

## Instructional Strategies

### Secret Word

Choose a familiar pattern word and write it down on a slip of paper but don't tell students what the word is. Select a word that will provide a review or extension of a pattern or other element. Tell students that the word is a secret and that you are going to give them a series of clues and see who can guess the word using the fewest number of clues. Ask students to number their papers 1-5. Give a series of five clues as to the identity of the word. After each clue, students write down their guess. Possible clues for the secret word *trunk* include:

The secret word is in the *-unk* pattern.

It has five letters

It can be used to store things.

It belongs to an animal.

For its nose, the elephant has a long \_\_\_\_\_.

After supplying the five clues, show the secret word *tr(unk)* and discuss students' responses. See who guessed the secret word first.

### Cutup Sentences

After a pattern or series of high-frequency words has been presented, create or have students compose a sentence that incorporates some of the words that have been taught: *The cat sat on the mat*. Write the word on a strip of tag board. Have students read the sentence. Then give it to them in cutup form and have them reassemble it *mat the sat the on The cat*. Sentences can be reassembled by students working alone or in pairs.

## Assessment Strategies

### Running Records

A Running Record is an assessment tool which provides an insight into a student's reading as it is happening (Clay, 1993).

A Running Record provides information on the following:

a score of word reading accuracy

an analysis of a reader's errors and self-corrections

an analysis of the reading strategies used.

Using a series of established conventions, a teacher can quickly and accurately record what the reader says as they read a text or section of a text aloud. After the reading, the teacher completes an analysis.

Clay (1993) developed a set of universal conventions which allow teachers to accurately record what a child articulates as they read a text.

### STOP & GO

Create or have students create a two-sided card - one green and one red. As the lesson progresses, students hold the green side toward the teacher if they understand everything. If something is unclear, encourage students to turn the red side forward. When you see red, stop and clarify - or expand upon - the point until you see green again! This process helps you quickly assess if students are processing the content and helps the student stay focused on the lesson and their understanding.



## Classroom / Time Management Strategies

### Call Outs

Call outs and attention getters are common in primary classrooms BUT they are also great to use with older students! Using a doorbell is an easy way to call attention. If you don't want to buy a doorbell, you can do verbal call outs as well! Personalize the call out based on what students are interested in, such as superheroes, music, sports teams, or games.

Class Class.....Yes, Yes

Ready to Rock.....Ready to Roll

Hocus Pocus.....Everybody Focus

All Set?.....You Bet

Hands on Top.....Everybody Stop

Okie Dokie.....Artichokie