



In addition to phonics instruction, classroom teachers must:

1) Remember to deliberately explore a variety of genres.

As you're equipping your students to read and spell well, you'll want to be sure you're reading aloud from a chapter book each day. Be deliberate with your book choices.

- Mystery- *A-Z Mysteries, Cam Jansen, Encyclopedia Brown, The Great Cake Mystery, Magic Treehouse*
- Fiction- *The Doll People, Little House in the Big Woods, The Boxcar Children*
- Historical Fiction- *I Survived (series), Ranger in Time (series), Snow Treasure, Number the Stars*
- Science Fiction- *The Green Book, Andrew Lost (series), Top Secret*
- Fantasy- *Harry Potter, Rowan of Rin, The Castle in the Attic, The One and Only Ivan*
- Classics- *The Trumpet of the Swan, The Secret Garden, The Velveteen Rabbit*
- Realistic Fiction- *Clementine, All About Sam, Because of Winn Dixie*
- Poetry- *Brown Girl Dreaming, Love That Dog, Honey, I love*
- Biography- *Thomas Edison-Wizard of Menlo Park, Chocolate by Hershey*
- Autobiography- *I Am Malala, The Boy Who Harnessed the Wind*
- Informational- *Way of the Warrior Kid, My Weird Writing Tips*
- Adventure- *My Side of the Mountain, Hatchet*
- Folk Tales- (include fairy tales, myths, legends) *Dragon Masters, Percy Jackson, A Grain of Rice, Land of Stories*

2) Remember to deliberately grow your students' vocabularies.

Vocabulary words should be pulled from your read-alouds.

Heighten your students' awareness of high-power words by choosing three (+/-) words to share with your students each day. You can write them on sentence strips, share their definitions with the students, and have them listen for the words as you read aloud. Invite the students to smile when they hear the words and point to the word/definition card you've posted near you. Later, post the words in a designated space (for a short period of time) and students may be encouraged to use a high-power word in their writing.

Here are just a few words I highlighted from the book *Trumpet of the Swan*.

trudge, to walk slowly with heavy steps

scouted, searched

swiftly, at high speed

(NOTE: Choose words kids can easily use in their conversations and in their writing.)

To equip your students to infer meanings of words on their own, invite them to guess, using the supplied evidence from the text, the meaning of *bogged* from the following sentence:

*You could step into a soggy place and get **bogged** down, and there wouldn't be anyone to pull you out.*

3) Remember to invite students to write, daily.

Your writing instruction should follow a thoughtful progression.

handwriting instruction (see handwriting video)

Day 1 & 2- letters that begin like a c-

c, o, a, d,

Day 3 & 4- letters that begin like a c (cont.)-

g, qu, s, f, e

Day 5 & 6- letters that begin like an i-

i, r, n, m, j, p

Day 7 & 8- letters that begin like an l-

l, h, b, t, k

Day 9 & 10- letters with diagonal lines-

v, w, x, y, z

Begin writing words by inviting students to make drawings and to label the parts of the items they drew, to create list poems, or to make shape poems.

Explicitly teach your students to write simple sentences and build to more and more complex sentences. Note aloud and define the kinds of words used such as nouns, verbs, adjectives, adverbs, and conjunctions as you offer instruction.

Mentor sentences should be pulled from your read-aloud. Here are some mentor sentences, in a progression from most basic to more sophisticated, from the book *Trumpet of the Swan*.

1) one-word sentences

(e.g., Yes. No. What? Hello.)

FOCUS- make meaning, capitals, spaces, end marks

2) two-word sentences

(e.g., It's possible. Look out!)

FOCUS- Tell *who or what* (subject) and *what about it* (predicate). capitals, spaces, end marks

3) three-word sentences

(e.g., Sam was eleven. Sam was grinning.)

FOCUS- Tell *who or what* (subject) and *what about it* (predicate). capitals, spaces, end marks

4) four-word sentence

(e.g., *The swan felt good. His eyes are enormous.*)

FOCUS- Tell *who or what* (subject) and *what about it* (predicate). adding clarifying details, capitals, spaces, end marks

5) five-word sentences

(e.g., He spied the fox first. The swans watched him go.)

FOCUS- Tell *who or what* (subject) and *what about it* (predicate). adding clarifying details, capitals, spaces, end marks

Remember to be a strong teacher of the content areas such as math, science, social studies, health—even through your read aloud. When supporting your students, strive to reinforce concepts they're focusing on in the classroom and/or grade level.

Our students will understand more of what they're reading when they know more of the world around them.

Ideas:

Show a video of trumpeter swans.

Share an image of their nests.

Do a shallow dive into names of male and female animals.

Share a compass and discuss how it works, teaching the cardinal directions.

Invite students to keep a diary (like Sam).

Discuss how a plane (like Shorty's) *glides*, how swans *glide*, and other ways we can use the word *glide*.