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Handouts Available at thesmartiezone.com

Skills for Success:

- Enthusiasm toward Learning!
 - The Desire to be Independent
 - Get Along with Others
 - Oral-Language Skills
 - Ability to Listen
 - Gross/Fine-Motor Ability
 - Basic Letter and Number Recognition
- Foundation Skills

Five areas of children's development

- Physical well-being & fine/gross motor skills
- Social and emotional development
- Motivation and engagement
- Language development
- General knowledge and cognition

-- National Education Goals Panel

How do you like to
start your day?

How do you like it
to end?

The Way We Choose to Start/End Our Day:

- Speaks volumes of what we value in our classroom
 - Sets the stage for the day
- Integrates: reading, writing, listening, speaking & viewing skills
 - Emphasizes shared responsibility
 - Builds “Problem-Solvers”
 - Highlights our belief in how children learn best!
 - “Cements” our Community

Routines

- Communication Folders
- "Home" Work – Home Connections
- **Morning Meeting**
- **Afternoon Wrap Up**

Home/School Folder

Dear Parents,

Notice the new label on the front of your child's folder. This folder is now known as the Home/School Folder. Each day important papers and notes will be put in this folder to be delivered to you. Please note: One side is labeled "**Left at Home**" (please take those papers out) and one side is labeled "**Bring Right Back**" (those item(s) should be returned in the folder). All notes and money from home should also be sent back in the folder. Anything small (i.e. coins, post-its) should be placed in the zipped case for safe arrival. The Home/School Folder needs to be carried to and from school **each day** in your child's book bag. I will ask the children to bring them to me first thing each morning and will give them back at the end of each day. Please remember to ask to see this folder each night.

Thank you for your support,



March

Did March come in "like a lion or a lamb?" – Explain what this means	Are you more like a lion or a lamb – Tell why?	Find 7 things in your house that are green? Are these items always green?	Who is Dr. Seuss – what made him famous? Do you own anything associated with him?	Create and illustrate a new character for a Dr. Seuss book
List and count the number of things in your home that use electricity	Record the name of your town/city, state and continent	List the colors of the rainbow and think of 1 thing that represents each color	With a parent, operate an appliance in your home – how does it make life easier?	Invent a new flavor for <u>jello</u> or pudding – Ask an adult to help you make a dessert
What is St. Patrick's Day? Why is it celebrated?	Design a trap to catch a leprechaun	If you were planning a St. Patrick's Day party, what would you serve?	Compile a list of items that people believe bring good luck – do you believe that they do?	Predict the weather for each day of the next week
How many months of the year start with the letter "J" – list them and tell which month's name has the most letters	Find 7 items in your home that are green – sort them from lightest green to darkest green	Examine 3 items in your refrigerator and list the item's ingredients	Count the number of steps from your house to the mailbox	Diagram your ideal playground
Collect a nail, paperclip, cotton ball, penny & a piece of string – which items float & which sink?	Estimate how long it will take to make dinner, then keep track. Were you close or far away?	What heats the water in your house? Ask a parent to show you the source	Play a game with someone who lives with you	Ask an adult to help you to perform a "random act of kindness"
Do 2 chores in your home – why do the things need to be done?	Count the number of framed pictures in your house, which is your favorite? Why?	Answer the question – what happened to dinosaurs?	List 3 ways to exercise – do one and record how it makes you feel	Tell someone what you heard and who you saw at school today

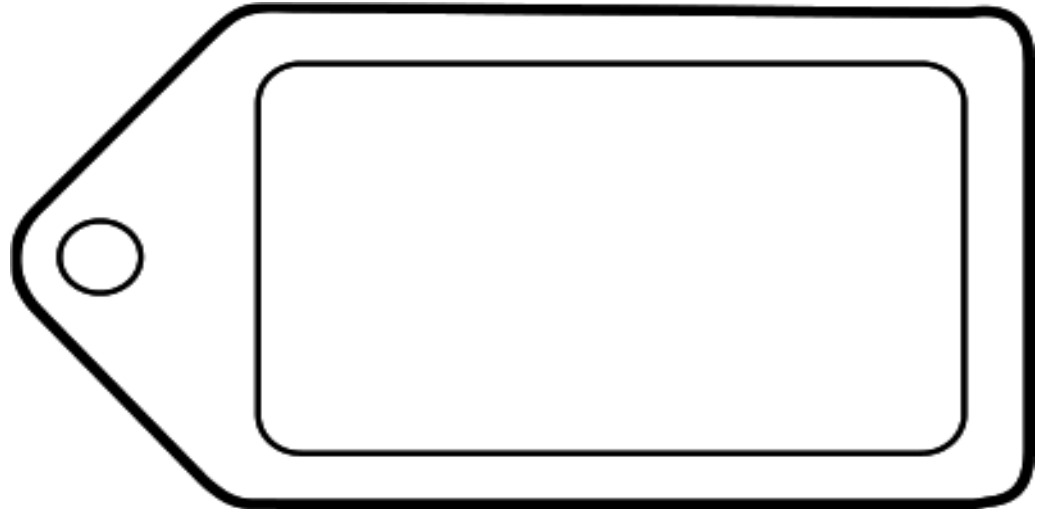


Do I have my...?

Coat
Folder
Lunchbox
Book

Do I have my...?

Coat
Folder
Lunchbox
Book





Morning Meeting

~Interactive Chart
(Colors POP!)

~ Look back - Look
forward

~Schedule

~Song/Exercise

~"New News"

Name the 2 Personality Traits
that Educators of Young
Children Share

#1 – Nurturing
#2 – Controlling

Basic Principles

- Good Choice/Bad Choice!
- Don't Assume
- Responsibility
 - Can/Should be taught
- What if it doesn't work?

DON'T GIVE UP!

Levels of Management



- Prevention – Routines ~ Model ~ Approach
- Intervention – Replacing ~ Ownership ~ Teaching
- Crisis – “We do what we know” ~ Fight OR Flight

- Emotions High = Problem Solving LOW!
- END Power Struggles
- You can NEVER have to much Empathy for another person

FAIR ISN'T

everybody getting the
same thing.....

FAIR IS

everybody getting
what they need
In order to be

SUCCESSFUL.

Outline A Plan

- Prioritize ~ What is it that we Want/Expect?
- Address Feelings ~ Behaviors
- Environment ~ Physical & Emotional
- Create ~ Practice ~ Model Rules
- Rituals ~ Transitions ~ Signals
- Toolbox of Management Strategies

The rule - _____

- Day 1 –
- Day 2 –
- Day 3 –
- Day 4 –
- Day 5 –

- _____

- _____

- Day 1 – Activity: What does it mean?
- Day 2 – Activity: Right vs. Wrong
- Day 3 – “Dreadful” Words
- Day 4 – Tone of Voice
- Day 5 – “What would you do?”

Situation Cards

Mom says "stay out of the street" but you really want to ride your bike on the road...

The mailman stops at your house when you are in the yard alone and calls you over...

You are throwing a ball around and it breaks a neighbor's window, they are not home...

You see really nice flowers that you would like to pick in your neighbor's yard...

There is a dog loose in your neighborhood and you see him...

You don't like the boy/girl that lives next to you and they are outside...

Older kids on the bus call you names...

You are outside playing and you see lightning and hear thunder...

You have asked your brother/sister to stay out of your room, but they went in...



Lesson 6 - Sharing

- We often think of sharing as a good thing but in reality there are things that we don't want children to share. No one wants to see the lip balm passed among 20 children. Mom might tell you not to share your snack, is that okay? When to share and when it is okay not to share is an important lesson. Talk with children about things you would and wouldn't share and how to tell someone that you don't want to share or cannot share something with them. This could also extend to secrets. When is it important to share a secret and when we should keep secrets to build trust.

Lesson 7 – Use Your Words

- It is said that body language can speak volumes but in the case of working with children our goal is to teach them to use their words. Pouting, screaming, crying, throwing a fit, lashing out with hands, heads, feet or teeth is not appropriate in conveying what you want or need. Show examples of things that you may want or need and tell the children how you would use your words to try to fulfill the want or need. I sometimes do a “mock fit”, stamping my feet and whining that I want coffee. I asked the children what they think I can do and how I might ask someone for help to get coffee.

Lesson 8 – Empathy

- Each of us has the right to feel the way that we feel. Learning to show empathy to others is a lifelong skill that builds better relationships. Empathy means to understand how someone else feels, to try to put yourself in their shoes. You don't have to agree or approve, you just have to acknowledge that everyone has the right to feel the way they feel. Give examples of how some people might feel upset if you cut in line but others might not. Try to understand why the person that you cut in front might be upset. I talk about people at airports trying to cut in lines and how adults get upset too. But if the person at the airport tells you that they have an emergency and their mother is ill, we all become much more understanding. Try to see the good in others. Don't always assume that their actions are a direct attack on you.

Lesson #9 – Broken Feelings

- Create a beautiful paper flower that has many petals, a stem and leaves. Ask the children if they like your flower. Share that it is very special to you. Ask them what they would think if someone walked up and tore one of your petals or leaves off. Tear one off. Show and tell them how it makes you feel. Do it again and again until there are no petals or leaves left. Children will often use the word mean to describe someone who would do that to my flower. I tell them it is the same with people. If someone is mean, they tear at your heart and you can never put it back together exactly as it was. I tape the flower back together and remind children that there is still evidence that someone was cruel to the flower. Scars can last a lifetime.

Lesson #10 – Fair versus Equal when it comes to the Rule

- Explain that circumstances and level of learning matter when it comes to infractions to the rule. Everyone won't be treating exactly the same because we aren't the same in level of understanding, self-control or need. As a teacher, I tell them that I will always be FAIR, but that at times, fair won't mean the same or equal. We are all at different levels in terms of many, many attributes and that moving forward requires that we address each person's needs based upon their own attributes. The world will be a better place when we recognize that there are instances where being treated *fair* is much better than being treated *equal*.

Lesson #11 – OWN it!

You are the final say in what you do and the words you speak. Never give someone else the power to “make you do something”. Own your own behavior and any rewards or consequences of that behavior. Start discussions about disagreements with “I”, not “he” or “she”. Own it and you hold the power to decide.

Types of Vocabulary

- Everyday
- Domain Specific
- Academic

How do Children Acquire Vocabulary?

- ☐ Verbal interaction
- ☐ Reading
- ☐ They are TAUGHT

How “Word Wise” Are You?

Word	Know well can explain	Can relate to a situation	Have seen or heard it	Do not know at all
------	--------------------------	------------------------------	--------------------------	-----------------------

Pompous

Apoplectic

Enviology

Word - Associations

Picture

In My Own Words

USE

Early Academic Vocabulary

- | | | |
|---------------|---------|-----------|
| ● after | | |
| ● again | does | |
| ● agree with | even | |
| ● also | every | only |
| ● any | example | part |
| ● appropriate | explain | perform |
| ● audience | finish | place (v) |
| ● because | just | point |
| ● before | list | put |
| ● clue | many | self |
| ● copy | much | sort |
| ● detail | must | start |
| ● differ | near | such |

Speaking Activities

- Social Interaction
- Play
- Storytelling
- Puppets
- Songs
- “Your Turn” Talk
- Interactive
Charts/Books

Listening Activities

- Echo Reading
- Follow the Directions
- "Tell me what I said"
- Slump or Jump
- Songs

Popcorn

Tune: Shoo fly don't bother me

Popcorn please pop for me
Popcorn please pop for me
Popcorn please pop for me
Pop, Pop Popcorn

Tap your right foot
Now your left foot
Tap both those feet
Pop, Pop Popcorn

Twist your waist
Do the twist
Gets your arms going
Pop, Pop Popcorn

Arms up high
Arms down low
Arms out front
Pop, Pop Popcorn

Rub your belly
Tap your head
Try to do both
Pop, Pop Popcorn

Popcorn please pop for me
Popcorn please pop for me
Popcorn please pop for me
Pop, Pop Popcorn

Grab your right knee
Grab your left knee
Cross-over
Pop, Pop Popcorn

Jump forward
Jump backwards
Jump up and down
Pop, Pop Popcorn

Turn this way
Turn that way
Spin yourself around
Pop, Pop Popcorn

Let's spin again
One more time
Are you feeling dizzy?
Pop, Pop Popcorn

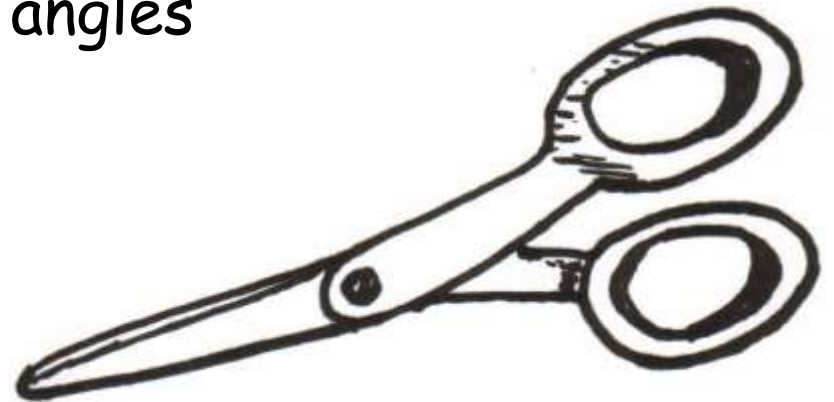
Touch your toes
Touch your nose
Can you touch both?
Pop, Pop Popcorn

Popcorn please pop for me
Popcorn please pop for me
Popcorn please pop for me
Pop, Pop Popcorn
Repeat

Cutting

Use a thick black line to guide cutting the following:

- A fringe from a piece of paper
- Cut off corners of a piece of paper
- Cut along curved lines
- Cut lines with a variety of angles
- Cut figures with curves and angles
- Cut clay with blunt scissors



Placing and Pasting



- Place a variety of forms (eg. blocks, felt, paper, string, yarn, cereal, cotton) on outlines
- Match shapes, color, or pictures to a page and paste them onto an outline

Tracing and Coloring

- Create Thick Tracers
- Trace and then color shapes
- Trace Hands/Feet (sand, fingerpaint)



Everyday Motor Skills

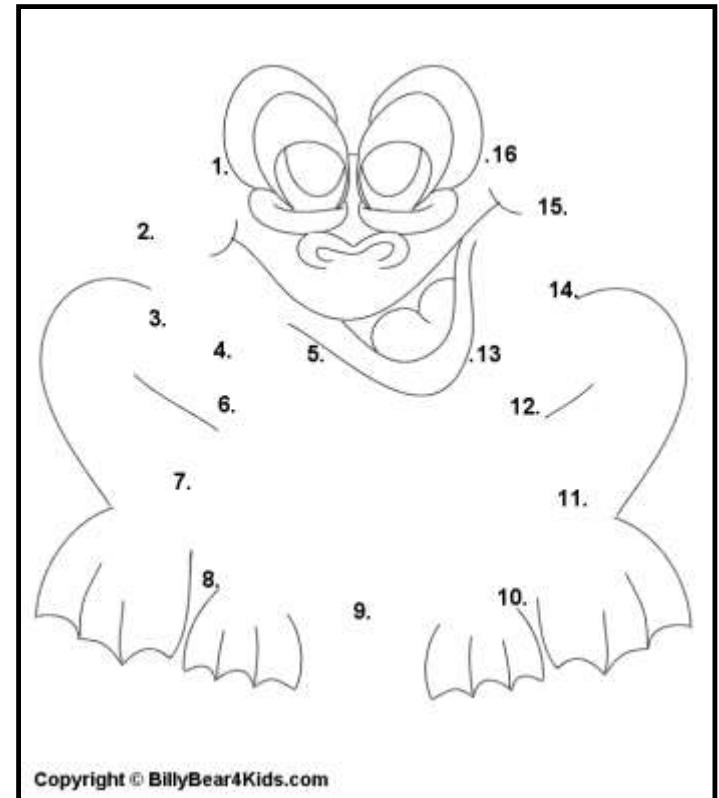
- Dressing
- Buttoning/Lacing/Tying
- Snaps/Zippering
- Beading
- Carrying
- Opening/Closing ~ Locking/Unlocking a Door
- Opening/Closing Markers, Glue, Paint
- Opening Juice Boxes/Snacks
- Vacuuming a Rug/Sweeping a Floor
- Rolling Dough, Cutting Dough, Cooking Activities
- Washing Hands



Pre-Writing Skills

Dot-to-dot drawings of pictures, objects, shapes, numbers, letters, etc.

- Typing exercises
- Tile, mosaic, dominoes
- Folding activities
- Fine coloring
- Writing in the Air



Skills for Success:

- Enthusiasm toward Learning!
 - The Desire to be Independent
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 - Ability to Listen
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 - Basic Letter and Number Recognition
- Foundation Skills

B b

✂----- Trace the letter in three different colors.

B B B -----

b b b -----

✂-----
P a d b
b B
b a B

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Circle all the uppercase B and lowercase b letters

© ABC's – 123's & Popcorn Words
Set 1 & 2 CD by Donna Whyte

I spy the letter

✂----- Bb
Bb is for

✂----- Draw or glue a button here

_____'s brother
bounced balls

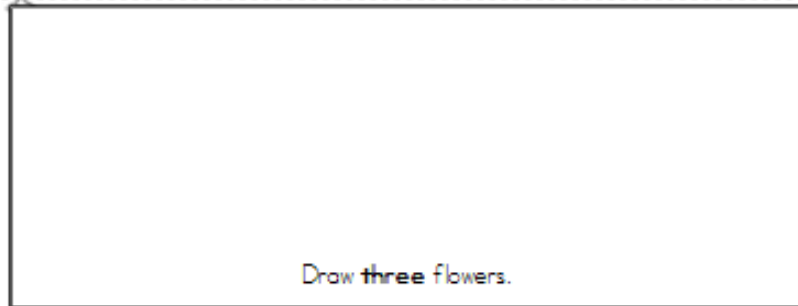
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3 three

Trace the number and the word in pencil, highlighter and crayon.



Trace and write the number.



Draw **three** flowers.

Find and count "3" or "three" in your classroom, the newspaper or a magazine.



Write a sentence using the word "three".



3



8



three



Find and circle things that represent "three".

the

Trace the border of the in highlighter, marker and crayon

the

the

the

then

they

the

then

the

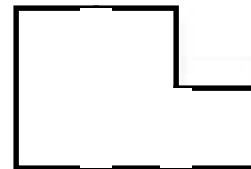
to

the

Circle the word the

Find the word the in the room, a newspaper or a magazine

Dictation



the



Go to the door.

The Good NEWS!

“Although public schools are responsible for educating *all* students, they historically have had greater success educating middle-to-upper income and white students than poor and minority students. Nearly all the worst-performing schools are high-poverty schools. But there are striking exceptions to the pattern of low income/low performance. There are enough schools that defy the trend to prove that the background of the student body does not have to determine achievement results.”

Inside the Black Box of High-Performing High-Poverty Schools

Staff has the Following Qualities:

- **Enthusiasm** about education and teaching
- Ability and Resources to raise student achievement
- Strong content knowledge – Reading becomes the Default Curriculum
- Able to map curriculum standards into instruction and compact curriculum
- Able to use data from student assessments to improve teaching methods
- Can offer Quality/Expertise in Teaching a Specific Group

10 Ways to Become a Better Reader

1. Read

3. **Read**

5. Read

7. *READ*

9. **READ**

2. **READ**

4. **Read**

6. *Read*

8. Read

10. *Read*

What Creates a **LOVE** of Reading?

- Comfortable
- Allow Interaction
- Learn Strategies
- Choice
- Fun



The Many Strands that are Woven into Skilled Reading (Scarborough)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

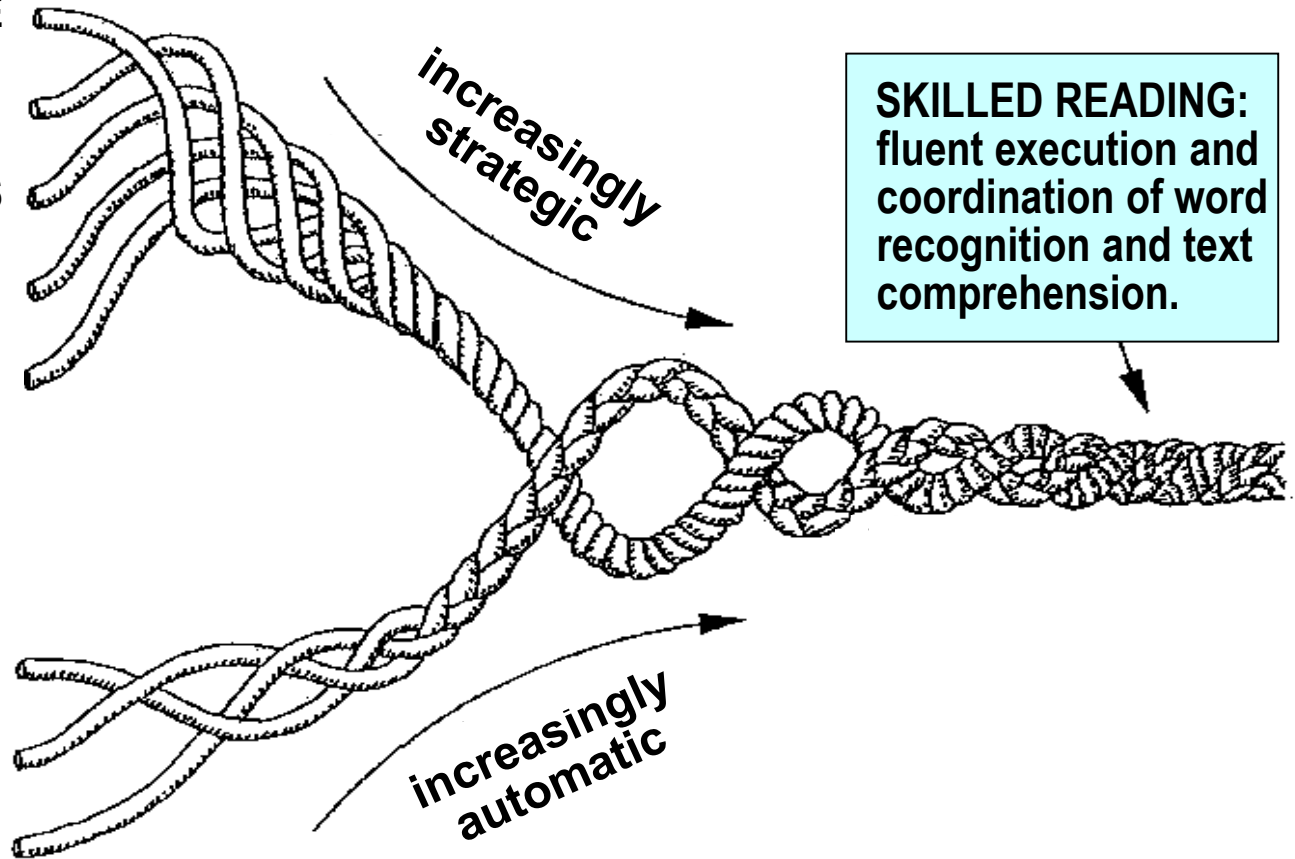
LITERACY KNOWLEDGE

WORD RECOGNITION

PHON. AWARENESS

DECODING (and SPELLING)

SIGHT RECOGNITION



SKILLED READING:
fluent execution and
coordination of word
recognition and text
comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Reading is NOT a set of Pre K, K, 1st, 2nd, ... grade skills – Reading occurs on a continuum and classrooms must be built to assess and teach where each student is on that continuum.



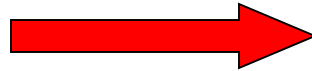
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Reading Components and the "Big Five"

Means
DECODING



End
COMPREHENSION

Fluency

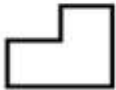





- Phonemic Awareness
- Phonics



- Vocabulary
- Text Comprehension



Popcorn Word Practice Cards


Set #1



 of 
A jar of jelly.


 a 
That is a bug.



 in 
Dig in the sand.



 you 
Do you like milk?

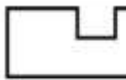

 it 
Where is it?



 the 
Open the door.

 and 
hammer and nail



 to 
Go to the bank.



 is 
The pan is hot.



 that 
I see that penguin.

 he 
Can he have the book?

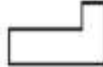
Set #2

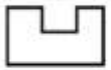

 or 
big or small

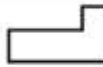

 one 
He had one cookie.

 had 
She had a pencil.

 by 
Sit by the fan.

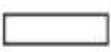

 word **Word**
Write the word.


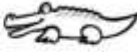
 but 
I ate but I am still hungry.

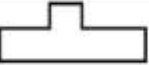

 not 
The ladybug is not big.



 what 
I heard what you said.

 all 
He ate all his vegetables.

 were 
They were on the island.

 we 
We saw an alligator.

 when 
When did he leave?

 your 
Is that your purse?



&

ESGI

SAVE 400 HOURS

TARGET AND DIFFERENTIATE INSTRUCTION

ESGISOFTWARE.COM/START
USE PROMO CODE:
TheSmartiezone



Know the Language

Read the paragraph below and fill in the missing words:

The problems that confront p_____ in raising ch_____ from in_____ to adult life are not easy to _____. Both fa_____ and m_____ meet with many di_____ in their concern for satisfactory pro_____ from the e_____ stage to later life. It is important that young ch_____ should have plenty of s_____ and good f_____ for healthy growth. B_____ and g_____ should not occupy the same b_____ or sleep in the same r_____. They are often afraid of the d_____.

Examples of Rules:

	Poverty	Middle Class	Wealth
Possessions	People	Things	One of a kind objects or pedigrees
Money	Use or spend	Manage	Invest
View of the World	Local	National	International

Teaching Writing

- Modeled Writing I - I
- Shared Writing We - I
- Interactive Writing We - We
- Writer's Workshop We - You
- Independent Writing You - You

The Writing Process

- **Focusing** - Brainstorm ~ Strategies for "What will I write about?" - List
- **Ordering** - Sequence, Graphic Organizer, Beginning-Middle-End, Transitions
- **Drafting** - Draw &/or Write
- **Revising** - Read the Writing & Add Detail to Picture and/or Writing ~ Check for Clarity
- **Proofreading** - Spelling, Capital Letters, Punctuation, Author's Name, Grammar
- **Publishing** - "to share" ~ Product





Helpful Words

first second
also before next
before then last
finally

How to - Take Care of a Pet  	How to - Make Pancakes 
How to - Wash a Car 	How to - Brush your Teeth  

Report on - A Household Item  	Report on - A Great Invention  
Report on - A Place  	Report on - A Sport  





Words to Use

In my opinion I believe
It seems My view
example fact I feel
I'd like to share

Helpful Hints

color size shape
use habitat enemies
equipment compare to
job description facts

Describe - A Great Pet  	Describe - A Fun Vacation  
Describe - Your Room 	Describe - Your Neighbors 

Persuade - A parent to read you a book 	Persuade - Someone to take you out to eat 
Persuade - Someone to be your friend 	Persuade - Someone to let you skip a day of school 



3 Ways to Write



Draw a Picture



Kid Writing

Smartie Writing ~ Brave Spelling



Write the Word



Editing Pencils



Includes:

- 30 Double-Ended
Green/Red Pencils



- Label for Editing Pencil Jar



- 2-Finger Check Card for
Each Student



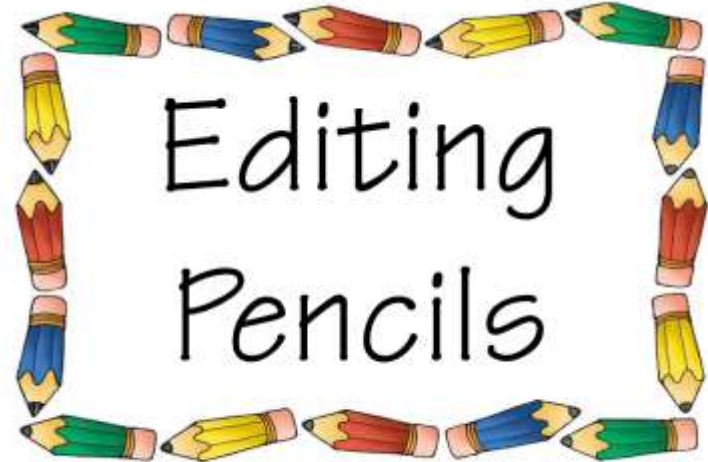
(Lower/Upper Elementary Choices)

- 2-Finger Check Class Sign

\$17.50

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Editing Pencils



Labels for Editing Pencil Jar

2-Finger Check



Did I use a **capital**
letter at the beginning
of my sentence?



Did I use a **punctuation**
mark at the end of my
sentence?

My Writing Words

and Word Theme Cards

by Donna Whyte

My Writing Words
and Word Theme Cards
by Donna Whyte

My Writing Words was created to support your young writers in achieving success in finding the words they need most! This book contains Fry's First 100 words*, along with the words that our writers need throughout the year. The word lists include graphics that aid young writers in finding the words they want. Themes included are:

Colors	Fall	Christmas	Animal
Numbers	Fire Safety	New Year	Spring
Family	Halloween	Winter	Weather
Pets	Holiday	Dental Health	Easter
Birthday	Veterans Day	Ground Hog's Day	Earth Day
School	Thanksgiving	Valentine's Day	Sports
Apple	Hanukkah	St. Patrick's Day	Summer



For more information visit
www.thewritingwords.com © 2019
Donna Whyte



Pet Words

bird
cat
dog
fish
guinea pig
hamster
iguana
mouse
rabbit
snake
turtle

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Birthday Words

banner
balloons
birthday boy
birthday girl
cake
candle
cupcake
party hat
present

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School Words

backpack
books
bus
classroom
crayons
glue
lunchbox
notebook
paper
pencil
scissors
teacher

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Winter Words

boots
coat
hat
igloo
mittens
penguin
scarf
snowballs
snowflake
snowman

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Dental Health Words

cavity
dentist
mouthwash
floss
smile
tooth
tooth fairy
toothbrush
toothpaste

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Ground Hog Day Words

6 more weeks of winter
clouds
early spring
grand marshal
groundhog
hole
shadow
sun

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Writing Teacher's Checklist

Directions: Use this checklist for informal ongoing assessment of your students' writing behaviors and skill development, then choose activities that will help them take the next step in their writing journey.

STEP 1 The Sky's the Limit

Uma 9/13 ✓ 12/2 ✓ 3/7 ✓ 4/20 ✓

- | | |
|---|---|
| <input checked="" type="checkbox"/> Scribbles/Makes random marks | <input checked="" type="checkbox"/> Shows interest in writing |
| <input checked="" type="checkbox"/> Uses symbols to represent thought | <input checked="" type="checkbox"/> Needs encouragement to participate in writing |
| <input checked="" type="checkbox"/> Repeats symbols | <input checked="" type="checkbox"/> Most times holds meaning to the child only |
| <input checked="" type="checkbox"/> Non-linear thinking | <input checked="" type="checkbox"/> Basic description of the picture |
| <input type="checkbox"/> Linear progression (imitates writing) | |

STEP 2 The Artist Within - Connecting Thoughts and Print

- | | |
|--|---|
| <input checked="" type="checkbox"/> Recognizable drawings and/or symbols | <input checked="" type="checkbox"/> May imitate writing |
| <input checked="" type="checkbox"/> Drawing is the focus of the writing | <input checked="" type="checkbox"/> Makes some familiar letters |
| <input checked="" type="checkbox"/> Child can tell about picture in more detail (oral language developing) | <input checked="" type="checkbox"/> Letter-like symbols |
| <input checked="" type="checkbox"/> Better understanding that print represents thought | <input checked="" type="checkbox"/> Labels pictures |

STEP 3 Letter Master - Spy - Breaking the Code

- | | |
|--|--|
| <input checked="" type="checkbox"/> Understanding that thoughts can be put in written form | <input checked="" type="checkbox"/> Beginning sound recognition apparent |
| <input checked="" type="checkbox"/> Letter strings to represent thoughts that may or may not be in the words used orally | <input checked="" type="checkbox"/> Shows understanding of left to right print concept |
| <input checked="" type="checkbox"/> Letters may be reversed | <input checked="" type="checkbox"/> Writes top to bottom |
| <input type="checkbox"/> Some writing may appear to be letter-like symbols | <input checked="" type="checkbox"/> Displays one-to-one correspondence |
| <input checked="" type="checkbox"/> Copies print randomly and/or purposefully | <input checked="" type="checkbox"/> Attempts to read their writing |
| <input checked="" type="checkbox"/> One letter represents a word | <input checked="" type="checkbox"/> Shows awareness of spacing |
| <input checked="" type="checkbox"/> Can write name or other "important-to-me" words | <input checked="" type="checkbox"/> Beginning to add detail to picture and/or writing |
| <input checked="" type="checkbox"/> Beginning sounds emerging | <input checked="" type="checkbox"/> Utilizes some high-frequency words |

STEP 4 The Best They Have - Smartie Writing

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses tools to become more independent | <input checked="" type="checkbox"/> Includes vowels (Incorrect e, i, u) |
| <input checked="" type="checkbox"/> Unconventional print based on knowledge and/or experience | <input type="checkbox"/> Begins to relate rules of grammar to writing |
| <input checked="" type="checkbox"/> Attempts to write more than one thought | <input type="checkbox"/> Concepts of print are present (such as Not punctuation marks and capital letters) Consistent |
| <input checked="" type="checkbox"/> More attention to detail of picture | <input checked="" type="checkbox"/> Tells a somewhat detailed story or provides more detailed information |
| <input checked="" type="checkbox"/> More consonants represent words | <input checked="" type="checkbox"/> Utilizes high-frequency words |
| <input checked="" type="checkbox"/> Beginning and ending consonants present | |
| <input checked="" type="checkbox"/> Middle consonants present | |

STEP 5 Future Novelist

- | | |
|--|--|
| <input checked="" type="checkbox"/> Tells detailed story or information | <input type="checkbox"/> Develops a "voice" in the writing |
| <input checked="" type="checkbox"/> Using knowledge and/or experience to convey ideas in print | <input checked="" type="checkbox"/> Spells most high-frequency words correctly |
| <input type="checkbox"/> Uses conventions of print with more intent and frequency | <input checked="" type="checkbox"/> Shows confidence in "trying" the word TRY |
| <input type="checkbox"/> Shows understanding of sentence structure | <input type="checkbox"/> Expanding vocabulary |
| <input checked="" type="checkbox"/> Aims for correct spelling | <input type="checkbox"/> Using vowels in most syllables of words |
| <input type="checkbox"/> Uses tools for resources | <input type="checkbox"/> Begins to string sentences together |
| | <input type="checkbox"/> Begins to use editing techniques |
| | <input type="checkbox"/> Stays on topic |

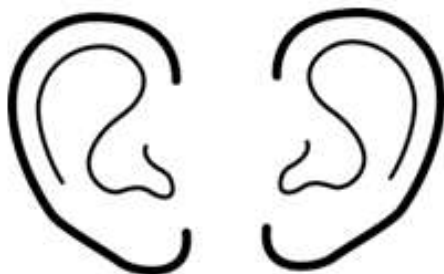


Asking Questions






What do you notice...?

What questions do you have?

Ask me 2 questions.



Voice Level

0		Quiet No Voice
1		Whisper Spy Voice
2		Regular Partner Voice
3		Step Up Group Voice
4		Loud Outside Voice

Shoe Expert



Question Wizard

Second Look
Expert

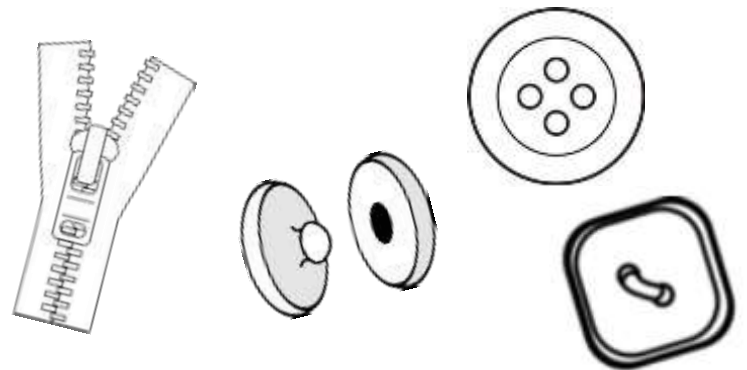


Computer Master

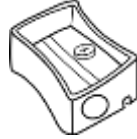


Supplies Helper

Zip, Snap, Button Wiz



Expert Coffee Cup Finder



Skillful Pencil Sharpener

Explain the most interesting thing you learned from this book.

Was there a new piece of information that you didn't know before you read this book?

What do you think about the topic that you read about in this book?

What is this book mainly about?

Pick 2 NEW words from the book and explain what they mean.

Create 2 questions that you have about the topic from the book.

Are there any pictures in the book that helped you to understand more about the topic in this book?

Is there a map, diagram, graph or image that you feel contains the most significant information in the book?

Do you connect any of the information that you read to yourself or your life?

Which facts did you enjoy learning the most?
Which facts did you already know?

Is there a person with whom you would like to share the information you learned?
Why?

Would you like to read more books about this topic?
Why?

Is this book similar to any book that you have read before? How?

How could you learn more about this topic if you are interested?

What questions would you ask the author of this book if you met him/her?

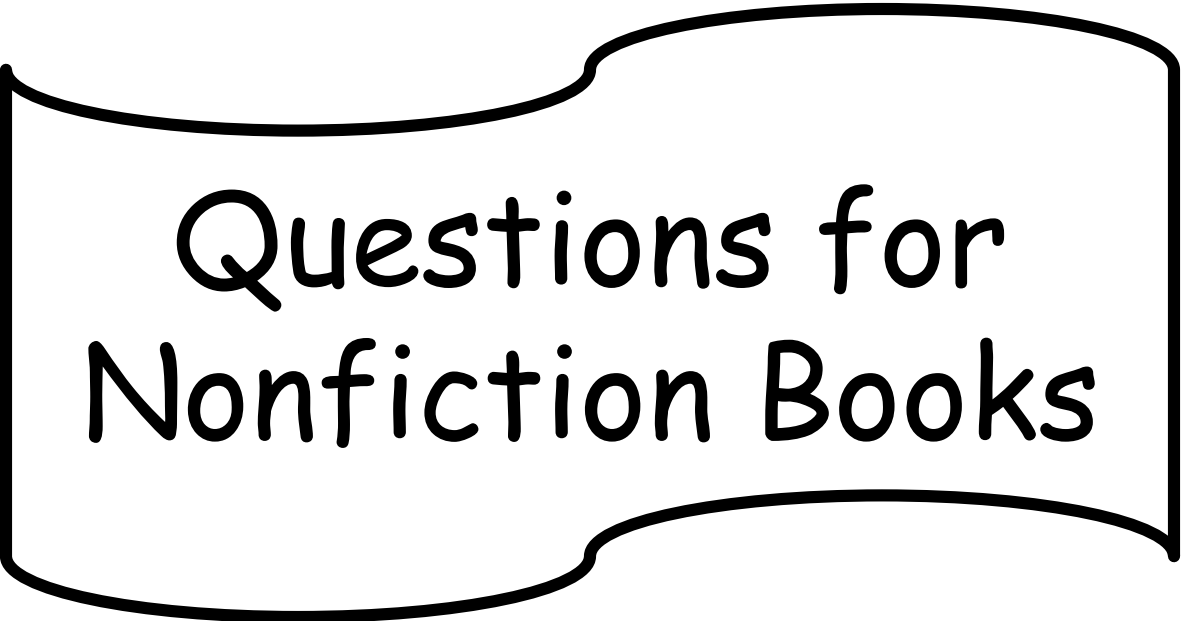
Do you think this book would be of interest to others?
Why?

Do you think it is important to know about this topic?
Why?

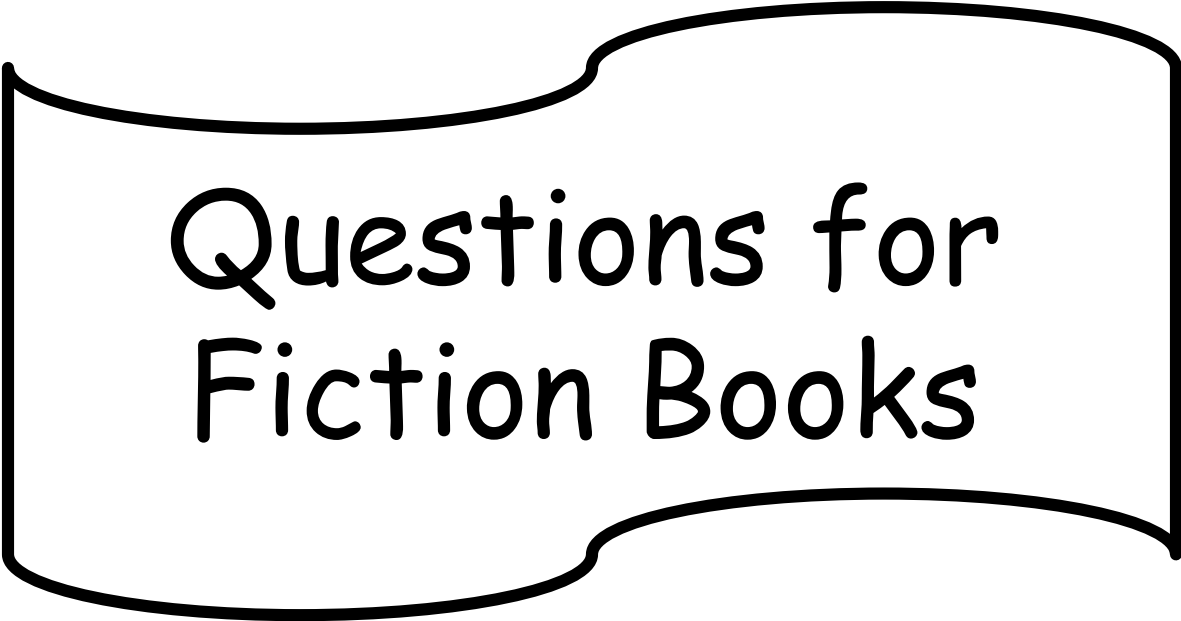
Were there any steps or lists in the book that help you to gain information?

Is the book fact or opinion?

FREE
?



Questions for
Nonfiction Books



Questions for
Fiction Books

Describe the main character	What is this story about?	Is this book similar to any book that you have read before? How?	What was the problem in the story?	What questions would you ask the author of this book if you met him/her?
Do you think this book would be of interest to others? Why?	How did the character deal with the problem in the story?	Tell 2 events that happened in this story.	Should the character have done something different in the story? What? and Why?	Where did this story take place? Do you know a place like this?

What happened at the end of this story?
Create a new ending for the story.

Is there a lesson to be learned from this story?
What is it?

How was the problem in the story solved?

What would you have done if you were one of the characters in the story?

What was your favorite part of the story?

Think of one word that would describe how you felt after reading this story?

How are you like one of the characters?
How are you different?

What happened at the beginning of the story?

Can you think of a new title for this story?

Could this story have really happened?
Why or why not?