

POWER Strategy

Open-Ended, Flexible, Cross Curricular

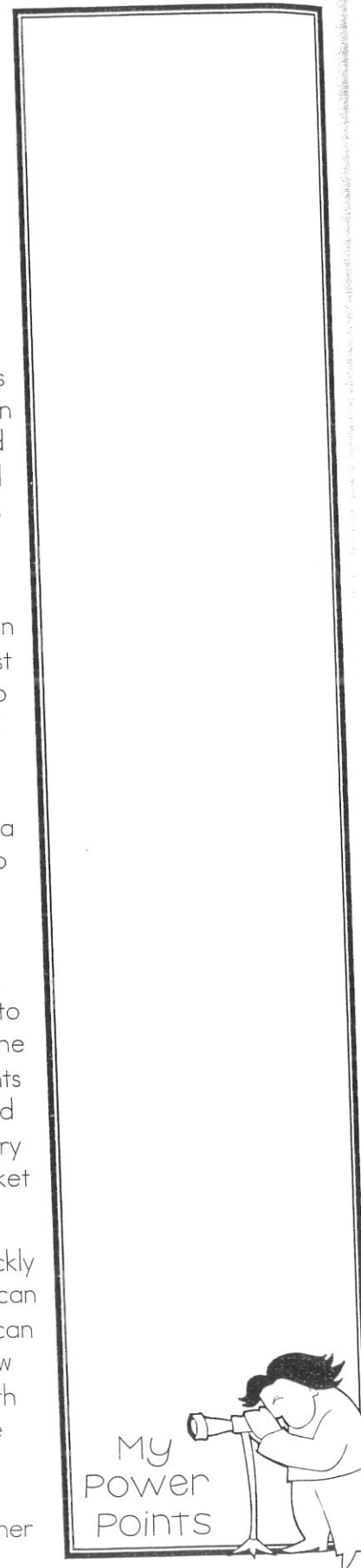


Brain Word: Create brain word cards to generate a personal set of words for practice. The card can be placed on the child's desk so that it will be in clear view *at all times*. This allows the teacher to cover a word for the child to spell orally during the day. The word is written in pencil while it is learned and traced in ink or marker to reflect ownership of the new word. Previous brain word cards can be combined with a ring holder to create a personal word book for continued review. These can then become "wall cards."

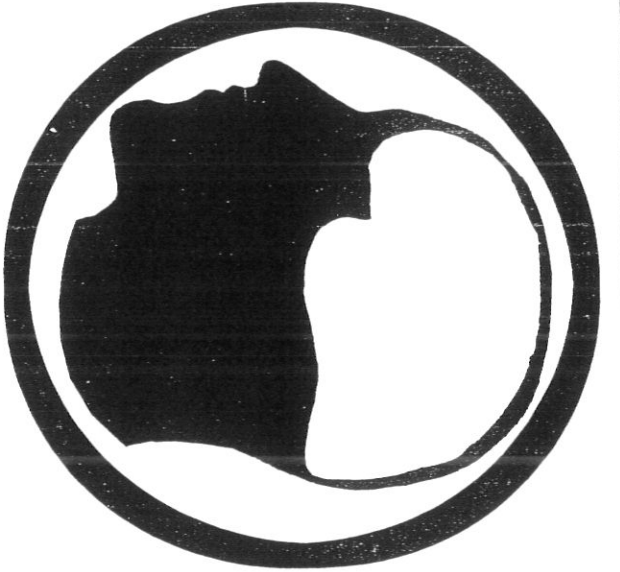
Code Red Word: A code red word is a word that is more challenging than most for that learner. Words like *broccoli*, *thorough* or *their* seem to resist learning. The troublesome word is recorded in red on the card provided to display on the wall slightly above eye level. Words can now be reinforced throughout the day as a class, independent, or peer activity. The card on the wall is a visual reminder and makes it easy to highlight throughout the day for ongoing exposure and repetition. Placement on the wall provides a quick reference for tricky words. Limit the number of words you display to highlight the most important words for additional exposure.

Pocket Word: Pocket word cards are a simple way to offer a concrete tool that gives students immediate access to words they are learning. The words are carried in their pocket, so it is also makes it easy for teachers to communicate words being highlighted. One word is recorded on one of the pocket cards, making sure it is spelled correctly and in clear print. Students then carry the word in their pocket to practice at any time in the day and to let other teachers know the target word. These can be both vocabulary words as well as sight words. The child can then be asked to share a pocket word for quick review during the day.

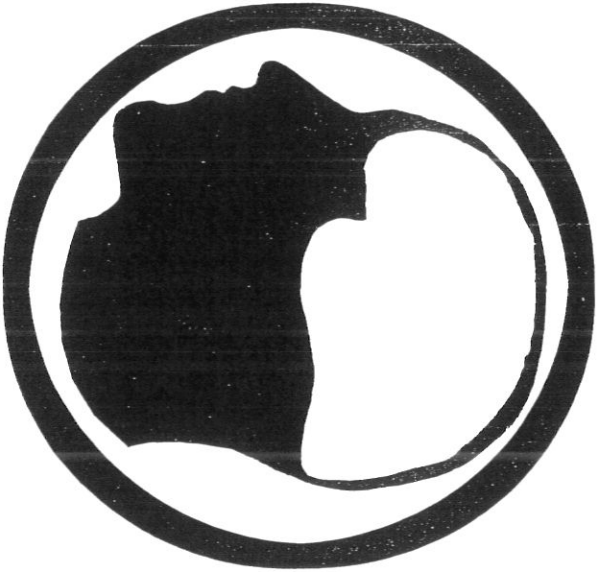
I've Got Your Back: This engaging peer supported word activity will quickly become a class favorite. Duplicate the cards provided so each student can record a practice word. The card is then placed in a name badge so it can be easily attached to each child's back for vocabulary or spelling review of words that have been previously introduced. Students simply stand with their back to a partner with the word in view. For vocabulary review, the child in back gives word clues to help the partner guess the word or a partner can read the word orally for the owner to spell. Add tactile kinesthetic as the child in back traces the word on the back as the partner traces it in the air for a multi modal review.



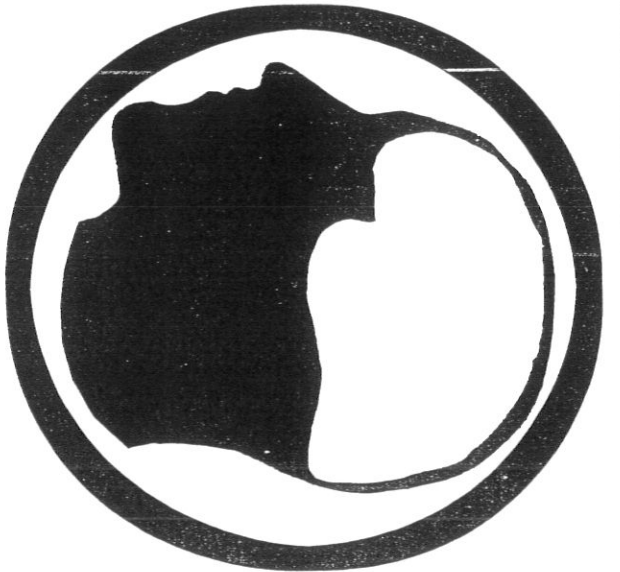
My
Brain
Word



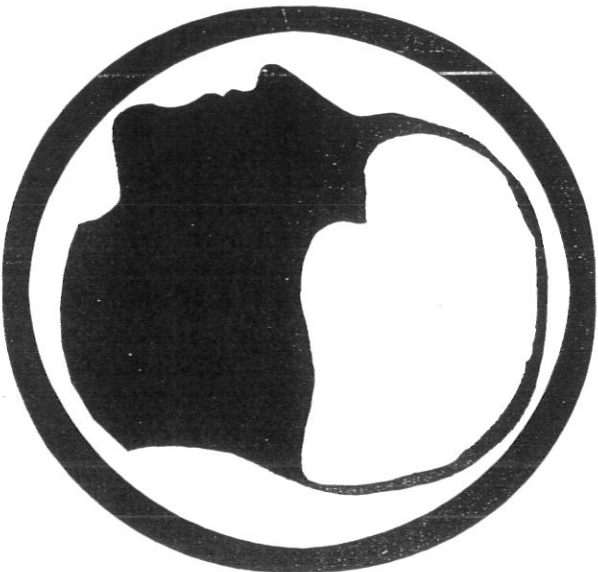
My
Brain
Word



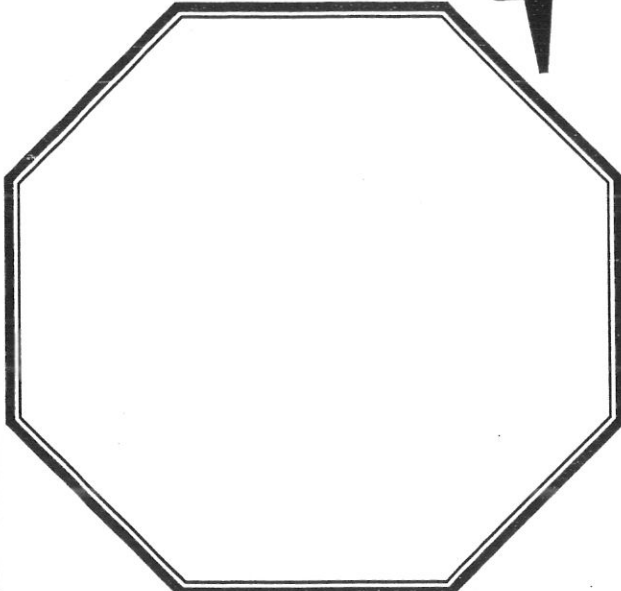
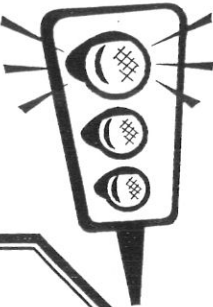
My
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Word



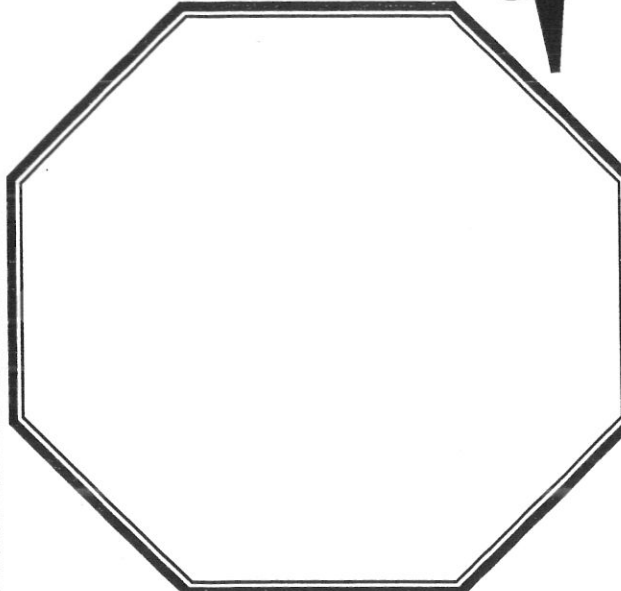
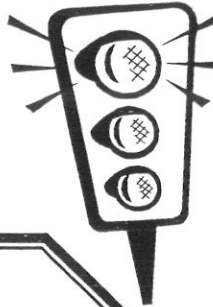
My
Brain
Word



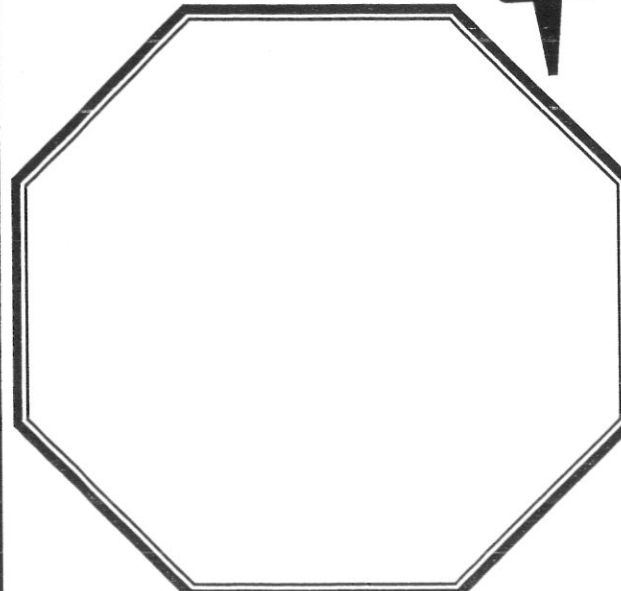
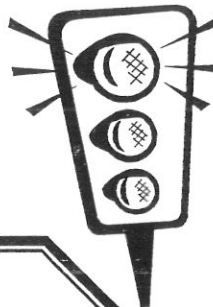
CODE RED
Word



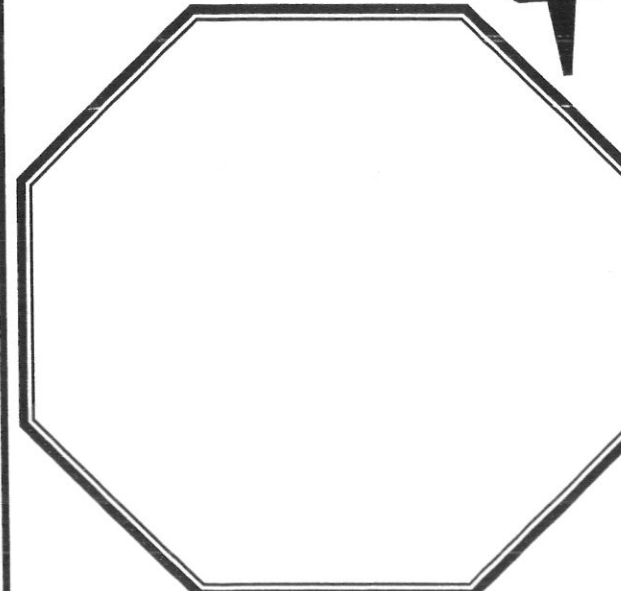
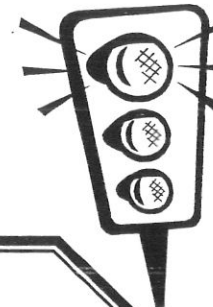
CODE RED
Word



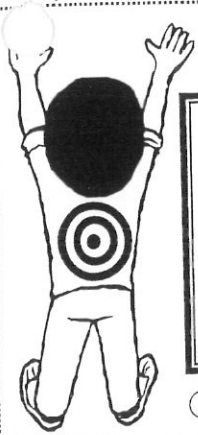
CODE RED
Word



CODE RED
Word



Cards fit into a 2 1/4 x 3 1/2 badge holder. This makes it easy to pin/clip directly onto the student.



I've Got Your Back

Blank rectangular box for writing clues.

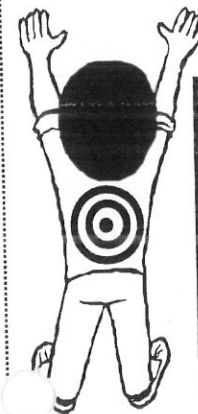
Give me clues to identify my word.



I've Got Your Back

Blank rectangular box for writing clues.

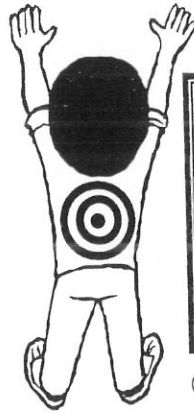
Give me clues to identify my word.



I've Got Your Back

Blank rectangular box for writing clues.

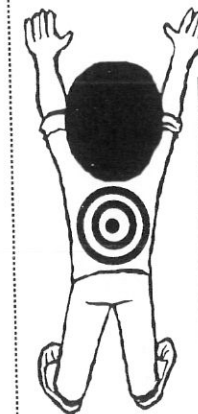
Give me clues to identify my word.



I've Got Your Back

Blank rectangular box for writing clues.

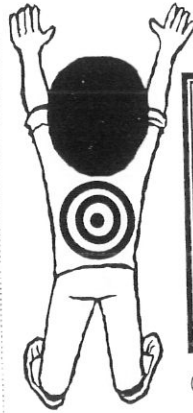
Give me clues to identify my word.



I've Got Your Back

Blank rectangular box for writing clues.

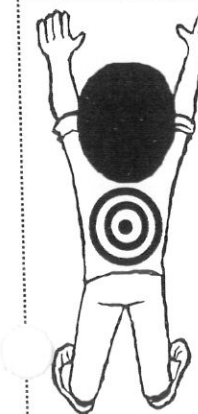
Give me clues to identify my word.



I've Got Your Back

Blank rectangular box for writing clues.

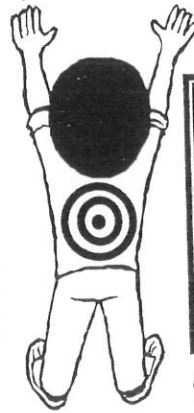
Give me clues to identify my word.



I've Got Your Back

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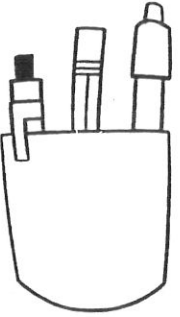
Give me clues to identify my word.



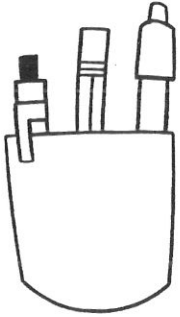
I've Got Your Back

Blank rectangular box for writing clues.

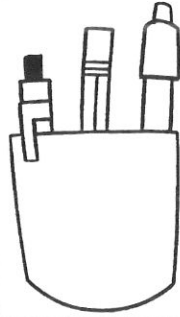
Give me clues to identify my word.



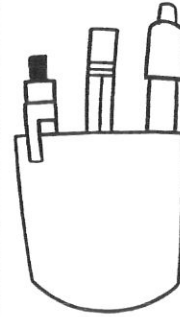
My Pocket Word




My Pocket Word



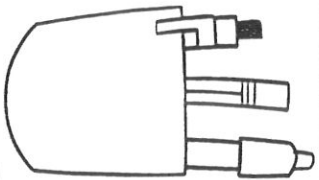
My Pocket Word



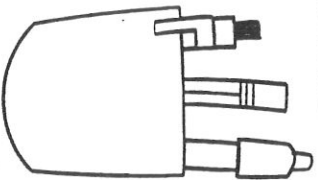
My Pocket Word



My Pocket Word



My Pocket Word



My Pocket Word

Weekly Independent Reading Options



What It Is

If you wish to focus on a wider range of daily reading rituals, use the Weekly Independent Reading Options for a visual overview of a wider range of daily independent reading activities. Students can track and organize these independent activities by color-coding completed tasks. They then self-evaluate their progress at the end of each week. This concrete reference provides an excellent resource for teacher and peer conferencing.

Instructional Focus

reading, writing about reading

When to Use It

These options may be preferable for the early grades. Visuals offer a quick reference for activity options making it easier for beginning readers to identify the daily selections and color coding increases accountability.

What to Do

1. Introduce the form and select one or two activities to model and discuss. As you introduce each activity, make a copy of the matching option card to display. This makes it easy to highlight specific selections. Brainstorm key features of the activity, such as activity options (read alone or with a partner), selection of resources (can you read the book without help?), and guidelines (noise level and appropriate rules). These are important details that will help to ensure that students are meaningfully engaged without the support of the teacher.
2. When you first introduce each activity, all students should complete that activity at the same time. As students begin working, rotate through the room to observe. Use your observations to debrief or discuss specific adjustments to ensure quality implementation of that activity. Show students how to color-code completed activities.
3. Create a wall display to showcase reading activities using the Weekly Independent Reading Cards. You can individualize selections by using name cards that can be moved. You may also add a photograph of students engaged in each activity to personalize reading options and provide a visual reminder.
4. At the end of the week, each student will complete the self-evaluation at the bottom of the form. It is important to provide time for students to discuss their evaluations in whole-group, partner, or teacher conferences. If quality time is not spent working independently as you work in small groups, it is simply wasted time—so continuously revisit and discuss these experiences.

continues

Teaching Tips

- * The details of the activities can be recorded with a visual on 8½-by-11-inch cards and placed in a three-ring binder for reference. This may include photographs of students engaged in the activity with student samples as appropriate. These details are important to ensure the quality of the activities. No detail is too trivial to address.
- * Provide time for students to discuss their personal reading goals and successes with the teacher or each other. These discussions are important since students are constantly building greater independence as they are actively engaged in meaningful and worthwhile activity selections.
- * Do not lose sight of the role of student choice. Be sure to identify those options that must be scheduled such as traveling reader vs. those that are open to student selection. Motivation increases as students maintain more control.

Weekly Independent Reading Options *(continued)*

Description of Weekly Reading Options

(*) Starred items are scheduled weekly

Independent Reading: Students read any text from the reading center. The teacher needs to make sure that ample texts are available at each student's independent reading level.



Book Bag Reading: Students select a book from their individual collection, usually kept in a bag for transport between school and home. These include selections previously read in teacher-supported guided reading and identified as meriting repeated reading.



Poetry Basket: Students self-select favorite classroom poetry that has been introduced by the teacher for repeated reading.



Fluency Folder: A folder is filled with brief collections of familiar texts, songs, reader's theater scripts, or other classroom favorites for fluency practice.



* **Guest Reader:** Two or more guest readers (parent volunteers or students from a higher grade) come to the classroom daily so each child can read with a partner weekly.



* **Traveling Reader:** Students sign up to practice a brief text to read in another classroom (generally at a lower grade level). Students in the receiving class can then compliment the reader.



Buddy Reading: Students take turns reading a familiar selection to a partner sitting face-to-face so the focus is on listening over following along.



* **Read to the Teacher:** Students read a self-selected text to the teacher weekly for feedback and informal assessment information.



* **Recording Center:** Students record a selection (see "Read, Listen, and Think" on page 77).



* **Listening Center:** Students will listen to a story weekly from the listening library.



Golden Book Response: Students complete a book recommendation to share with the class, other classrooms, or the teacher.



Golden Book Reading: Students read books that are recommended by the class, other classrooms, or the teacher. Selection options are collected in a labeled container such as a basket.



Weekly Independent Reading Options

Name _____ Week of _____

Independent Reading			Book Bag Reading
Poetry Basket			Fluency Folder
Guest Reader			Traveling Reader
Buddy Reading			Read to the Teacher
Recording Center			Listening Center
Golden Book Response			Golden Book Reading

Color Code

- Monday (blue)
- Tuesday (green)
- Wednesday (red)
- Thursday (yellow)
- Friday (purple)

How did you grow as a reader during this week?



Weekly Independent Reading Cards

Independent Reading



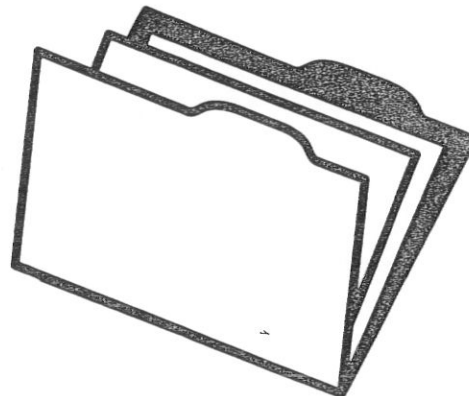
Book Bag Reading



Poetry Basket



Fluency Folder



Guest Reader



Traveling Reader



Weekly Independent Reading Cards

Buddy Reading



Read to the Teacher



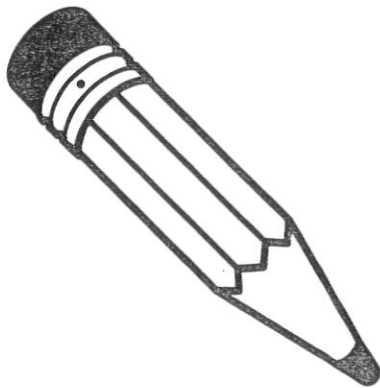
Recording Center



Listening Center



Golden Book Response



Golden Book Reading



Golden Book Basket Response



What It Is

A Golden Book Basket Response allows students to recommend a personal favorite selection they deem worthy of this high distinction. Students use the form to record and share their selections with the classroom or peers.

Instructional Focus

reading, writing about reading

When to Use It

This activity may be used as part of the Weekly Independent Reading Options as well as to advertise and discuss books throughout the day.

What to Do

1. Spray-paint a basket metallic gold and attach a sign reading *Our Golden Book Basket*. Explain to students that this basket will be used to hold those books that students think are simply the “best of the best.” Generate some criteria with students that might make a book earn its golden status. Because it is hilarious? Has a great protagonist? Beautiful language? Is highly informative? Has beautiful images? Great topic? There are no wrong answers, for these are personal favorites. Also generate a list of possible genres that might make it into the basket, from poetry to photo-filled animal books. The only sure criterion is that the child has read the selection and believes that her peers would enjoy it as well.
2. Hand out the Golden Book Basket Winner form to each student. Tell them to think about a book they want to nominate for this distinction. This teacher-supported modeling will be important for later independence.
3. The next day, fill out forms as a class, guiding kids to help them fill out the various sections. Verbalize your thinking or probe for details as appropriate.
4. Ask for volunteers to share the Golden Book Basket recommendations orally on a daily basis. This is an excellent way to use meaningful reading and writing to build enthusiasm for reading and broaden selections for new readers. Encourage peers to ask questions about the recommendations.
5. Place the Golden Book Basket recommendations in the book and display them in the basket. Students may self-select their own or other books for reading either independently or with peers.

Teaching Tips

- * Form Golden Book Basket discussion groups during which students can do a book talk on their pick and respond to questions. You may also form groups to initiate engaging discussions among students who have read a common text for discussion and extension.
- * Share text selections beyond the classroom by creating a Traveling Golden Book Basket. These student recommendations can travel to other classrooms to inspire other readers.
- * Encourage parents, teachers, and staff to create traveling Golden Book Baskets. The librarian may recommend books that are new to the library or wonderful treasures students do not know about. The principal or staff members may create a basket of books they loved as children. Parents may recommend books they read to their children. This is a wonderful way to demonstrate reading for pleasure while modeling that reading is a worthy personal pursuit.

Golden Book Basket Response

Fold the completed book form in half and insert in the selected book



Golden Book Basket Winner

Nominated by:

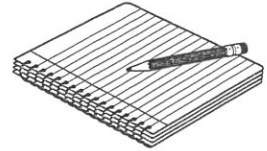
Title

Author

I love this book because

You should read it because

My Summary Hook



My Picture Peek

Student Anchor Chart



What It Is

The Student Anchor Chart is a small-group adaptation of Debbie Miller's classroom anchor charts (Miller 2002) that provide a classroom reference for learning. A Student Anchor Chart allows you to connect classroom instruction to small-group learning activities so that students can apply learning in appropriate texts with support.

Instructional Focus

writing to support learning, discussion

When to Use It

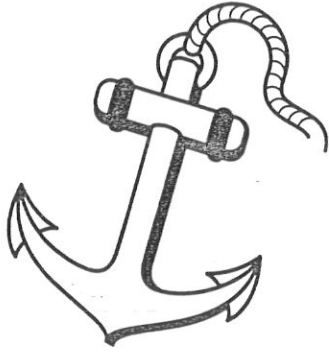
Use this tool to support teacher instruction and as a reference to add new learning in small-group settings or to review learning with peers.

What to Do

1. Select a teaching point that supports your curriculum and student learning goals. This is a concept that all students will need, so provide the initial teaching in the form of a whole-group minilesson. It is preferable to use a meaningful text to support the concept. This may be a brief read-aloud or shared reading activity such as a poem. If you are using a shared reading activity, be sure that it will be a high-success text for all students. The text is simply the conduit for promoting the learning ideas so it must be accessible to every learner.
2. Record the important learning points on the board as students add these ideas to the form. In first grade, you may record simple points on the form in advance and ask students to add a picture. This may include a definition of a concept or key ideas. Always bring this learning back to the text so that you maintain a meaningful context and engage students in discussing these ideas. This may result in rereading key text illustrating ideas.
3. As you meet with students in small-group settings, use the anchor chart to revisit the important ideas. Use a carefully selected text to highlight these same concepts. Students will add new points to the bottom section of the anchor chart. These are examples that support the learning concept—such as words with a particular pattern, literary examples, or specific text samples.
4. After your small-group activities, provide time for students to share their examples with peers. These all revolve around a common instructional activity so the varied examples will provide a wide range of learning opportunities that will reinforce and extend learning as students share different ways of looking at the same concepts using various resources.

Teaching Tips

- * At the completion of small-group activities, revisit the concepts as a class. Each group may be asked to restate this learning in its own words and share examples using its text by reading brief portions aloud.
- * Use the Research Anchor Chart to focus on a common topic. Introduce the topic with a whole-group read-aloud. Discuss the topic and generate key questions to record at the top of the form. These are general questions that will be relevant to all students. You may also introduce several key words and record these on the bottom left of the form. Every small group will then read a text at an appropriate level on that same topic and respond to the questions or add new words. The "BIG Picture" on the bottom right is a place to record a summary of ideas or create an illustration.
- * Create a display revolving around the learning concept. This may include brief summaries of important ideas, definitions, or students' illustrations. The display should reflect in a new way what students have learned and should be used as an ongoing research reference as new ideas are added.



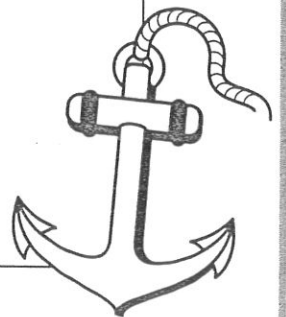
Student Anchor Chart

Lesson Focus _____

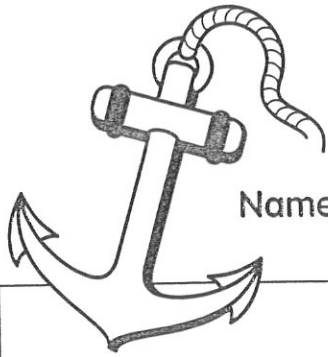
T
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A large empty rectangular box for writing notes or a lesson plan.

P
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Research Anchor Chart



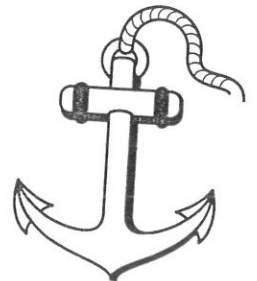
Name _____

Topic _____

Q
U
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Key Vocabulary

The BIG Picture



Wearing Words



What It Is

In *Wearing Words* students wear words on badges so that word practice can occur at any time during the day. A weekly reading or learning activity is used to identify a pool of words (generally five). Each student selects one of these words and joins a group that becomes the expert of that word. Throughout the week, students are given opportunities to teach their word and to learn words from other experts.

Instructional Focus

vocabulary

When to Use It

Although introducing the words and preparing to become the expert of a word takes time, sharing requires only minutes. Sharing words is a great transition activity as it is easy to reinforce words in any setting without planning since the card states "Please ask me about my word!" Words are then reinforced throughout the day.

What to Do

1. Introduce a new pool of words each Monday. Select five high-utility words or words that allow you to build on important relationships. These are worthy words that may revolve around quality texts or topics in any content area.
2. Introduce words using a classroom reading activity such as teacher read-aloud or shared reading. Target a specific meaning according to the context of the selection to initiate word study and focus attention on a specific meaning for independent or small-group study.
3. Students select one word for deeper word study and groups are formed based on these selections. Each word expert group will use the form to create a teaching plan by recording key information. Collaboration enhances understanding through deeper engagement with words.
4. Each student needs a Word Expert card placed in a name badge that is worn for the remainder of the week. Each day, students rotate around the room to work with several partners. Students stand face-to-face and share three points:
Name: "What is the word?"
Explain: "What does it mean in your words?"
Claim: "What is a personal, real-life example?"
Partners restate this learning and add a tally mark on the *Wearing Words Plan* form to represent frequency of use or multiple exposure to words.
5. During the week, students add a visual reminder of learning to reflect their growing understanding of the words. Encourage visuals with details to reflect this learning. These are used for a sharing activity at the end of the week to further reinforce word knowledge. Repeated exposure to words is key.

Teaching Tips

- * After ample modeling, you can modify this activity for independent reading using words that students select. Make sure selections are worthy words that challenge students and that the words' meanings are explained rather than memorized. These personally relevant words lead to high levels of engagement and relinquish control to students.
- * Create a bulletin board to highlight learning with a student illustration or make *Wearing Word Booklets* by adding a personalized definition and picture to the back of the card. These may be added to the wall word cards described in "Code Red Words" on page 63. This will provide continued exposure to previous words to ensure long-term word knowledge while providing an ongoing tool.
- * Use *Wearing Words* to reinforce content area words that revolve around a specific topic. This may require spending more time in the expert groups to explore words from a broader perspective that relates to the topic. Create written references of each word for continued reinforcement such as a display or class-created collection of words related to the topic.

Cards fit into the 2¼-by-3½-inch clip-on plastic badge holders found at most office supply stores.

 **Word Expert** 

[Empty rectangular box for writing a word]

Please ask me about my word!

 **Word Expert** 

[Empty rectangular box for writing a word]

Please ask me about my word!

 **Word Expert** 

[Empty rectangular box for writing a word]

Please ask me about my word!

 **Word Expert** 

[Empty rectangular box for writing a word]

Please ask me about my word!

 **Word Expert** 


[Empty rectangular box for writing a word]

Please ask me about my word!

 **Word Expert** 

[Empty rectangular box for writing a word]

Please ask me about my word!

 **Word Expert** 

[Empty rectangular box for writing a word]

Please ask me about my word!

 **Word Expert** 

[Empty rectangular box for writing a word]

Please ask me about my word!

Wearing Words Learning Plan



P
L
A
N

Word _____

Word	Learner Tally	Visual Reminder

"Code Red" Words



What It Is

"Code Red" describes challenging words that need to be remembered but require more time and effort to do so. In this activity, "Code Red" words are recorded on cards that include group-generated definitions and mnemonic devices, such as illustrations or words that may reflect a confusing spelling. These cards are then prominently displayed in the classroom so that you and your students can revisit these "Code Red" words until everyone is familiar with them. Personal "Code Red" words may also be created for individual students as appropriate.

Instructional Focus

vocabulary, spelling

When to Use It

Use this activity prior to a read-aloud or shared text that contains some words that may be challenging, such as sight words *they* or *said*, easily confused spellings, such as *their*, *they're*, or *there*, or before beginning a topic of study involving difficult words (for example, a lesson on butterflies would contain words such as *metamorphosis* and *pupa*).

What to Do

1. When you first use this activity, explain that "Code Red" is used to describe an emergency. You may create a visual in the form of a stoplight emphasizing that red means to stop and think. Emphasize that these words are very important, yet very difficult, so it is important to spend more time and effort on learning them. The words you and your students identify as "Code Red" words will be displayed around the room to help everyone practice learning them on a daily basis.
2. Introduce these words with examples to reflect learning relevance. Discuss what may make a word "Code Red," such as words that do not fit common patterns or words that have complex meanings or unusual letter combinations.
3. Using the form, demonstrate how to record words on the cards in ways that make them easier to learn. Generate personal definitions, highlight challenging patterns or letter combinations, or add a picture or trick to aid in remembering the word.
4. Display these words around the room in high-visibility spots. Focus on a few words at a time for high engagement and repeated practice. Limit the number of words displayed at a given time to focus more intently on the selected words. Words will change during the year as students change.

continues

Teaching Tips

- * Remind students that these words are both a resource for reading, writing, and discussion. Emphasize that using these words in their writing is one way to help them demonstrate understanding and take ownership of words.
- * Turn "Code Red" words into a group booklet related to a topic or specific pattern of word learning. These will be used for continuing review and reinforcement.
- * Create wall cards for individual sets of words for ongoing practice. Each student will have a set of cards combined with a ring holder or piece of yarn for instant access. Attach cup holder hooks on the wall to hang wall cards for daily practice alone or with a partner or the teacher. Create a second set of cards to reinforce words at home. These can be placed inside a bag for easy transport (dubbed "baggy words" by students).
- * This activity can easily be individualized. Use the small cards for student-focused words. Have students identify personal "Code Red" words (or you can help them do so during individualized instruction). Students can then practice these words on their own or with a partner (this partner can be you). The word may also be taped to their desk for immediate access and review as they are learning the word.

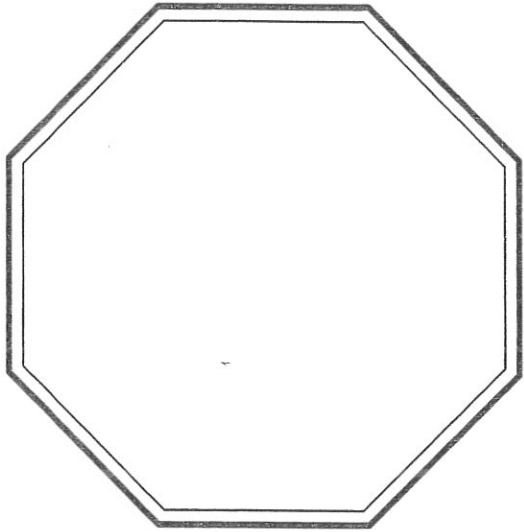
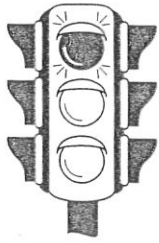
"Code Red" Words *(continued)*

5. Take advantage of every opportunity to draw attention to these words and to have students practice them. Students can rotate around the room to practice words or volunteers can spell or define each one from memory. Some words may be highlighted for weeks or months. Pause during the day to highlight one or two words briefly. Spending a few minutes throughout the day will be helpful. Also, use the cards as a reference when words arise in print (Who can find that word displayed on our wall?).
6. Celebrate success by noting when students have integrated these words into their personal vocabulary or can spell them on their own—the words no longer need to be labeled "Code Red." Be sure to emphasize that words may need to be recycled to reinforce students' awareness until they become a permanent part of their learning. This often occurs when you remove words too soon or do not reinforce them frequently enough.

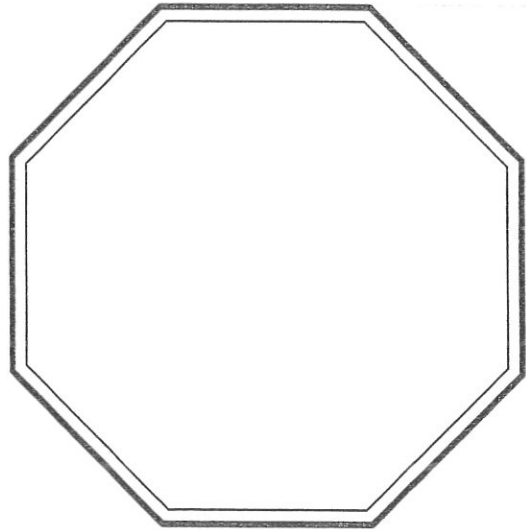
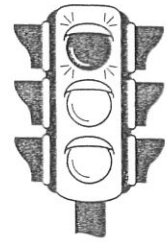
Teaching Tips

- * Use word cards for a quick review before a small-group activity. Students can share their words with a partner before reading. This is a high-success way to initiate small-group work.
- * Let students complete the Code Red Comparison Form with a partner. These may be homonyms, homographs, or easily confused words. Students collaborate to create a visual and "trick" to learn the word for display.

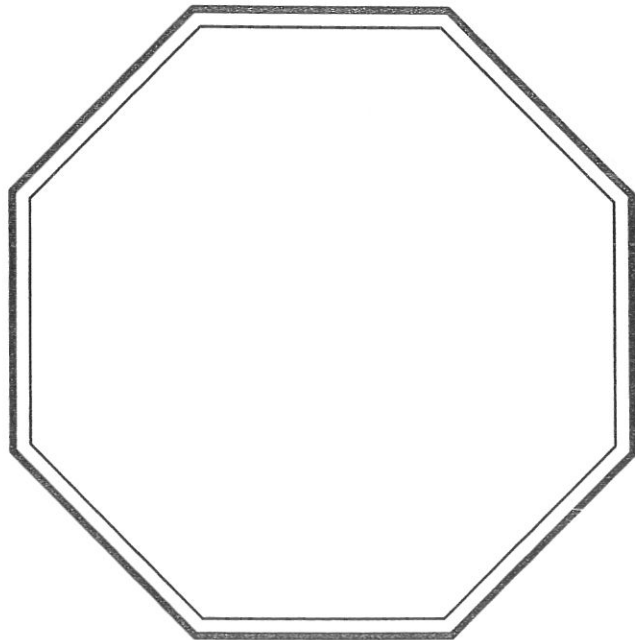
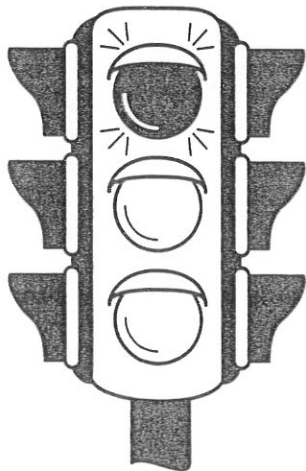
**Code Red
Word**



**Code Red
Word**



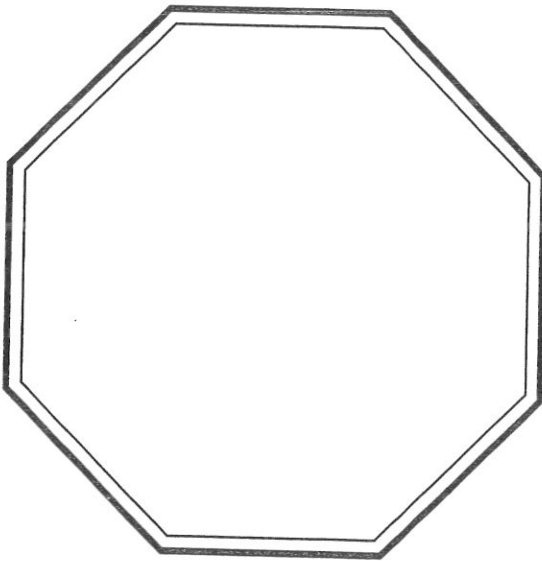
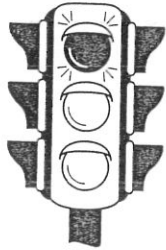
**Code Red
Word**



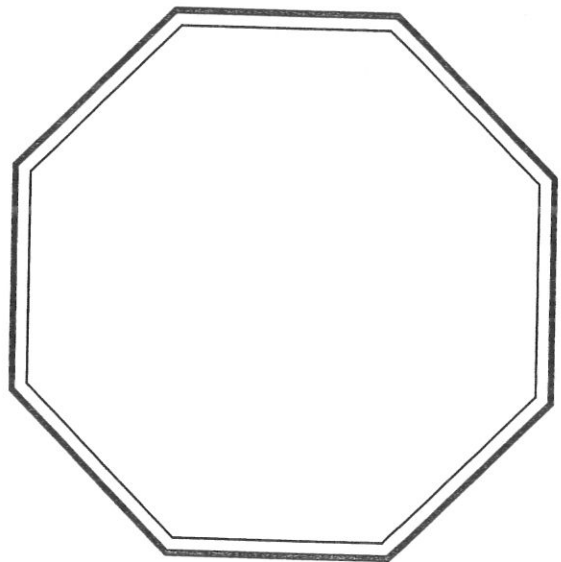
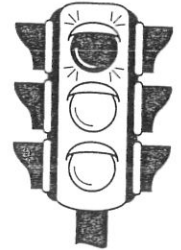
Code Red Word Comparison Form

Name _____ Date _____

**Code Red
Word**



**Code Red
Word**



Word 1: _____

Word 2: _____

How to remember this word

How to remember this word