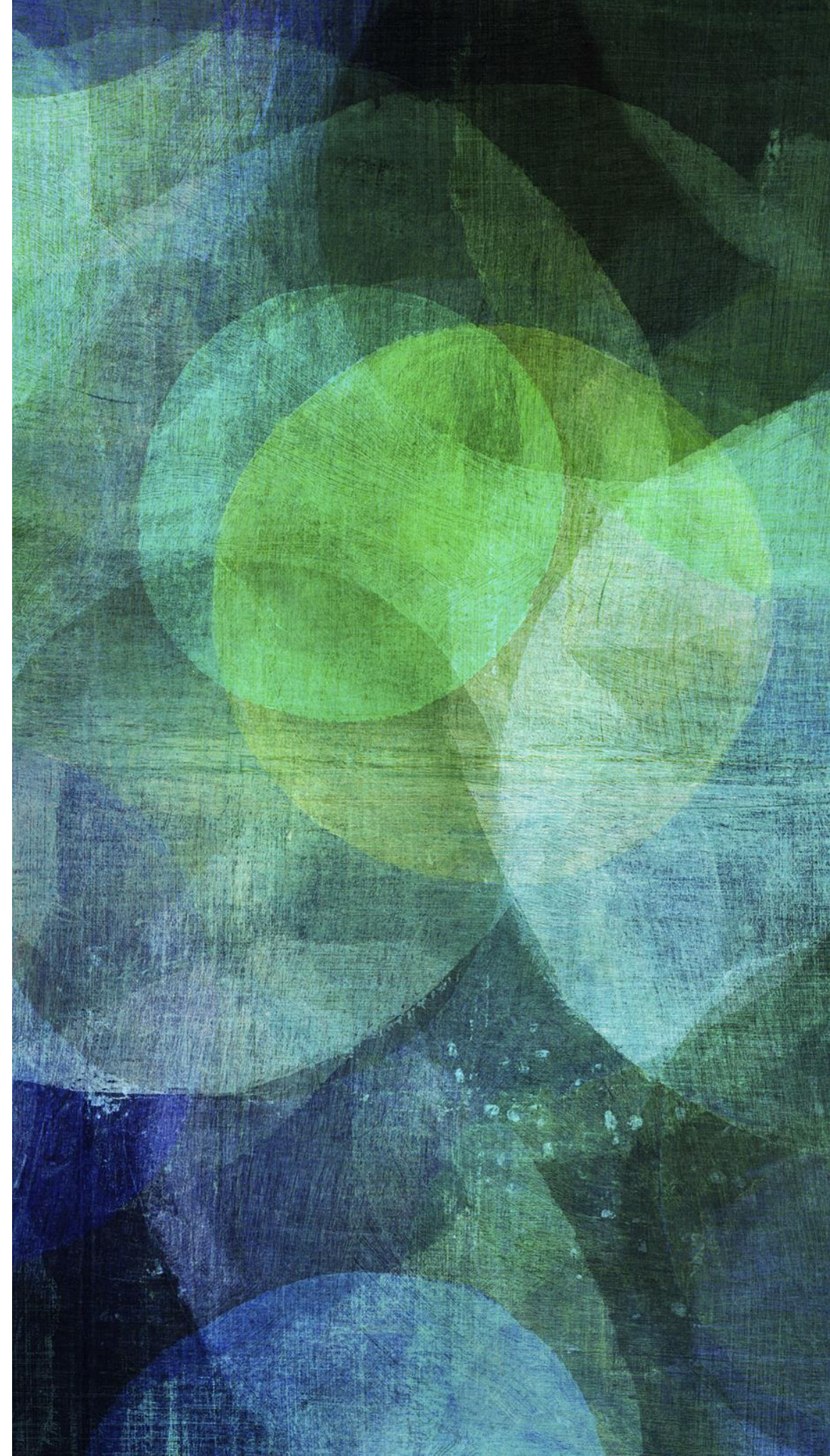
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*Besides just reading*



# SESSION TOPICS:

- 
1. *Types of readings to use in class*
  2. *In-class activities & games*
  3. *Partner & Individual work*





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*-National Board Certified Teacher*

*-15+ years TPRS experience*

*-Coach at NTPRS & iFLT*

*-Presenter throughout the US*

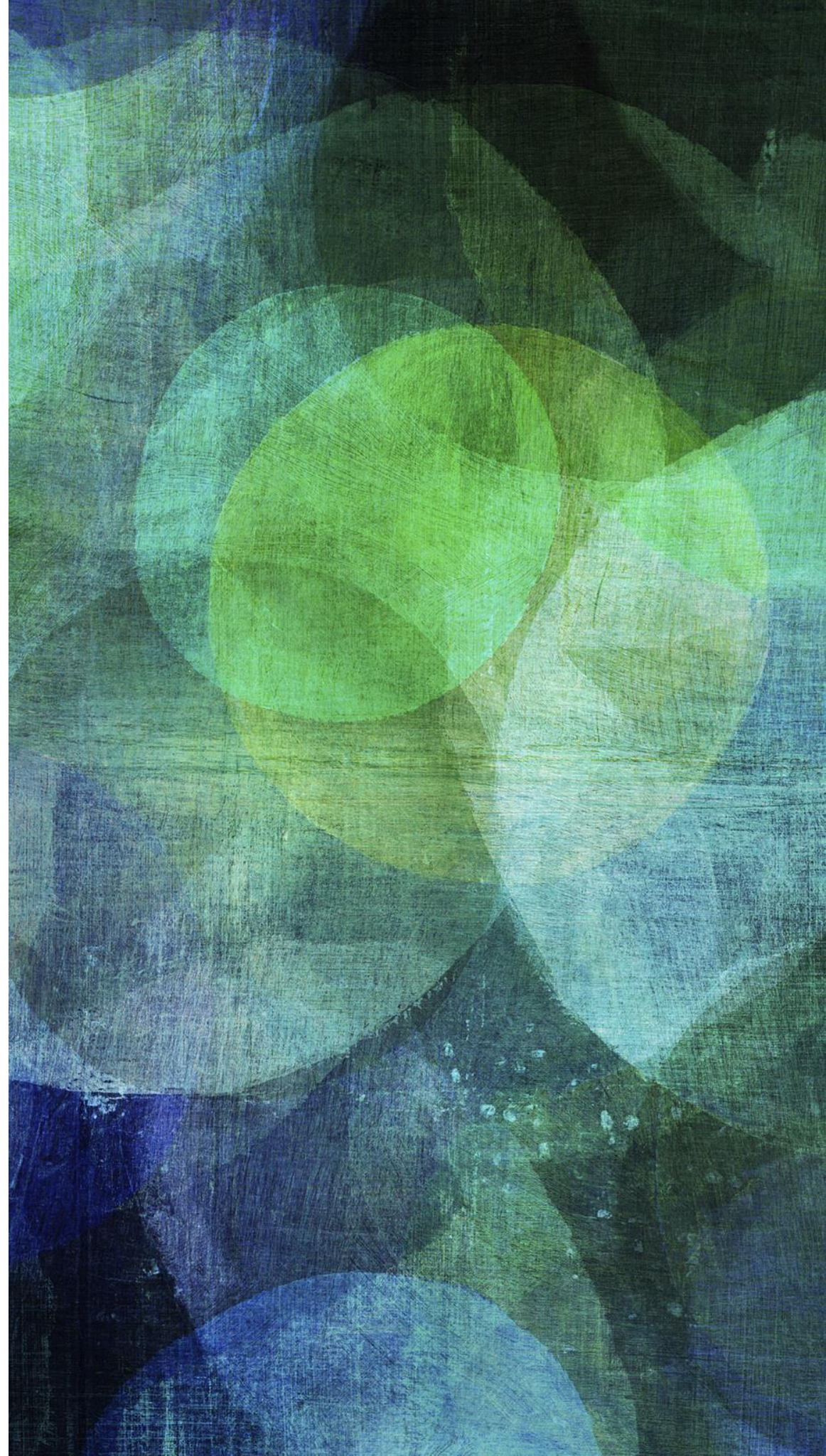


# ABOUT THE PRESENTER



# TYPES OF READINGS

.....  
*What to read in class*





“

Essentially close reading means reading to uncover layers of meaning that lead to deep comprehension.

*Nancy Boyles in Educational Leadership*

# TYPES OF READINGS: WHAT COUNTS AS "TEXT"?

---

- Novels
- Articles from news sources
- Blogs or wiki articles
- Stories created by you, your students, other classes
- Published mini-stories
- Embedded readings
- Paintings
- Photographs
- Cartoons/Story Strips
- Songs/Lyrics
- Infographics



# THE COFFEE FACTS

## THE BEAN BELT

ALL OF THE WORLD'S COFFEE GROWS HERE



FOUND BETWEEN THE TROPICS OF CANCER AND CAPRICORN

### TOP 5 COFFEE PRODUCERS

1. BRAZIL
2. VIETNAM
3. COLOMBIA
4. INDONESIA
5. ETHIOPIA

33% OF THE WORLD'S COFFEE IS PRODUCED IN BRAZIL

### TOP 5 COFFEE CONSUMERS

1. UNITED STATES
2. GERMANY
3. ITALY
4. JAPAN
5. FRANCE

56% OF ADULTS IN THE UNITED STATES DRINK COFFEE

NONE OF THE ABOVE COUNTRIES ARE LOCATED IN THE BEAN BELT



2<sup>ND</sup> MOST TRADED COMMODITY IN THE WORLD SECOND TO OIL

## COMMONLY USED BEANS

### ARABICA vs ROBUSTA

- MILDLY AROMATIC
- NATURALLY LESSER CAFFEINE
- GROWN AT ALTITUDES ABOVE 800M
- 70% OF ALL COFFEE BEANS GROWN

- BITTER TASTING
- HAS TWICE THE CAFFEINE
- GROWN AT LOWER ALTITUDES
- USED FOR EVERYDAY INSTANT COFFEES



# 65%

## OF COFFEE CONSUMPTION TAKES PLACE DURING BREAKFAST HOURS

COFFEE BEANS CONTAIN

## CAFFEINE

A WHITE CRYSTALLINE XANTHINE ALKALOID THAT ACTS AS A STIMULANT DRUG

### WHICH HELPS

(WHEN TAKEN IN MODERATION)

INCREASES ATTENTION & MEMORY PERFORMANCE

INCREASES DOPAMINE LEVEL, MAKING YOU FEEL HAPPIER



## POPULAR BREWING METHODS

### MOST EXPENSIVE COFFEE

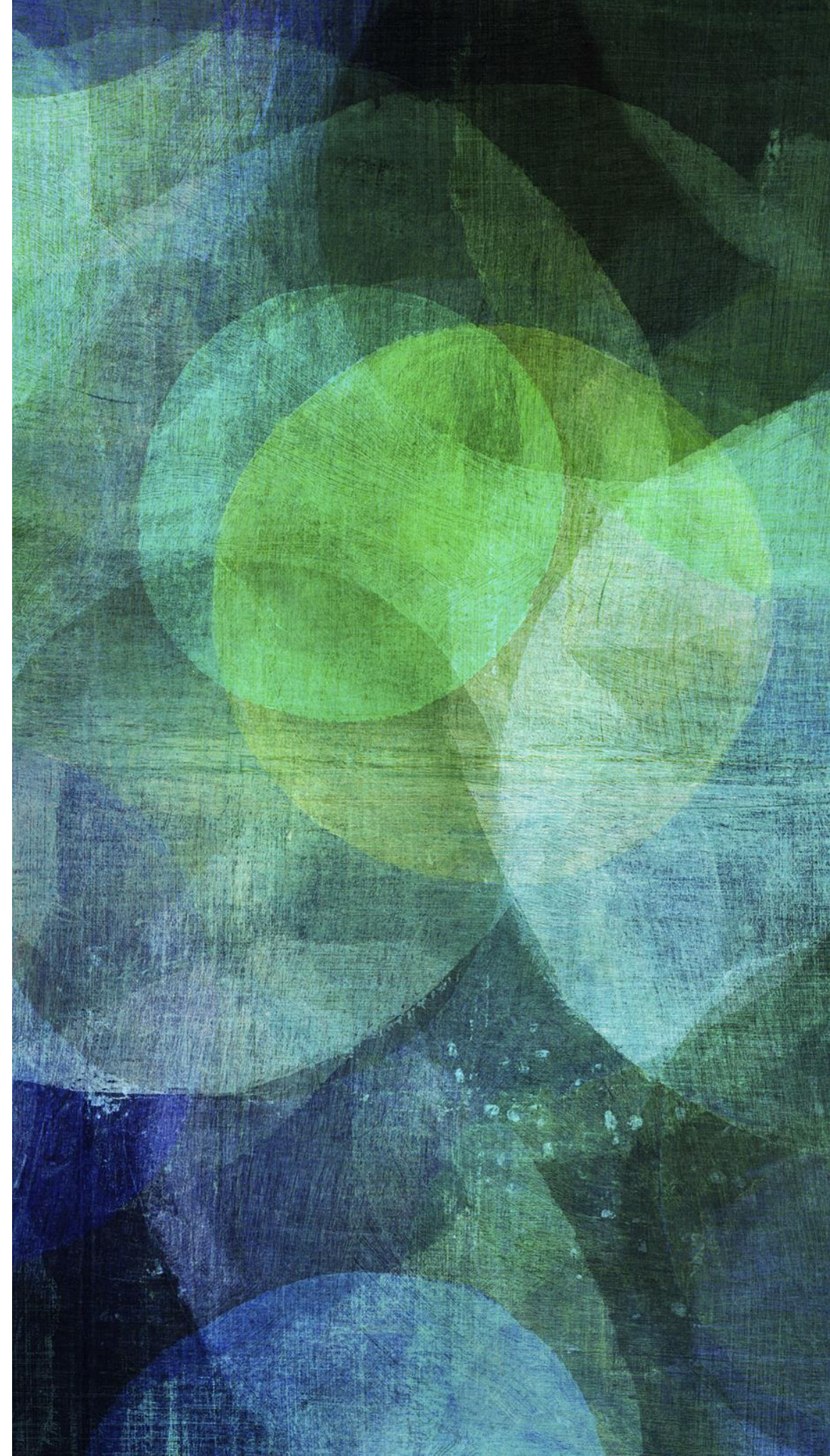






# WHOLE CLASS & GROUP ACTIVITIES

.....  
*How to involve all students in  
dynamic comprehension/extension  
activities*

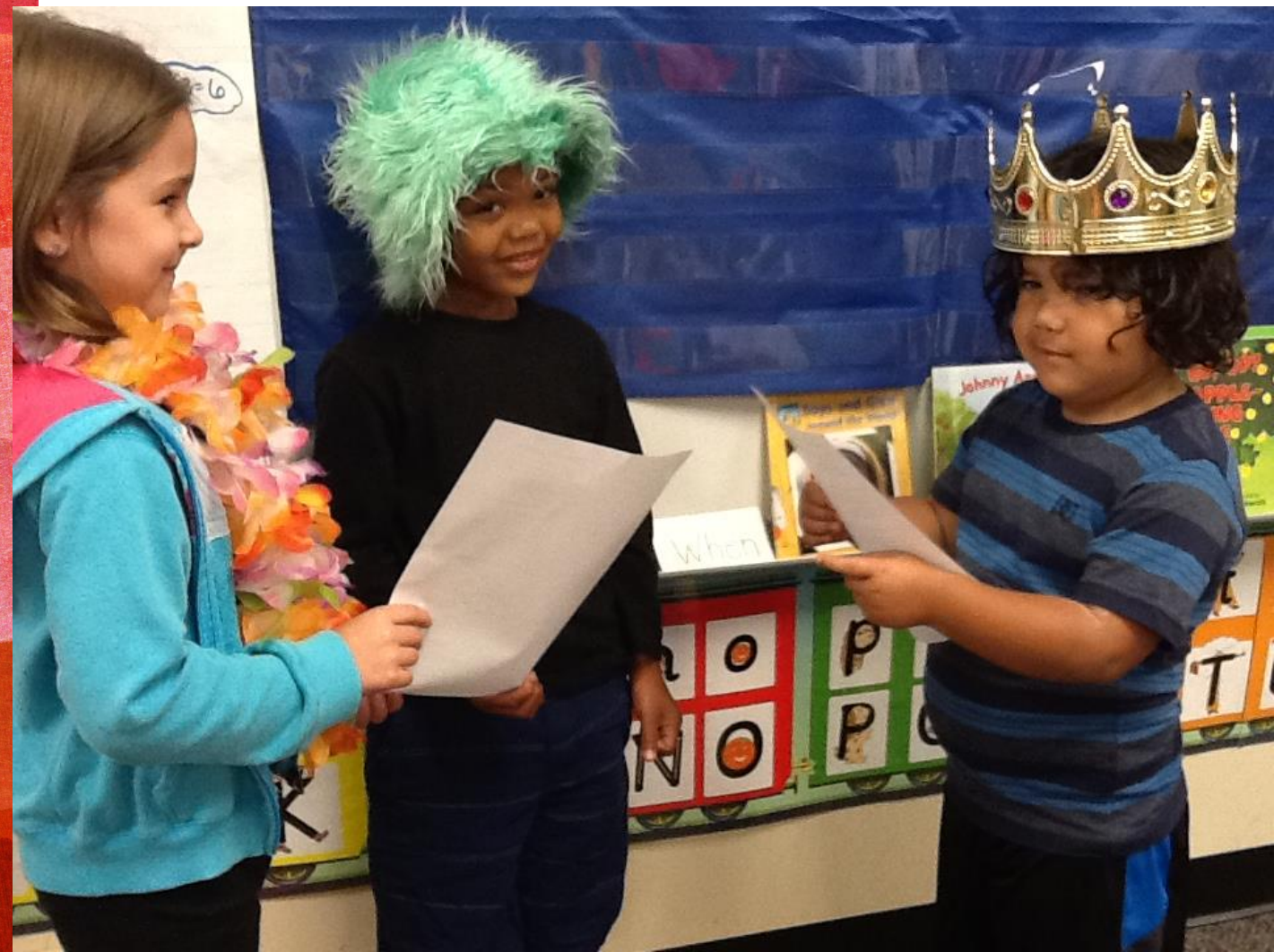




# READERS' THEATER

.....

- Text rewritten in script form
- Act out the story
- Students read dialogue (or mouth it while teacher reads)







El escape  
cubano

# GOOSE CHASE (WEBSITE/APP)

- Perform tasks to respond to details in the text.



## Adiós mamá

1000 Points

Es muy triste cuando la mamá de Miguel quiere que se quede en Cuba y el padre quiere que se escape. La madre tiene los pies de Miguel y el padre tiene los brazos. Haz un video de esta escena tan emocionante.

VIDEOS ONLY

Edit

Delete



## Esconde de la Policía

500 Points

Es ilegal escaparse de Cuba. Imagínate que un policía llega. Saca una foto de un escape de la policía. Doble de puntos si hay un policía de verdad en la foto.

PHOTOS ONLY



## Remo

400 Points

El papá de Fabio le pegó al tiburón con un remo. Saca una foto de eso.

PHOTOS ONLY



## Una balsa debe flotar

400 Points

Saca una foto de una cosa que el padre de Miguel podría haber usado para ayudar a la balsa flotar.





# GIMKIT! (WEBSITE)

.....

- Multiple choice
- Put in order

*Other sites:*

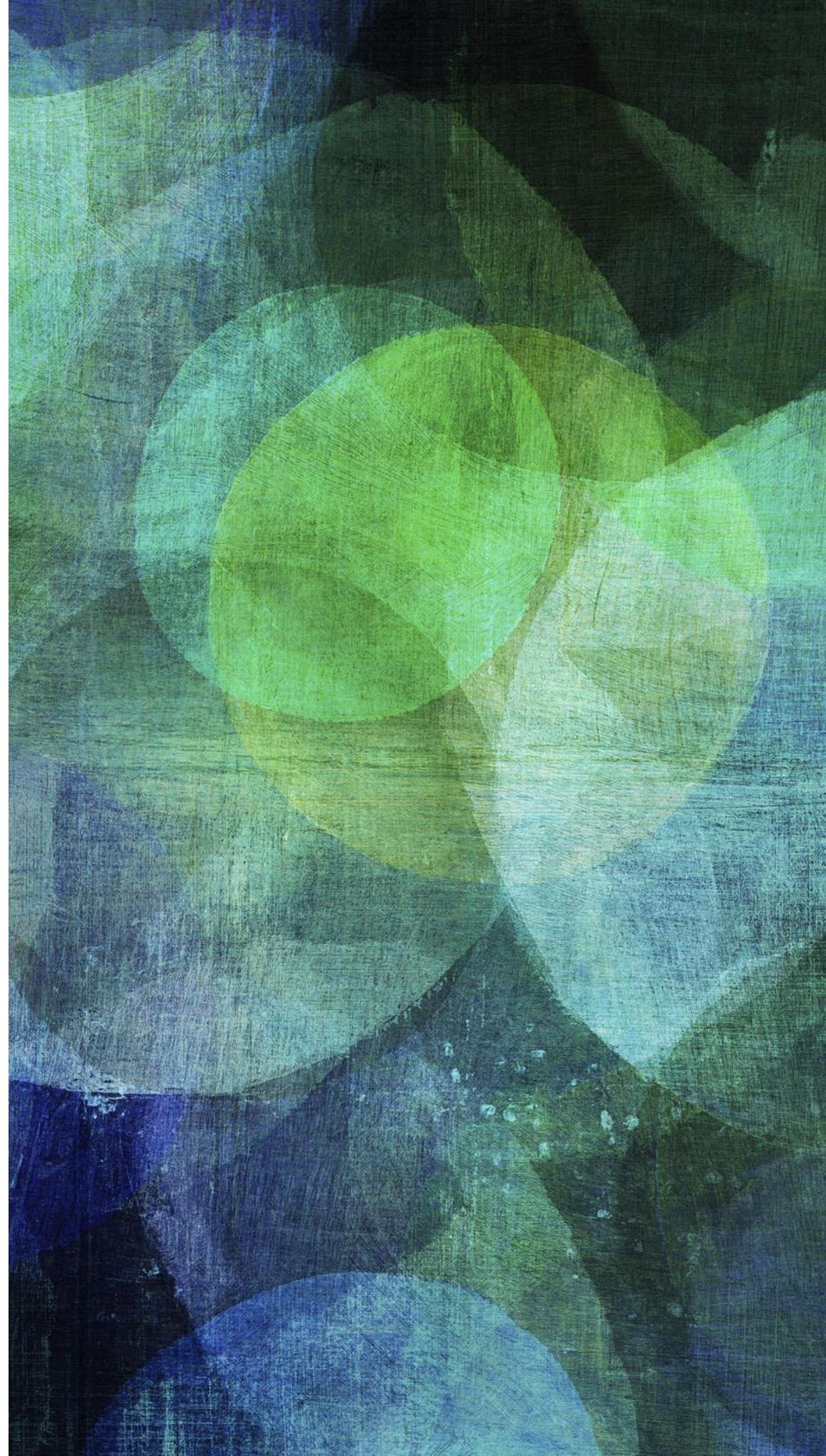
*Quizlet (Live)*

*Kahoot*



# PARTNER & INDIVIDUAL WORK

.....  
*Engagement on a more  
personal level.*












# ANNOTATION

.....

- Give readers a goal/target:

## Text Symbols for *Annotating Text* ***"THINKING WHILE READING"***

	= This is important!
	= This is a key word/detail.
	= I understand.
	= This is unfamiliar.
	= I don't understand.
	= I'm surprised.
	= I made a connection.
Words and Comments	= I am thinking.





# SAVE THE LAST WORD PROTOCOL

.....

- Readers mark text based on prompt (prior slide)
- In groups, 1 member shares one thing they marked (such as "sentence that seemed most interesting")
- Others comment on that sentence.
- Original person explains their original thoughts & reacts to others' sharing.





# BLACKOUT POETRY

.....

- Start with a full text.
- Blackout words to make a new story or to simplify the original down to the minimum.

I stare down at my bed, which collapsed  
This bed  
a point of reference for the rest of  
this gray  
month  
even  
I don't know why  
anyone would  
stay.



# Ya Está Muerto (Intermedio)

## Versión Mediana

236 Palabras

Un hombre estaba enfermo.  
operaciones. No estaba en un hospital.  
de esta medicina.  
estaba en un hospital.

Y

quería

matar el

doctor



# Ya Está Muerto (Intermedio)

## Versión Mediana

236 Palabras

Wo

Había un hombre que estaba en el hospital. Estaba en la sala de operaciones. No estaba dormido. El hombre ya no estaba enfermo, y no necesitaba medicina... porque ya había muerto. Su corazón había dejado de latir. El monitor cardíaco tenía una línea que no se movía. El hombre estaba completamente muerto. Todos en la sala miraban el monitor.

La médica no podía ayudar más. Era una situación triste. Ni las enfermeras ni los estudiantes de medicina podían ayudar tampoco. Era la una y media de la mañana cuando una enfermera le dio unos papeles a la médica. Ella escribió la hora de muerte en el certificado de muerte y firmó su nombre.

¿Había otra posibilidad?

Un médico entró en la sala de operaciones. El segundo médico dijo que sí, había una posibilidad: el médico quería sacarle el corazón al hombre. Todas las otras personas estaban confundidas. Los estudiantes de medicina estaban muy confundidos.

Juntos, los tres preguntaron: --¿Sacar el corazón?

La primera doctora dijo: --¿Sacar el corazón? ¡Es imposible!

Ella dijo que el doctor lo iba a matar. Pero, el hombre ya estaba muerto.

Todos sabían que el corazón era necesario--sería imposible vivir sin un corazón. Pero el hombre ya estaba muerto. Entonces el segundo doctor sacó el corazón. ¿Y qué hizo con él? Lo puso en una mochila.

Todos estaban sorprendidos. Los estudiantes miraron su libro. El libro de «No usen mochilas.»



# SKETCHNOTES

- Illustrate events in a story, steps of a process, or flow of ideas.

## Sketchnote Tips

Carol Anne McGuire

### Lettering

• Print (easy to read)

High Low

SKINNY FAT

ALL CAPS  
Small CAPS

Kinder

FANCY

≡ Fast

~~Reverse~~

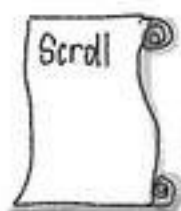
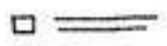
BLOCK

3D

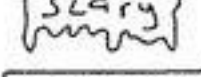
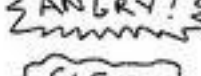
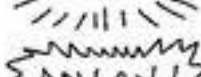
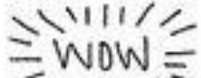
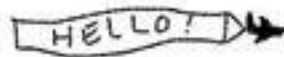
DASH

Script

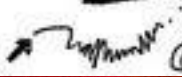
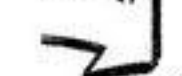
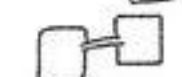
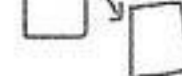
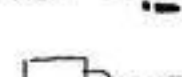
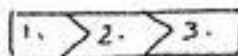
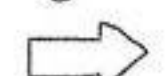
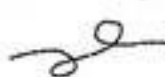
### Bullets



### Frames



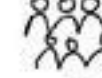
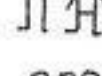
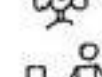
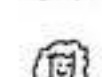
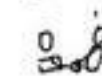
### Connectors



### Shadows



### People





# Starting "Small Talk" on Day One:

- ① (L1) OK, so what's your job?  
(L2) Listening Understanding Relaxing
- ② (L1) Yep, listening & understanding & relaxing! So, let's just get started. I'm going to talk about the calendar to start off.
- ③ (L1) You guys ready? Give me a thumbs-up if you're ready to listen to some Spanish!
- ④ (L2) class\*...  
(L1) What did I just say?
- ⑤ (L1) class!  
(L2) class!
- ⑥ (L2) Yes, fantastic! class!
- ⑦ (L2) class... look...
- ⑧ (L1) So  
(L2) Look  
(L3) means look. Show me "look."
- ⑨ (L2) class, look
- ⑩ (L2) Calendar\*  
(L2) at the calendar.
- ⑪ (L2) 1, 2, 3, 4, 5...
- ⑫ (L2) school week  
(L2) 5 days in the school week... and 2 special days.

\*If this is a cognate, as it is in many languages, don't write on the board. If it's not, write L1 & L2 on the board.

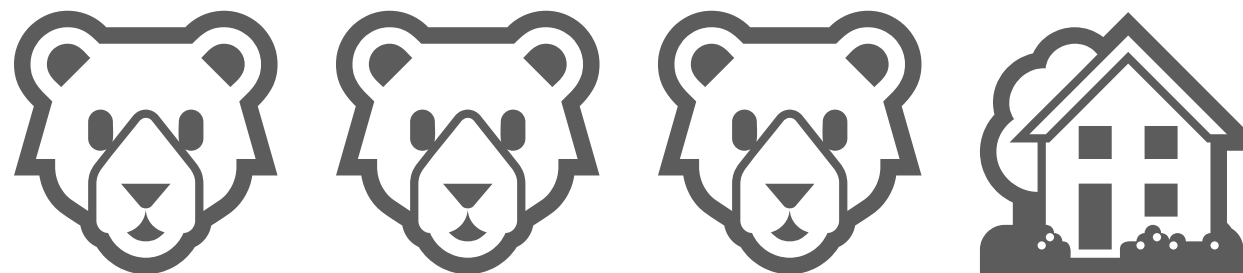
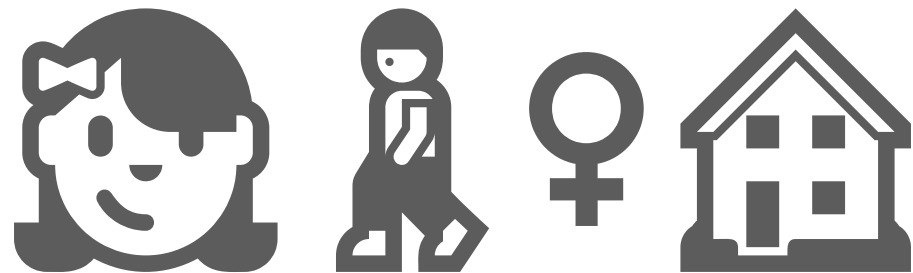
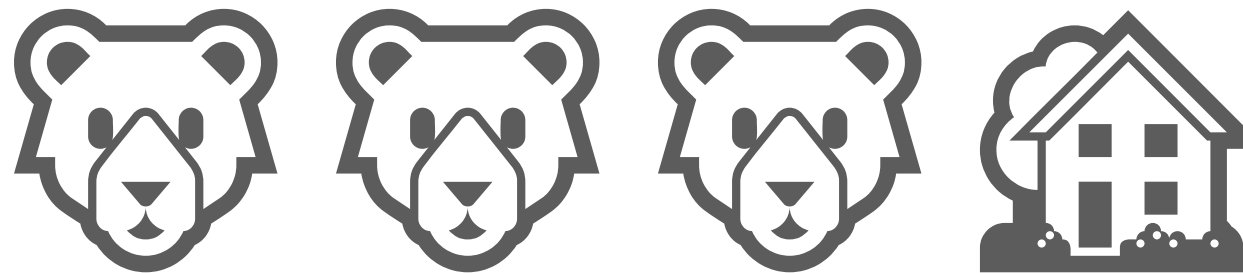
# Asking one kid a question:

- ① (L2) Sally, what's your favorite day?  
(L1) What am I asking her?
- ② (L1) What's your favorite day?
- ③ (L2) Yes! Good! What's your favorite day!
- ④ (L2) Sally, what's your favorite day?
- ⑤ (L1 OR L2) Saturday!
- ⑥ (L2) Yay, great! Your favorite day's Saturday!
- ⑦ (L2) class, Sally's favorite day is Saturday!



# EMOJI STORY

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# TWITTER FEED

Linoit.com

@El\_Narrador Como puedes matar sin problema? Yo entiendo que el era de Calle 18 pero el tenia familia.  
KB

@El\_Narrador ¿Te gusta tu tatuaje y te duele?

JF

@El\_Narrador Tu eres un hombre, eres un adulto!  
-@Gustavo

-ED

@El\_Narrador  
Yo tengo un tatuaje. ¡Sólo se vive una vez!

-JH

@PadreDeportado  
Quiero saber donde es mi hijo -LA

@El\_Narrador Donde conseguiste tu tatuaje?

EK

@PapaDeportado  
replying to @El\_Narrador

Sí, mi hijo, estoy orgulloso de ti. Pero, solo quiero que esté a salvo.

-LJ

@El\_Narrador  
Gustavo tiene un tatuaje, y tu. Tienes un tattoo? Tweet yo!!

CN



# READING RESPONSE TEMPLATE

### My Reading Responses

1. I predict _____	Pages _____
2. I predict _____	Pages _____
3. I predict _____	Pages _____
4. I predict _____	Pages _____
5. I predict _____	Pages _____

### Reading Response

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages read: \_\_\_\_\_ to \_\_\_\_\_

What? \_\_\_\_\_

Where? \_\_\_\_\_

When? \_\_\_\_\_

How? \_\_\_\_\_

My prediction: \_\_\_\_\_

Name: \_\_\_\_\_

### Save Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Response: \_\_\_\_\_

2550 x 3300 - scholastic....

### I learn facts when I read NONFICTION!

Fact 1 (1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100)

Fact 2 (1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100)

### I can draw a story map!

I will help me retell the story to a friend

The Setting

The Characters

The Problem

The Solution

### Summarizing Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Summary

Teacher's Comments:

### Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

Teacher's Comments:

### COMPREHENSION

Who are the characters? \_\_\_\_\_

What's the setting? \_\_\_\_\_

What's the problem? \_\_\_\_\_

How is it resolved? \_\_\_\_\_

### Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Response: \_\_\_\_\_

### Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Response: \_\_\_\_\_

### Reading Response Journal Entry

1. I am glad to read this book because \_\_\_\_\_

2. I am glad to read this book because \_\_\_\_\_

3. I am glad to read this book because \_\_\_\_\_

4. I am glad to read this book because \_\_\_\_\_

5. I am glad to read this book because \_\_\_\_\_

6. I am glad to read this book because \_\_\_\_\_

7. I am glad to read this book because \_\_\_\_\_

8. I am glad to read this book because \_\_\_\_\_

9. I am glad to read this book because \_\_\_\_\_

10. I am glad to read this book because \_\_\_\_\_

### I Can Ask Questions

When I Read or Listen to a story I can ask questions

1. Question \_\_\_\_\_

2. Question \_\_\_\_\_

3. Question \_\_\_\_\_

### Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Response: \_\_\_\_\_

### READING RESPONSE 30 MINUTES EVERY NIGHT

1. I am glad to read this book because \_\_\_\_\_

2. I am glad to read this book because \_\_\_\_\_

3. I am glad to read this book because \_\_\_\_\_

4. I am glad to read this book because \_\_\_\_\_

5. I am glad to read this book because \_\_\_\_\_

6. I am glad to read this book because \_\_\_\_\_

7. I am glad to read this book because \_\_\_\_\_

8. I am glad to read this book because \_\_\_\_\_

9. I am glad to read this book because \_\_\_\_\_

10. I am glad to read this book because \_\_\_\_\_

### Reading Response Form

1. I am glad to read this book because \_\_\_\_\_

2. I am glad to read this book because \_\_\_\_\_

3. I am glad to read this book because \_\_\_\_\_

4. I am glad to read this book because \_\_\_\_\_

5. I am glad to read this book because \_\_\_\_\_

6. I am glad to read this book because \_\_\_\_\_

7. I am glad to read this book because \_\_\_\_\_

8. I am glad to read this book because \_\_\_\_\_

9. I am glad to read this book because \_\_\_\_\_

10. I am glad to read this book because \_\_\_\_\_

### Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Response: \_\_\_\_\_

### My Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Response: \_\_\_\_\_

### My Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Response: \_\_\_\_\_

### My Reading Log

#	Title	Author	Date Started	Date Finished	Genre	Reflection

### I Just Read:

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Response: \_\_\_\_\_

### Reading Response

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Pages Read: \_\_\_\_\_

While I was Reading I wondered, thought or connected to: \_\_\_\_\_

My Response: \_\_\_\_\_



# *El capibara con botas*

Sentence from book	Science facts
Carlos es un capibara. Carlos vive en la selva.	Capibaras viven en la selva.
Carlos no es normal. No tiene pies palmados.	Capibaras tienen pies palmados.
Carlos no es normal. No puede nadar.	
El jaguar quiere atacar a Carlos.	





# IDEAS

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- Write a reaction
- Drawing
- Journaling, character connection
- Soundtrack for the book





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