

Collaborative Reading

Uses : Directions

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How I use this resource: I use this similarly to the way I do literature circles. This product is best used with short readings or excerpts. I used to do this once a week with a different current event/ non-fiction article. This year I will be incorporating it into my book unit for I Am Malala. This will be done with purposeful excerpts.

Prewrite:

- Print all role cards and laminate—I create CR Ziploc bags for each group
- Print individual packets for each student

Directions: (60 minute lesson)

5 min: Assign roles and pass out role cards

- Word Watcher
- Summarizer
- Questioner
- Connector

2 min: Each student individually makes a prediction; call on a few students to share out.

15-30 min (depending on reading size): Students in groups take turns reading paragraph by paragraph out loud. In my class it is important that every student reads aloud.

10 min (approx.): Students work individually to complete their role using the fix-up strategies on the back of the role cards.

20 min: Students each take turns sharing out their role to their groups and fill in their individual sheets.

*As a teacher I walk around during all the group work time with a thin expo and write comments on their role cards so each student is held accountable and is receiving immediate feedback.

Word Watcher

- Completing task
- Working collaboratively
- Showing a growth mindset
- Using fix-up strategies to problem solve
- Sharing verbally and discussing

Summarizer

- Completing task
- Working collaboratively
- Showing a growth mindset
- Using fix-up strategies to problem solve
- Sharing verbally and discussing

Name:

Group:

Teacher comments:

Name:

Group:

Teacher comments:

Questioner

- Completing task
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Connector

- Completing task
- Working collaboratively
- Showing a growth mindset
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- Sharing verbally and discussing

Name:

Group:

Teacher comments:

Name:

Group:

Teacher comments:

Word Watcher

The word watchers job is to identify at least 3-6 words that they don't know the definitions of. As your group reads aloud write down the word and the page number on your sheet so you can go back during individual time to figure out the definition using FXU strategies. You will then share out with the group!

Fix-Up Strategies

1. Use the prefix, suffix, and root word chart to help you determine the meaning of the words.
2. Using context clues (look at the context clues chart if you need help) determine the approximate meaning of the unknown word.
3. As a last resort use a dictionary to look up the unknown word (only do this if you have unsuccessfully tried FXU 1-2 first!)—write the definition in your OWN words.

Summarizer

The summarizers job is to use the RACE method to write a summary of the days reading. Make sure it is clear, and that you use the RACE FXU strategy. You will then share out with the group!

Fix-Up Strategies

1. Use the RACE strategy to aid you:

Restate the question

Answer

Cite

Explain

Questioner

The questioners job is to write 3 discussion questions:

- A level 2 question
- A level 3-4 question
- A level 5-6 question

And then host a mini discussion with their group!

Connector

The connectors job is to make connections between the text and other mediums. They must come up with at least 2 connections and be able to explain them when they share out to their groups.

Fix-Up Strategies

1. Use the "Critical Thinking Skills" chart to help you create high level questions. Remember your questions must include a verb from the chart!

Fix-Up Strategies

1. Use the "making connections" chart to help you identify connections:
 - Text to text
 - o Book- Book
 - o Book- Movie
 - o Book-Image
 - Text to self
 - o Personal relationship
 - o Memory/ Story
 - Text to world
 - o Pop-culture
 - o Current events
 - o Historical event