

COURSE NOTEBOOK

Using Favorite Picture Books for Strategy Instruction

JULY 25, 2019 // 12:00PM EDT

Led by
Lori Sabo



Coaching Series

LIVE
MONTHLY
MEMBER BENEFIT

Good morning!

My name is Lori Sabo, and I am a big fan of authentic, joyful instruction. For me, this flows most naturally when I use books that I love. But how do we look at our favorite books through the lens of teaching potential?

In this coaching session, we'll see how our most beloved books can become powerful, engaging tools for teaching reading and writing. It's going to be fun!

A handwritten signature in black ink that reads "Lori". The script is cursive and elegant, with a large initial "L" and a small "i".

Getting ready for July coaching

Please take time to reflect and answer the following questions before our session on Thursday.

before Do this Thursday

What are the benefits of teaching with picture books you love?

How do you discover favorites?

How do you keep track of teaching points?

What we'll discover during the July coaching session

- Four ways to find new favorites
- Two ways to find teaching points
- Four ways to keep track of teaching points for reading and writing lessons

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How to find favorites.

Which of these options interest you the most? Circle all that apply:

Bookstore

Public Library

Goodreads

Twitter

Other

How to find teaching points.

1. Personal reactions and interactions
2. CAFE Menu and/or copy of your Standards document
3. Where else do you find teaching points?

Keeping track of teaching points

Lilly's Purple Plastic Purse

Comprehension I understand what I read		Accuracy I can read the words	Fluency I can read accurately, with expression, and a rate that matches the text	Expand Vocabulary I know, find, and use interesting words
FIRST	Set purpose for reading	Look carefully at letters and words	Read texts that are a good fit	Tune in to interesting words <i>p. 9 jaunty, p. 11 fiercely, p. 13 furious</i>
	ACTIVE READING	WORD PARTS	IMPROVE FLUENCY	FIGURE OUT WORD MEANING
ANALYSIS OF READING	<p>Use prior knowledge to predict and connect with text</p> <p>Check for understanding; monitor and self-correct</p> <p>Back up and reread</p> <p>Make and adjust mental images; use text to confirm</p> <p>Ask questions throughout the reading process</p> <p>Make and adjust predictions; use text to confirm <i>p. 10, p. 15</i></p> <p>Infer and support with evidence</p>	<p>Use beginning and ending sounds</p> <p>Blend sounds; stretch and reread</p> <p>Chunk letters and sounds together <i>p. 4 artistic</i></p> <p>Flip the sound <i>p. 5 tasty</i></p>	<p>Use punctuation to enhance phrasing and prosody <i>p. 5 Howdy! Lilly really</i></p> <p>Use word meaning and pacing to convey meaning and feeling</p> <p>Adjust and apply different reading rates to match text</p> <p>Reread text</p> <p>Read voraciously</p>	<p>Use prior knowledge and context clues</p> <p>Use pictures, illustrations, and diagrams</p> <p>Use word parts</p> <p>Apply understanding of figurative language</p> <p>Use reference tools such as dictionary, thesauruses, and glossaries</p> <p>Read voraciously</p>
	<p>Recognize literary elements (genre, plot, character, setting, theme, *** problem/resolution)</p> <p>Retell; include sequence of main events</p> <p>Summarize text; include important details</p> <p>Use main ideas and supporting details to determine importance</p> <p>Use text features to learn important information (titles, headings captions, graphic features)</p> <p>Analyze how visual elements integrate and contribute to the meaning of text</p> <p>Determine and analyze author's purpose and support with text</p> <p>Recognize and explain cause-and-effect relationships</p> <p>Compare and contrast within and between text</p> <p>Read voraciously</p>	<p>WORD UNDERSTANDING</p> <p>Recognize high-frequency words on sight</p> <p>Use picture clues</p> <p>Cross-check: Do the words...</p> <ul style="list-style-type: none"> • look right? <i>p. 2 chalk</i> • sound right? <i>p. 5 pupils</i> • make sense? <p>Use prior knowledge and context</p> <p>Skip the word, then come back</p> <p>Read voraciously</p>	<p>Behaviors That Support Reading</p> <ul style="list-style-type: none"> • Get started right away • Stay in one spot • Work quietly • Read the whole time • Increase stamina • Ignore distractions • Persevere 	

Comprehension I understand what I read		Accuracy I can read the words		Fluency I can read accurately, with expression, and a rate that matches the text		Expand Vocabulary I know, find, and use interesting words	
FIRST Set purpose for reading		Look carefully at letters and words		Read texts that are a good fit		Tune in to interesting words	
ACTIVE READING	Use prior knowledge to predict and connect with text	WORD PARTS	Use beginning and ending sounds	IMPROVE FLUENCY	Use punctuation to enhance phrasing and prosody	FIGURE OUT WORD MEANING	Use prior knowledge and context clues
	Check for understanding; monitor and self-correct		Blend sounds; stretch and reread		Use word meaning and pacing to convey meaning and feeling		Use pictures, illustrations, and diagrams
	Back up and reread		Chunk letters and sounds together		Adjust and apply different reading rates to match text		Use word parts
	Make and adjust mental images; use text to confirm		Flip the sound		Reread text		Apply understanding of figurative language
ANALYSIS OF READING	Ask questions throughout the reading process	WORD UNDERSTANDING	Recognize high-frequency words on sight		Read voraciously		Use reference tools such as dictionary, thesauruses, and glossaries
	Make and adjust predictions; use text to confirm		Use picture clues				Read voraciously
	Infer and support with evidence		Cross-check: Do the words... • look right? • sound right? • make sense?				
	Recognize literary elements (genre, plot, character, setting, theme, problem/resolution)		Use prior knowledge and context				
	Retell; include sequence of main events		Skip the word, then come back				
	Summarize text; include important details		Read voraciously				
	Use main ideas and supporting details to determine importance						
	Use text features to learn important information (titles, headings captions, graphic features)						
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	Recognize and explain cause-and-effect relationships						
	Compare and contrast within and between text						
	Read voraciously						

Behaviors That Support Reading

- Get started right away
- Stay in one spot
- Work quietly
- Read the whole time
- Increase stamina
- Ignore distractions
- Persevere

BOOK: *I'm Sad* by Michael Ian Black

	Comprehension	Accuracy	Fluency	Expand Vocabulary
READING STRATEGIES	<p>Ask questions throughout the reading process. Page 5: Is that true? Does everybody feel sad sometimes?</p> <p>Back up and reread. Page 10: <i>Because if it were any other way, then that would be the way it is, and it's not that way. It's this way.</i></p> <p>Use prior knowledge to predict and connect with text. Page 15: Different things cheer different people up. What cheers you up when you are sad? Page 23: What do you think? Will the flamingo feel better or still feel sad? Do you agree or disagree that sometimes it feels kind of good to let yourself be sad? Why or why not?</p>	<p>Use picture clues. They are all laughing on page 28. Page 26: Was the potato being mean or joking? How do you know?</p>	<p>Use punctuation to enhance phrasing and prosody. There are many opportunities to use punctuation, italics, and varied font sizes as clues to read with expression.</p> <p>Adjust and apply different reading rates to match text. Page 2: <i>I'm sad</i> is slow, with a sigh beneath it. Page 8: <i>If I was an astronaut, I would never be sad</i> is faster, happy.</p>	<p>Tune in to interesting words. <i>Sigh. Old-fashioned. Cheering. Soil.</i></p>
WRITING CRAFT	<p>Varied sentence length. Page 2: <i>I'm sad. If I was an astronaut, I would never be sad.</i></p> <p>Varied punctuation. ? . !!!</p> <p>Varied text color. The color changes for each person speaking. Mo Willems does this in <i>Elephant and Piggie</i> books.</p> <p>Varied text size affects emotion and inflection.</p> <p>Illustration perspective. Close-ups (pages 18, 22); off the page (pages 13, 15, 22); silhouette (pages 30, 31). Onomatopoeia</p>			
ADDITIONAL NOTES	Class library/Feelings Tub			

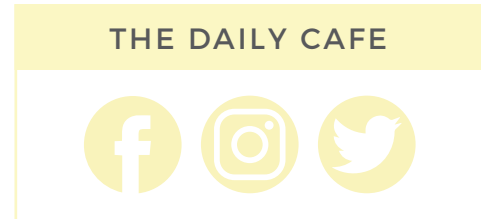
BOOK:

	Comprehension	Accuracy	Fluency	Expand Vocabulary
READING STRATEGIES				
WRITING CRAFT				
ADDITIONAL NOTES				

Helpful hints

1. Write page numbers in the books you want to use.
2. Consider having students turn and talk more often than asking for one or two students to answer a question.

Share your favorites!



Tag us on social media with your favorite picture books for strategy instruction!

#TDCcoachingseries



NEXT MONTH'S TOPIC

Coaching Series
AUGUST 2019

**Three Resources to
Successfully Launch Daily 5**