

### Teacher Tips: Projecting Reading A–Z Books

The following is a list of teaching ideas that can be used in concert with Reading A–Z projectable resources and tools. The headings in bold are parallel to the headings in Reading A–Z’s guided reading lesson plans that accompany each book. Also included are tips that can be used with the projectable worksheets, quiz, and discussion cards. Suggestions are given below on how to incorporate the projectable tools within each section of the guided reading lesson.



#### Projectable Book Activities

##### Introduce Book

- Display book on board and read title, author’s name, illustrator’s name, and so on. As you go through the book, one choice might be to cover the words and allow students to discuss what the book might be about on the basis of the illustrations or photographs.
- Flip through the book in 30 seconds and ask students what they notice? What do you think the book will be about?
- Write predictions based on a book walk.
- What connections do students make with the title of the book?

##### Introduce the Reading Strategy and/or Comprehension Skill

- **Ask and Answer Questions:** Underline information students already know. Put question marks next to sentences students wonder about. Add to the end of the text statements of what students learned.
- **Connect to Prior Knowledge:** Underline text and have student volunteers write how they connected to text.
- **Retell:** Cover words on the page and have volunteers retell the events.
- **Summarize:** Highlight sections of text (main idea and details) and invite students to write a summary using the information.
- **Visualize:** Use a page with no picture, or cover the picture, and have students draw what they see in their mind when the page is read to them.
- **Cause and Effect:** Preview the book, highlighting only the effects. Ask students for possible causes of the effects. Confirm causes as text is read by marking it with the letter *C*, or write the letter *E* to confirm effects.

## Projectable Lesson Plan

- **Classify Information:** Use the pen or highlighter in different colors to identify the different pieces of information. A chart can also be made to go alongside the reading, and students can write the information on the chart.
- **Compare and Contrast:** Invite students to color blue the details that are the same and to color green the details that are different. Students can add these details to their individual Venn diagrams.
- **Fact and Opinion:** Write the letter *F* next to *facts* and the letter *O* next to *opinions*.
- **Main Idea and Details:** Invite a student to highlight or underline the main idea in green and to highlight or underline the details in blue.
- **Sequence Events:** Write the ordinal numbers to note the events of the story in sequence.
- **Inference:** Highlight text that supports students, making an inference. Invite students to write what they inferred.
- **Reality and Fantasy:** Use a color to identify sections of the text that are based in reality and a different color to identify sections that are fantasy.

## Introduce Vocabulary

- Students can draw lines from word to picture, highlight various sounds presented in the book, use a “fun” pointer to point out words they view as difficult, and break down the word by sounds or syllables.
- Identify a word. Invite students to write the meaning above the word.
- Hide a particular word on the page so that the sentence around the word can be read. Ask students to generate a list of words that could fit the sentence.
- Students can work to use various word-attack strategies. Work with students to use context clues to decipher meaning, highlight smaller words in difficult-to-read words, and so on.

## Student Reading

- Use a pointer to point to the words as students take turns reading the material.
- Underline particular text as it relates to the strategy or skill.
- As students come to a difficult word, highlight the word and use word-attack strategies to decipher the word.
- Pair the reading with a graphic organizer, and go back and forth between the two. For example, if the skill is compare and contrast, when students read material that is a comparison in the text, highlight the text and have students write the information on the graphic organizer.
- Have students do their own think-aloud and write these beside the text.
- Use the pen or highlighter in different colors to note when parts change for paired or choral reading.

my dog can jump.



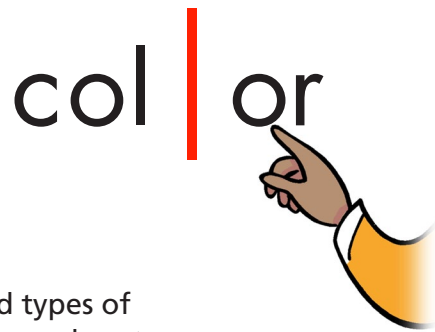
## Projectable Lesson Plan

### Reflect on the Reading Strategy and/or Comprehension Skill

- Go back to the text, and have students highlight any areas that pertained to the strategy or skill. For example, if the skill is connect to prior knowledge, invite a student to highlight in the text the material that they connected with and then write next to the highlighted section the personal connection.
- Allow students time to complete any printable or projectable worksheet that accompanies the lesson plan. Then have students go through the projectable book text to identify passages that were used on the worksheet. For example, if students complete a main-idea-and-details worksheet, go through the book and highlight the main idea in one color and details in another.

### Phonological Awareness and Phonics

- Highlight the sound or letter being discussed and find all examples of either in the text.
- Brainstorm a list of words containing the sound or letter and write these near the word that contains the sound or letter.
- Break the words into syllables using a slash mark or color.
- Write other examples of word families, vowel patterns, vowel digraphs, blends, and so on from what is presented in the text.



### Grammar and Mechanics and Word Work

- Highlight and identify parts of speech, punctuation, and types of sentences, such as: possessive nouns, apostrophes, compound sentences.
- Cover up a type of punctuation, and see how it changes the reading of the sentence.
- Reword a type of sentence to make it a different type of sentence and write in text. For example, change a declarative sentence to interrogative, or using what you see in the text, make a simple sentence a compound sentence.
- Identify the subject or predicate or clauses.
- Substitute a synonym or antonym for a word in text to show how this affects the meaning of the text.
- Highlight unusual words, high-frequency words, metaphors, compound words, homographs, and so on that pertain to the level being taught.

### Assessment

- If using an interactive whiteboard and a student response system is accessible, have students answer the book's comprehension Quick Check and discuss their responses. For more student involvement, allow each student to generate one question to use in the assessment.
- Fill in the projectable quiz with the correct answers. Have students self-grade their quiz using the projected version. Then, have them use the stamp tool and write their initials next to their stamp to signify completion of the task.

## Projectable Lesson Plan

### Worksheet, Quiz, and Discussion Cards Activities

- Have students complete printed worksheets and as a class or small group fill in the projected worksheet.
- Have a small group complete a worksheet, writing answers in a specific area of the projected worksheet. Then using the masking tool, have a member of the group cover the answers. Invite another small group to write its answers in the available space of the projected worksheet using a different color. Once both have completed the activity, stamped, and initialed, have them compare their answers.
- Use the masking tool to cover up the questions on the quiz or discussion cards. Divide the class or small group into teams. Have available a bell for each team to ring when they are ready to answer a question. Uncover one question and read it aloud. Have students ring in to answer. The group that correctly answers first stamps and initials the question. Play continues until all questions are answered.