## Appendix 1 Strategic Actions for Reading

<table>
<thead>
<tr>
<th>In-the-Head Strategic Action</th>
<th>What It Means</th>
<th>What It Sounds Like When a Teacher Calls Upon a Child To Do the Strategic Action</th>
<th>What It Sounds or Looks Like When a Child Self-Initiates the Strategic Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting at the Word Level</td>
<td>A reader can predict a word he does not automatically recognize. (Though his substitution may not be accurate, he is still predicting a word for the unknown word by using one or more sources of information.)</td>
<td>• Can you think of a word that makes sense there? • What word might look right there? • Get your mouth ready for the first part of the word. • Go back and reread. Can you think of a word that would look right, sound right, and make sense there?</td>
<td>• The child can substitute a meaningful word for the unknown word (couch for sofa). • The child can substitute a word that makes sense and sounds right (running for jogging). • The child can substitute a word with some of the same letters (where for were).</td>
</tr>
<tr>
<td>Predicting at the Text Level</td>
<td>A reader can make predictions on what will come next in the text based on prior knowledge and based on what has happened in the text so far.</td>
<td>• What do you think will happen next? • What do you think this book is going to be about? • Let’s get our minds ready to read. Look at the cover, title, and pictures and think about what you might read in this book before we start. • What do you think that character is going to do?</td>
<td>• I think the book is going to be about . . . • The cover and title make me think this book might be about . . . • I think I might learn more about . . . • I think the character might . . . • I think I know how the story is going to end.</td>
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<tr>
<td>Checking/Confirming</td>
<td>A reader can check, or compare, one kind of information against another by looking at multiple sources of information (meaning, structure, visual).</td>
<td>• Check that again. • Does that make sense? • Does it look right? • Does it sound right? • What else could it be? • The teacher can ask the child, “It might be crocodile or alligator. How can you check that?” to prompt the child to look at the visual information.</td>
<td>• The child goes back and makes another attempt at solving a word. • The child says, “No, that’s not right,” and makes another attempt. • The child says a word that makes sense, but then sounds some of the letters and switches to another word. • The child runs his finger under a word, checking the letters and sounds as he says it slowly.</td>
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<tr>
<td>Maintaining Fluency</td>
<td>A reader can read smoothly, at an appropriate rate and with expression-paying attention to punctuation and phrasing.</td>
<td>• Read that again. Make it sound smooth. • Did that sound smooth or choppy? • How would you say it? • Put those words together. • Put your fingers around these words (ask the child to read it all together). • Remember what your voice does when you see those marks (! , ? : ” ”)?</td>
<td>• The child is reading at an appropriate rate and is using intonation and expression that matches the punctuation. • The reading is smooth and quick on familiar texts. • The child slows down when she is doing some reading work, then resumes fast, smooth reading. (continued)</td>
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</tbody>
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## Appendix 1  Strategic Actions for Reading (continued)

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<th>In-the-Head Strategic Action</th>
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| Adjusting                   | A reader can change the rate of reading to reflect the text or challenges in the text. | • Read that again slowly. Can you figure it out now?  
• Make that sound like the character talking.  
• How would he or she say it?  
• Wow, the language the author used was beautiful. Let’s read it again slowly to really enjoy those words.  
• Let’s use the (chart, diagram, graph, etc.) to help us understand this part (nonfiction). | • The child reads words in groups to make it sound like normal speech.  
• The child notices quotation marks and makes it sound like the character talking.  
• The child is reading fluently, but slows down to problem solve, then resumes a good pace.  
• The text has a part where the character is really excited. The child reads this quickly and then goes back to a steady rate for the rest of the page.  
• The child’s reading reflects the action in the text.  
• The child’s reading matches the genre. |
| Inferring                   | A reader can think beyond what is explicitly stated or shown in the text to better understand what is read. | • What do you think the character is thinking or feeling?  
• What does the picture tell us?  
• Who is the narrator?  
• Look at the picture. What do you think that character might be saying or thinking?  
• Why do you think the author wrote that?  
• What is the big idea, or theme, of this book? | • I think the character (feels, thinks, wants) . . .  
• The picture makes me think . . .  
• I can tell whose voice is telling the story.  
• I think the author wanted us to . . .  
• The big idea is . . . |
| Evaluating/Critiquing/Analyzing | A reader can think about what he has read and make judgments, reflect upon, and evaluate texts. | • Why did the author write it that way?  
• How can text features help us understand the information better?  
• Did you enjoy this text? Why or why not?  
• Do you agree or disagree with the author? Why or why not?  
• From what point of view was this written?  
• Did this text show an issue fairly? Why or why not?  
• What voices were heard?  
• What voices were left out?  
• How dependable is this information? | • I think the author wrote this book because . . .  
• I think . . . helps me read (poetry, nonfiction, fiction, etc.) because . . .  
• I liked this book because . . .  
• I didn’t like this book because . . .  
• I agree/disagree because . . .  
• This author is definitely for/against . . . because . . .  
• This book was written from the point of view of . . .  
• We heard what . . . thought, but not what . . . thought.  
• I’m still wondering . . . |
## Appendix 1  Strategic Actions for Reading (continued)

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</table>
| **Synthesizing**             | A reader can put together information from the text with her own prior knowledge to form new understandings. | • How has your thinking changed?  
• What do you understand better now?  
• What did you learn? | • Now I understand ... better.  
• I learned ...  
• I changed my thinking about ... |
| **Questioning**              | A reader can ask questions before, during, and after reading. | • What are you wondering?  
• What questions do you have so far?  
• Now that the book is finished, what questions do you have? | • I wonder ...  
• Do you think ...  
• I want to find out more about ...  
• At first I wondered ..., but then I figured out ... |
| **Activating Schema**        | A reader can use his background knowledge to help him make meaning from text. | • What do you know about ...?  
• Before we start to read, let’s talk about ...  
• How does what we are reading connect with what you already know about ...? | • I know ...  
• I think ...  
• I saw on the Discovery Channel that ...  
• That reminds me of ...  
• I know how that character feels because when that happened to me, I felt ... |
| **Summarizing/Determining Importance** | A reader can take information from a text and decide what the most important parts are. A reader can distinguish between essential and nonessential information. A reader can paraphrase what a whole passage, article, or story is about. | • What is this book mostly about?  
• What are some big things the author wanted you to remember?  
• What do you think is the most important thing in this book?  
• Can you briefly tell me about what you read? | • The most important thing is ...  
• I think the author wants me to remember ...  
• After I read this part, I think the main idea is ...  
• That part is not important because ... |
| **Visualizing**              | A reader can make mental images before, during, and after he reads. The images come from the words and pictures in the text combined with the reader’s background knowledge. | • What picture did you get in your head?  
• How does the picture in your head help you understand what you are reading? | • I can see ... in my head while I am reading.  
• The picture in my head helped me understand ...  
• I felt like I was there with the character when ...  
• The child draws or describes in words the setting of the story beyond the actual words of the book. |
| **Making Connections**       | A reader can connect the text to her own life experiences, prior knowledge, other books, or events in the world. | • What does that remind you of?  
• How did that connection help you understand what you read?  
• How do you think that character was feeling? Has that ever happened to you?  
• What do you know about ...? | • That reminds me of ...  
• This book is like ...  
• I know how that character is feeling because I ...  
• I remember ... |
### Appendix 1 Strategic Actions for Reading (continued)

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</thead>
<tbody>
<tr>
<td>Linking/Making Analogies</td>
<td>A reader can connect new learning with what she already knows.</td>
<td>• What word does that look like?</td>
<td>• It looks like . . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does that remind you of something you already know?</td>
<td>• It reminds me of . . .</td>
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<tr>
<td></td>
<td></td>
<td>• Look at this word like. If I change the l to a b, what word is it now?</td>
<td>• If I know . . . then I can get to . . . (using known words to get to unknown words)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do you see a part you know that might help you?</td>
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<tr>
<td></td>
<td></td>
<td>• What do you already know about . . .? How can that help you understand this book?</td>
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</tr>
<tr>
<td>Self-Monitoring</td>
<td>A reader can check himself by asking if what he is reading sounds right, looks right, and makes sense. A reader can self-monitor for comprehension, 1:1 match, fluency, and so on.</td>
<td>• Did you check that?</td>
<td>• After making an error, the child goes back and rereads, correcting the error.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Run your finger under that.</td>
<td>• The child slows down or stops, and goes back to reread the tricky part.</td>
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<tr>
<td></td>
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<td>• Point to the words.</td>
<td>• The child stops to talk about a confusing part in order to clarify before reading on.</td>
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<tr>
<td></td>
<td></td>
<td>• Why did you stop?</td>
<td>• The child rereads to fix a 1:1 matching error.</td>
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<td></td>
<td></td>
<td>• What did you notice?</td>
<td>• The child rereads with expression and proper intonation after noticing punctuation.</td>
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<tr>
<td></td>
<td></td>
<td>• Put it all together.</td>
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<td></td>
<td></td>
<td>• Were you right?</td>
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<td></td>
<td></td>
<td>• Try that again.</td>
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<tr>
<td></td>
<td></td>
<td>• You made a mistake. Can you find it?</td>
<td></td>
</tr>
<tr>
<td>Searching/Gathering</td>
<td>A reader can search letters, words, pictures, punctuation, and other text features to gather information that helps her read and understand the text. She can use something she already knows to help her problem solve.</td>
<td>• Is there something about that word that can help you?</td>
<td>• The child figures out a word in parts: short = sh or t and says, “Hey, there’s or.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What do you see that you know?</td>
<td>• The child’s eyes glance at the picture, then back at the word.</td>
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<tr>
<td></td>
<td></td>
<td>• Check the first letter/part of that word.</td>
<td>• The child rereads after noticing end punctuation (! . ?).</td>
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<tr>
<td></td>
<td></td>
<td>• What would make sense there?</td>
<td>• The child stops at a word. This indicates she may be searching her background knowledge, the picture, or the word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does it look right?</td>
<td>• The child rereads the sentence, gathering meaning to make a second attempt at an unknown word.</td>
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<tr>
<td></td>
<td></td>
<td>• You said . . . Can we say it that way?</td>
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<tr>
<td></td>
<td></td>
<td>• Try that again and think about what would make sense and sound right.</td>
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</tbody>
</table>
Appendix 2  Individual Student ZPD Chart

<table>
<thead>
<tr>
<th>ZAD</th>
<th>ZPD</th>
<th>Out of Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What strategic behaviors can this child perform all on his or her own—in his or her zone of actual development?</strong></td>
<td><strong>What are some skills or strategies this child is ready to learn how to do with your modeling and assistance—in his or her zone of proximal development?</strong></td>
<td><strong>What things would you consider teaching to other children in the room, but would be out of reach for this child at this time?</strong></td>
</tr>
</tbody>
</table>

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Catching Readers Before They Fall
### Appendix 3  A Teacher’s Language Changes When Moving from Demonstration to Independence

<table>
<thead>
<tr>
<th>Teaching Phase</th>
<th>Teacher Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate</td>
<td></td>
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<tr>
<td>Share the Task</td>
<td></td>
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<tr>
<td>Provide Guided Practice (High Support)</td>
<td></td>
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<tr>
<td>Gradually Withdraw Scaffold (Low Support)</td>
<td></td>
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<tr>
<td>Give Specific Praise or Redirection</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4  Strategy Card

1. ☀️

2. 😊

3. 🜓

4. 🐱

5. ✋ ✋

6. 🤔

1. ☀️

2. 😊

3. 🜓

4. 🐱

5. ✋ ✋

6. 🤔
Appendix 5  Morning Message Examples

Notice how the message is used from the first day of school to build community and get to know one another’s names. The teacher writes the children’s names on the chart as they introduce themselves. Ordinal numbers, days of the week, and high-frequency words are also addressed.

A second-/third-grade message takes a survey and integrates learning about tally marks into the morning message.

A fourth-grade message invites the children to use a map to find the country they are researching. It also directs them to the first activities of the day.

The morning message frequently connects to content areas and new vocabulary children are learning. **Milkweed** was one of the words on our monarch word wall.
Appendix 6  Community Writing Examples

How to Make a Worm Habitat

You will need:
- newspaper
- water
- bowl with holes
- soil
- worms
- old banana

1. First, rip the newspaper into strips.
2. Then, put the newspaper in the bowl.

3. Next, spray the newspaper with water. Make it damp, not wet.
4. Add a little soil. This helps the worms digest their food.
5. Put an old banana in for food.
6. Add the worms.
Appendix 6  Community Writing Examples (continued)

First, the Earth was clean. The truffula trees grew as big as giants! Animals lived and played happily. Until...

"I am the Lorax. I speak for the trees."

...the Onceler cut down the trees. He polluted the sky, land, roads and Earth. The Lorax yelled at him.

There was only one tree left! The sky was full of smog. The animals had to find a new home. The Lorax left. He was very sad.

There was one truffula seed left. The Onceler gave the seed to a boy. The Lorax left stones that said UNLESS now the word is perfectly clear!

"Unless something is done, nothing is going to get better. It’s too late."

"Goodbye, Lorax. I hope it doesn’t snow again."
Appendix 6  Community Writing Examples (continued)

**Appendix 6**

**Community Writing Examples (continued)**
Appendix 6  Community Writing Examples (continued)

Our stepping Stones
1. We flattened the clay and smoothed the edges.
2. We pushed shells, leaves and our hands in the clay.
3. Mr. Moore fired the stones.
4. We walked them.
5. Mr. Moore filled them again!
6. We put our stepping stones in the garden to make it beautiful!  Ms. Keier's 1st Graders

Our Community

is picking up Books.

is Painting.

Randy is Reading.

ELVIS is picking up Crayons.
### Appendix 7  Essential Elements of a Comprehensive Literacy Approach

#### Planning Sheet

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading To:</strong></td>
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<tr>
<td>• Read-Aloud</td>
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<td><strong>Writing To:</strong></td>
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<td>• Morning Message</td>
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<td>• Modeled Writing</td>
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<td><strong>Reading With:</strong></td>
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<td>• Interactive Read-Aloud</td>
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<td>• Shared Reading</td>
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<tr>
<td><strong>Writing With:</strong></td>
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<td>• Shared Writing</td>
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<tr>
<td>• Community Writing</td>
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<td><strong>Reading By:</strong></td>
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<tr>
<td>• Independent Reading</td>
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<td>• Independent Writing</td>
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</tbody>
</table>
Appendix 8  A Few of Our Favorite Books for Read-Alouds

Creating a Community and Friendship

It's Mine! by Leo Lionni
The Peace Book by Todd Parr
The Kissing Hand by Audrey Penn
I Am America by Charles R. Smith
Stand Tall, Molly Lou Melon by Patty Lovell
Giraffes Can't Dance by Giles Andreae
ABC I Like Me! by Nancy Carlson
I Like Myself! by Karen Beaumont
We Are All Alike, We Are All Different by Cheltenham Elementary School
The Colors of Us by Karen Katz
Toot and Puddle series by Holly Hobbie
Big Words for Little People by Jamie Lee Curtis
I'm Gonna Like Me: Letting Off a Little Self-Esteem by Jamie Lee Curtis
The Land of Many Colors by Rita Pocock and Klamath County YMCA Preschool
Say Something by Peggy Moss
All the Colors of the Earth by Sheila Hamaoka
Whoever You Are by Mem Fox
The Skin You Live In by Michael Tyler
All the Colors We Are by Katie Kissing
It's Okay to Be Different by Todd Parr
Skin Again by bell hooks
Mean Soup by Betsy Everitt
Scaredy Squirrel Makes a Friend by Melanie Watt
The Recess Queen by Alexis O'Neill
Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud

Turkey Trouble by Wendi Silvano
Don't Let the Pigeon Drive the Bus! by Mo Willems
The Pigeon Finds a Hotdog! by Mo Willems
Knuffle Bunny: A Cautionary Tale by Mo Willems
Knuffle Bunny Too: A Case of Mistaken Identity by Mo Willems
The Pigeon Wants a Puppy! by Mo Willems
Ots by Loren Long
Chicken Soup with Rice by Maurice Sendak (music on iTunes by Carole King)
Jump Rope Magic by Afifi Squer
Gotta Go! By Sam Swope
Robot Zot! by Jon Scieszka
No, David! by David Shannon
Mercy Watson series by Kate DiCamillo
Guess Again! by Mac Barnett
Piggie and Elephant series by Mo Willems

Fun Books Your Kids Will Beg You to Read Again and Again

Skippyjon Jones series by Judy Schachner
Off We Go to Mexico! by Laurie Krebs
We're Sailing to Galapagos: A Week in the Pacific by Laurie Krebs
We're Sailing Down the Nile: A Journey Through Egypt by Laurie Krebs
The Baby Beebee Bird: A Journey Through Egypt by Diane Redfield Massie
Little Bunny Foo Foo: Told and Sung by the Good Fairy by Paul Brett Johnson

Diversity and Social Justice Issues

Edward the Emu by Sheena Knowles
Edwina the Emu by Sheena Knowles
It's Okay to Be Different by Todd Parr
A Castle on Viola Street by DyAnne DiSalvo
A Shelter in Our Car by Monica Gunning
Amelia and Eleanor Go for a Ride by Pam Muñoz Ryan
Angelo by David MacAulay
You and Me Together: Moms, Dads, and Kids Around the World by Barbara Kerley
Amie and the New Kid by Nancy Carlson
Baseball Saved Us by Ken Mochizuki
The Bat Boy and His Violin by Gavin Curtis
Halmoni and the Picnic by Sook Nyul Choi
Jalapeño Bagels by Natasha Wing
Marianthe's Story: Painted Words, Spoken Memories by Aliki
Nadia's Hands by Karen English
Tomas and the Library Lady by Pat Mora
This Is My House by Arthur Dorros
We Share One World by Jane E. Hoffelt
The American Wei by Marion Hess Pomeranc
The Hello, Good-bye Window by Norman Juster
Hair for Mama by Kelly A. Tinkham
How My Parents Learned to Eat by Ina R. Friedman
Jack and Jim by Kitty Crowther
Appendix 8  A Few of Our Favorite Books for Read-Alouds (continued)

David’s Drawings by Cathryn Falwell
The World Turns Round and Round by Nicki Weiss
Antonio’s Card by Rigoberto Gonzalez
Babu’s Song by Stephanie Stuve-Bodeen
Featherless by Juan Felipe Herrera
Puppies for Sale by Dan Clark
Playing War by Kathy Beckwith
Paths to Peace: People Who Changed the World by Jane Breskin Zalben
Talk Peace by Sam Williams
A Little Peace by Barbara Kerley
Your Move by Eve Bunting
What Does Peace Feel Like? by Vladimir Radunsky
Listen to the Wind by Greg Mortenson
If Peace Is . . . by Jane Baskwill
The Librarian of Basra by Jeanette Winter
Somewhere Today—A Book of Peace by Shelly Moore Thomas
Feathers and Fools by Mem Fox
Peace Begins with You by Katharine Scholes
The Other Side by Jacqueline Woodson
White Socks Only by Evelyn Coleman
Fly Away Home by Eve Bunting
A Day’s Work by Eve Bunting
Ramadan Moon by Na’ima B. Robert
Nasreen’s Secret School: A True Story from Afghanistan by Jeanette Winter

Not a Copper Penny in Me House by Monica Gunning
Pieces: A Year in Poems and Quilts by Anna Grossnickle Hines
Hip Hop Speaks to Children: A Celebration of Poetry with a Beat by Nikki Giovanni
A Child’s Calendar by John Updike
My Song Is Beautiful by Mary Ann Hoberman

Writing Mentor Texts: Books with Wonderful Words and Images to Inspire Young Writers and Good Conversation

The Best Part of Me: Children Talk About Their Bodies in Pictures and Words by Wendy Ewald
Hello, Harvest Moon by Ralph Fletcher
So Happy! by Kevin Henkes
Emerald Blue by Ann Marie Linden
All the Places to Love by Patricia MacLachlan
Snow by Cynthia Rylant
The Busy Tree by Jennifer Ward
In November by Cynthia Rylant
Water Dance by Thomas Locker
Cloud Dance by Thomas Locker
Mountain Dance by Thomas Locker
Sky Tree: Seeing Science Through Art by Thomas Locker
farfallina & marcel by Holly Keller
Pumpkin Shivarree by Rick Agran
Zero Is the Leaves on the Tree by Betsy Franco
Artful Reading by Bob Raczka
Max’s Words by Kate Banks

Poetry

Old Elm Speaks: Tree Poems by Kristine O’Connell George
Celebrate America in Poetry and Art by Smithsonian Institute
A Poke in the I by Paul B. Janeczko and Chris Raschka
Shape Me a Rhyme by Jane Yolen
All the Small Poems and Fourteen More by Valerie Worth
The Space Between Our Footsteps by Naomi Shihab Nye
Angels Ride Bikes and Other Fall Poems by Francisco X. Alarcon
Iguanas in the Snow and Other Winter Poems by Francisco X. Alarcon
Laughing Tomatoes and Other Spring Poems by Francisco X. Alarcon
Appendix 9  Examples of Teacher-Made Books

I like tigers.

I like cats.

I like dogs.

Jamie likes snakes.

Jamie likes monkeys.

What do you like?

By: Jamie
Appendix 9  Examples of Teacher-Made Books (continued)

I See Monarchs!

I see eggs.  I see milkweed.

1  2

I see little caterpillars.  I see big caterpillars.

3  4

I see BIG caterpillars!  I see a chrysalis.

5  6

Can you see the monarch?

7
Appendix 10 A Nonfiction Passage for a Shared Demonstration Related to Visualizing

How do snakes open their mouths so wide?

Unlike the human mouth, a snake’s mouth is just right for taking in a big meal all at once.

First, the mouth is big because the jawbones are connected to the back of the skull, not the sides. When the mouth drops open, the long jaws make a big opening.

Second, the jaws can swing down far because they are not attached tightly to the skull. The jaw is linked to the end of a short bone, and the other end of the short bone is connected to the skull. The ligaments that hold these bones together are stretchy.

Finally, the two sides of the jawbone are not fused together at the chin. Instead, they are linked by another stretchy ligament that lets the two sides move apart.

So a snake’s mouth can open wide partly because the jawbones can spread apart like sticks tied together with rubber bands.
A Nonfiction Passage for a Shared Demonstration Related to Visualizing

How come the moon seems to follow you when you move?

The moon seems to follow you because it’s so far away. That idea may sound wrong. After all, how could something far away seem to follow along? To understand, start with objects that are much closer.

When you are riding in a car, close things seem to move by rapidly as you pass them. A tree or house by the road starts out ahead of you. It comes up fast, and in a few moments, it’s far behind you.

Objects that are far away do not seem to move very fast. If you can see a faraway building or a mountain from a moving car, notice how long it takes for that object to pass by. Out West, you can sometimes ride toward mountains that never seem to get any closer.

The moon is more than 200,000 miles away. It is so far away that the motion of your car doesn’t change its position enough for you to notice. So the moon just seems to follow you wherever you go.
Appendix 12 A Riddle Poem

I’m sometimes new
Yet always old
I shine like the sun
But I’m really cold.

I’m round like a ball
But I don’t spin
So you can see my face
Again and again.

Though I’m up really high
A cow once jumped over
When astronauts came
They had a rover.

By Rick Johnson
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# Appendix 14

## Monthly Class List for Reading

<table>
<thead>
<tr>
<th>Names</th>
<th>RR—Running Record</th>
<th>C—Conference</th>
<th>GR—Guided Reading</th>
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<tbody>
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Appendix 15 Individual Student Form

Name: _________________________________ Dates: _________________________________

Focus for Instruction: ____________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>What is the child doing or almost doing?</th>
<th>What's next?</th>
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</table>
Appendix 16 Guided Reading Planning Sheet

Date: __________  Group: ________________________________________________

Running Record: ______________________________________________________

New Book—Title/Level/Genre: __________________________________________

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Planning notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M:</strong> meaning statement, question to activate background knowledge, new concepts, character names</td>
<td></td>
</tr>
<tr>
<td><strong>S:</strong> awkward language structures, literary language, irregular verb forms</td>
<td></td>
</tr>
<tr>
<td><strong>V:</strong> predict and locate, unusual text layout, new punctuation</td>
<td></td>
</tr>
</tbody>
</table>

**Focus for Strategy Instruction**
(before, during, and after reading)
searching/gathering, predicting, activating schema, checking/confirming, maintaining fluency, self-monitoring, linking, making connections, visualizing, summarizing, questioning, inferring, evaluating, synthesizing

**After Reading**

**Ideas to Keep in Mind During Discussion of Text**

**Word Work**
examples of visual information (letters, clusters, endings, prefixes, irregular spellings, etc.)

**Students**

**Observations**
Appendix 17 Back to School Letter to Families

Dear Families,

I am looking forward to being your child’s teacher this year! I believe that we are partners in your child’s education, and I hope you will join me in making sure your child has a fabulous year! Please do not hesitate to contact me via telephone or email. Our classroom phone number (to leave a message), my cell phone number (after 7am and before 9pm please), and my email address are listed on the attached refrigerator magnet. Keeping in close communication will help support your child.

I welcome you in our classroom this year and look forward to sharing the exciting projects and learning we do in first grade. We will have several Author’s and Reader’s Celebrations where the children can share the writing and reading work they have done. Please join us in celebrating the wonderful work your growing readers and writers will do this year. You can look for announcements of upcoming family events in the weekly Keier Flyer—our class newsletter that comes home every Friday. This year, thanks to Mr. Buckley-Ess, our newsletter will be completely bilingual! English will be on one side, and Spanish on the other—and lots of great pictures of our class on both sides! I hope you enjoy seeing what we do each week.

The first grade curriculum is attached. Please let me know if you have any questions or concerns. Much of our learning is done in an inquiry-based approach, where children explore answers to their questions through reading, writing, researching, and observing the world around them. Our first big unit will be a study of monarch butterflies. We will have the eggs, caterpillars, and eventually the butterflies in our classroom. Through the magic of these insects, we will learn about seasonal changes, migration patterns, Mexico, maps, and different cultures. We will connect with a class in Mexico (where the monarchs migrate) and learn about children there and how the monarchs live in their overwintering sites. Of course, we will be doing lots of reading and writing as well as scientific observations and investigations throughout this unit.

I am looking forward to a wonderful year. It is a privilege to work with you and your child. Thank you for your support in what promises to be a fabulous first-grade year!

Sincerely,
Appendix 18 Strategy Language Bookmark

<table>
<thead>
<tr>
<th>Today, ________________ had a reading conference with me. Here are some of the great things your reader did today:</th>
<th>Today, ________________ had a reading conference with me. Here are some of the great things your reader did today:</th>
<th>Today, ________________ had a reading conference with me. Here are some of the great things your reader did today:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pointed once under each word.</td>
<td>Pointed once under each word.</td>
<td>Pointed once under each word.</td>
</tr>
<tr>
<td>Looked at the pictures to figure out a new word.</td>
<td>Looked at the pictures to figure out a new word.</td>
<td>Looked at the pictures to figure out a new word.</td>
</tr>
<tr>
<td>Used the pictures and the sounds in the word to figure out a new word.</td>
<td>Used the pictures and the sounds in the word to figure out a new word.</td>
<td>Used the pictures and the sounds in the word to figure out a new word.</td>
</tr>
<tr>
<td>Reread the sentence to figure out a new word.</td>
<td>Reread the sentence to figure out a new word.</td>
<td>Reread the sentence to figure out a new word.</td>
</tr>
<tr>
<td>Reread the sentence to check on a prediction or a word.</td>
<td>Reread the sentence to check on a prediction or a word.</td>
<td>Reread the sentence to check on a prediction or a word.</td>
</tr>
<tr>
<td>Used the part he or she knew in a word to figure out a new word (in : winter)</td>
<td>Used the part he or she knew in a word to figure out a new word (in : winter)</td>
<td>Used the part he or she knew in a word to figure out a new word (in : winter)</td>
</tr>
<tr>
<td>Thought about what made sense in the story to figure out a new word.</td>
<td>Thought about what made sense in the story to figure out a new word.</td>
<td>Thought about what made sense in the story to figure out a new word.</td>
</tr>
<tr>
<td>When reading a new word, thought about if it looked right, sounded right, and made sense in the story.</td>
<td>When reading a new word, thought about if it looked right, sounded right, and made sense in the story.</td>
<td>When reading a new word, thought about if it looked right, sounded right, and made sense in the story.</td>
</tr>
</tbody>
</table>
Appendix 19  Keier Flyer

The Keier Flyer
Room 210 - Bailey's Elementary School
Ms. Keier's Fabulous First-Grade News! - Volume 19

Week of March 9, 2009

Ask Me About:
** The books we read this week: Duck at the Door, I Saw an Ant on the Railroad Track, Once I Ate a Pie, Mammoths on the Move, Listen to the Wind, Jess Makes Hair Gel
** Reading Workshop - Virginia Young Readers' books, voting on our favorite book, nonfiction text features
** Writing Workshop - writing an exciting lead (opening to our books), revising our nonfiction books with CAT - Change, Add and Take away
** Math Workshop - fact families, explaining our thinking in words and pictures, writing in our math journals, growing patterns, addition and subtraction turn around facts
** Science Workshop - scientific observations of dissolved mixtures, sticky test to determine what materials are good to make glue, making our own glue recipe, using the Predictions, Results and Conclusions charts
** Social Studies Workshop - we saw a performance in the blackbox theatre about famous Americans

We made stepping stones for the butterfly garden. Mr. Moore came and showed us how to cut the clay and then do impressions of leaves, shells or our handprints. It was a lot of fun! He took them home to fire them. He will be back on the 26th for us to paint them!

Hicimos piedras especiales para nuestro jardín de mariposas. El Sr. Moore nos mostró cómo cortar la arcilla y hacer impresiones de hojas, conchas o nuestras manos. ¡Fue mucho trabajo! Él se llevó las impresiones a su casa para que las pudiesen secar. Volverá el 26 de marzo para pintarlas!

** Taller de Lectura - Libros de los Jóvenes de Virginia, Votamos por nuestro favorito, características de libros no-ficción
** Taller de Escritura - escribir una apertura interesante de un cuento, revisar nuestros libros de no-ficción con CAT - Cambio, Añadir, Quitar
** Taller de Matemáticas - familias de suma y resta, explicar nuestro pensamiento en palabras y dibujos, escribir en los cuadernos de matemática, patrones que crecen, tablas de suma y resta
** Taller de Ciencias - observaciones científicas de mezclas disueltas, prueba de cosas pegajosas para determinar cuál material haría un buen pegamento, hacer nuestras propias recetas de pegamento, usar las gráficas de Predicciones, Resultados y Conclusiones
** Taller de Estudios Sociales - vimos una presentación en el teatro de Americanos famosos

We shared our predictions and created a recipe for glue. We will do the strength test tomorrow!
### Reading with Your Child

Here are some questions to help you get started in conversations about books and reading. Enjoy your time!

- What did you notice?
- Does this book remind you of anything?
- What have you been wondering as you read?
- Does this book make you think of anything else you’ve read?
- What was your favorite part?
- Was there a part of the book that surprised you? Why?
- Any other thoughts on what you just read?
- What are you going to read next?

### Leyendo con su niño/a

Estas son algunas preguntas que le ayudarán a tener una conversación sobre la lectura y el libro. ¡Esperamos que disfrute esta actividad!

- ¿Qué notaste o en que pensaste al leer?
- ¿Te recuerda de algo este libro?
- ¿Qué te preguntabas mientras leías?
- ¿Te hace pensar este libro en otra cosa que has leído?
- ¿Cuál fue tu parte favorita?
- ¿Hay alguna parte del libro que te sorprendió? ¿Por qué?
- ¿Tienes algo más que decir de lo que acabas de leer?
- ¿Qué otro libro vas a leer?