



# Your First Three Weeks With *READ 180*

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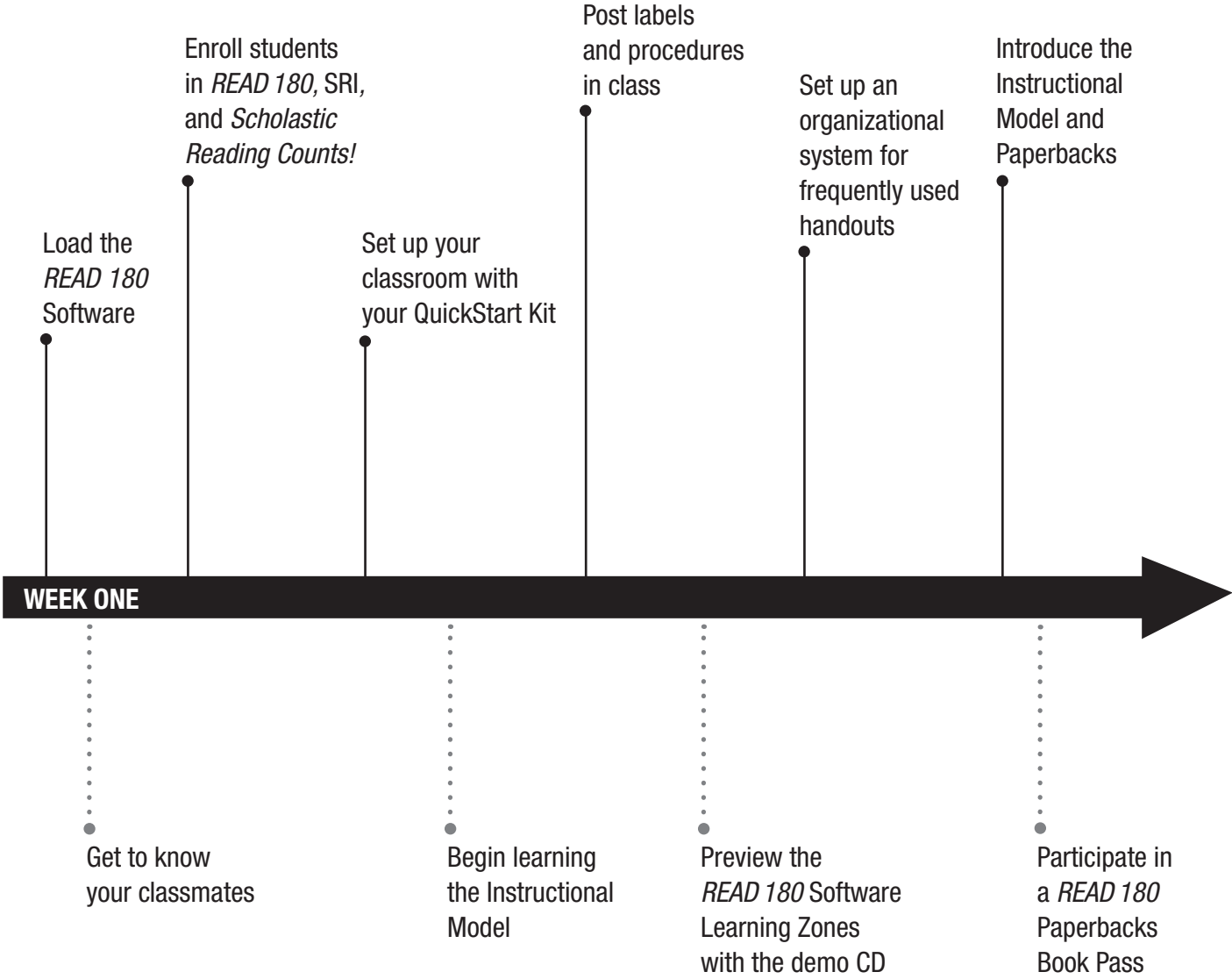
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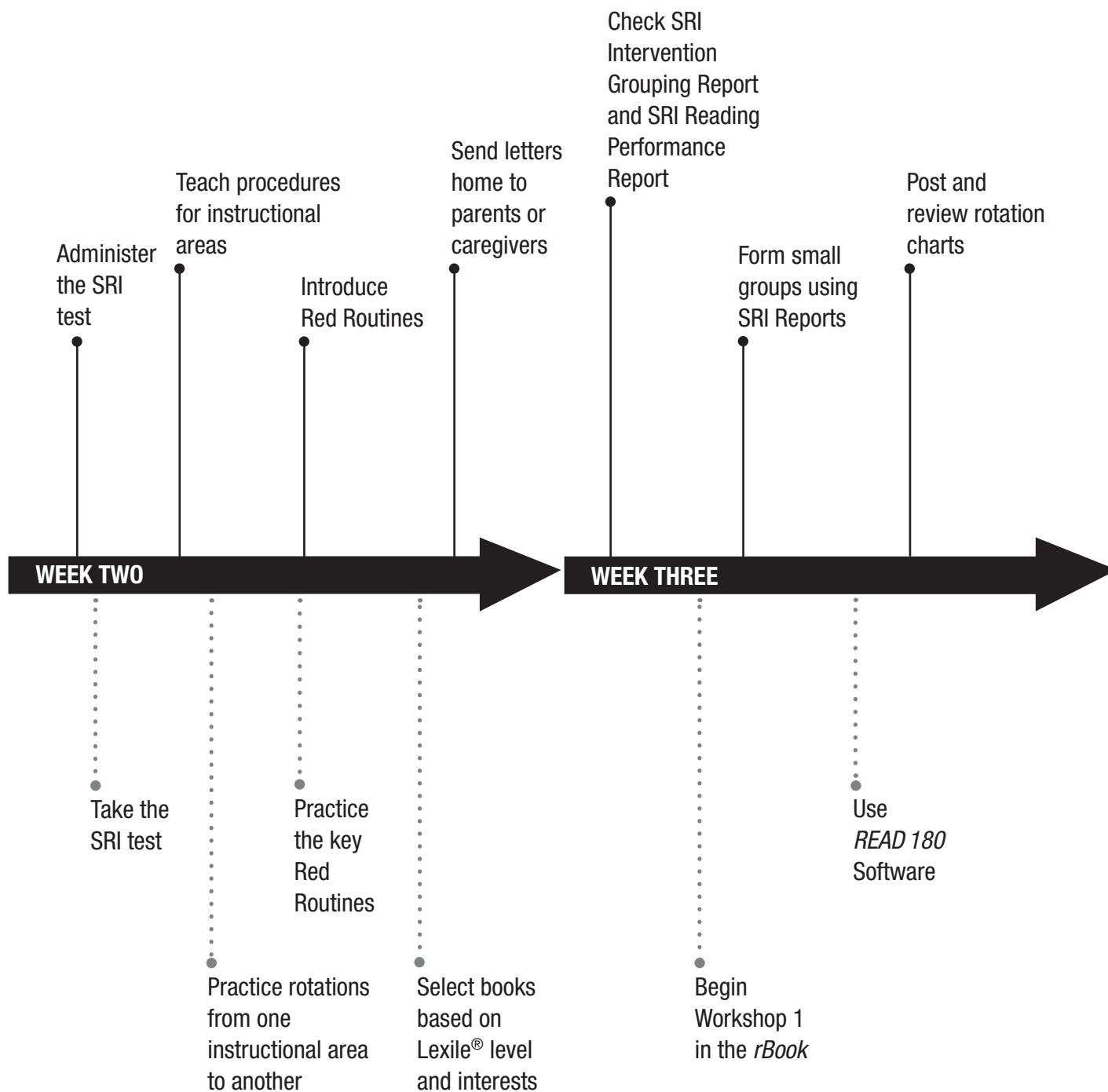
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# Your First Three Weeks Time Line



**KEY**  
—— Teacher  
..... Students



# Planning Week One

The first week sets the tone for your *READ 180* classroom. Focus on building community and helping students understand procedures so that your class gets off to a smooth start.

### YOUR OBJECTIVES FOR WEEK ONE

- Build classroom community.
- Introduce the Instructional Model.
- Introduce the rotation areas.
- Motivate students about books.
- Explore the four Software Zones.
- Login to SAM.
- \_\_\_\_\_
- \_\_\_\_\_

## Establishing Expectations

Make sure to discuss behavioral expectations for this class with your students. Use the following sample, develop your own, or work with your class to do it together.

### ***READ 180* Expectations**

1. Arrive on time and prepared.
2. Stay focused and on task.
3. Follow directions.
4. Respect others and program materials.
5. Keep hands, feet, objects, and negative comments to yourself.

### **Do...**

- *Focus on building rapport with your students.*
- *Share your enthusiasm for reading with your students.*
- *Introduce and explain each part of the Instructional Model.*

### **Don't Worry About...**

- *Starting the **rBook**.*
- *Assessing students.*
- *Forming rotation groups.*

## Components for Week One

Here are a few of the resources you will need during your first week, along with directions on how to use them.

*"I am really happy  
I am learning to read,  
and my parents are proud  
of me, too! I can read!"*

—Lennon, Age 10  
Huntington Beach, CA



### Software Manual

The Software Manual is a great resource for getting started with the *READ 180* Instructional Software. In it you will find the information you need to customize program settings for your class.



### Teacher Tip

Check out page 7 for viewing or editing your teacher profile in SAM.

### QuickStart Kit

This kit has the tools to help you set up your *READ 180* classroom, including a timer, posters, stickers, the Implementation DVD, and a tote bag to take books home.



### Teacher Tip

Show the Student chapter of the Implementation DVD on Day One to give students a mental model of the *READ 180* classroom and the program.



### *READ 180* Audiobooks and Paperbacks

There are five copies of each Audiobook and Paperback in the library. Audiobooks provide opportunities for modeled reading while enjoying grade-level literature. The Paperbacks allow students to read independently according to their own reading abilities. Encourage students to explore the Library during the first week.



### Teacher Tip

When setting up your *READ 180* library, make sure to separate the Paperback crates from the Audiobook crates.

## Setting Up and Preparing Materials

Use these set-up suggestions to help you organize your *READ 180* Classroom for the year.

- Label each rotation area and post procedures.
- Number classroom computers.
- Place hooks on the computers to hang headphones.
- Arrange a comfortable area for Modeled and Independent Reading.
- Purchase office supplies, such as pencils, pens, highlighters, large and small sticky notes, and resealable plastic bags to label with students' names.

## Materials Checklist

As you set up your *READ 180* Classroom, use this checklist to ensure you have everything you need for your first week of instruction.

- |  |  |
|--|--|
| <input type="checkbox"/> Implementation DVD  | <input type="checkbox"/> Exit Slips (Teacher Implementation Guide, page 192)                       |
| <input type="checkbox"/> <i>READ 180</i> Demo CD   | <input type="checkbox"/> Audiobooks and Paperbacks Poster  |
| <input type="checkbox"/> Instructional Model Poster  | <input type="checkbox"/> Resources for Differentiated Instruction, Book 3, page 73 (1 per student) |
| <input type="checkbox"/> Lexile Framework Poster   | <input type="checkbox"/> Index cards with Book Search clues (1 per student)                        |
| <input type="checkbox"/> Timer   | <input type="checkbox"/> Bingo Scorecard (1 per student)   |
| <input type="checkbox"/> Reader's Survey (Teacher Implementation Guide, page 200)          | <input type="checkbox"/> _____   |
| <input type="checkbox"/> KWL chart (Teacher Implementation Guide, page 191)                | <input type="checkbox"/> _____   |
| <input type="checkbox"/> Daily Reflection Journal (Teacher Implementation Guide, page 193) | <input type="checkbox"/> _____   |






## To Do List

Add to this list as you prepare for your first week with *READ 180*.

- ☐ *Make multiple copies of student materials, such as Reader's Survey, Reading Log, and Exit Slips (one per student).*
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



## Week One Planner

	 BUILDING COMMUNITY	 MANAGING THE INSTRUCTIONAL MODEL	 INTRODUCING THE SOFTWARE	 SELECTING BOOKS	 PRACTICING ROUTINES
<b>Day One</b>	<ul style="list-style-type: none"> <li><b>New Names</b> (20 minutes) p. 10</li> </ul>	<ul style="list-style-type: none"> <li><b>Introducing the Program</b> With the <i>READ 180</i> Implementation DVD (20–30 minutes) p. 11</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrating the Software</b> Using the <i>READ 180</i> Demo CD (20–30 minutes) p. 12</li> </ul>		<ul style="list-style-type: none"> <li>Performing a Read Aloud With a Nonfiction title from the Library (10–20 minutes) p. 13</li> </ul>
<b>Day Two</b>	<ul style="list-style-type: none"> <li><b>“I’m Looking For Someone Who...”</b> (20 minutes) p. 14</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing the Instructional Model With the Instructional Model Poster (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrating the Reading Zone</b> Using the <i>READ 180</i> Demo CD (20–30 minutes) p. 15</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Library With a <b>Book Pass</b> (20–30 minutes) p. 16</li> </ul>	
<b>Day Three</b>	<ul style="list-style-type: none"> <li><b>Can It Be True?</b> (10 minutes) p. 17</li> </ul>	<ul style="list-style-type: none"> <li><b>Previewing Whole-Group Instruction and the <i>rBook</i></b> (20–30 minutes) p. 18</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrating the Word Zone</b> Using the <i>READ 180</i> Demo CD (20–30 minutes) p. 19</li> </ul>		<ul style="list-style-type: none"> <li>Performing a Read Aloud With a Fiction title from the Library (10–20 minutes)</li> </ul>
<b>Day Four</b>	<ul style="list-style-type: none"> <li><b>Buddy Bingo</b> (30 minutes) p. 20</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Rotation Tracking Chart (blank) (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrating the Spelling Zone</b> Using the <i>READ 180</i> Demo CD (20–30 minutes) p. 21</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Library With a <b>Book Search</b> (30 minutes) p. 22</li> </ul>	
<b>Day Five</b>	<ul style="list-style-type: none"> <li><b>The Week in Review</b> (10 minutes) p. 23</li> </ul>	<ul style="list-style-type: none"> <li><b>Wrapping-Up the <i>READ 180</i> Day</b> (20–30 minutes) p. 25</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrating the Success Zone</b> Using the <i>READ 180</i> Demo CD (20–30 minutes) p. 24</li> </ul>		<ul style="list-style-type: none"> <li>Performing a Read Aloud With an Audiobook from the Library (10–20 minutes)</li> </ul>



20 Minutes

**Day One**

1. New Names
2. Introducing the Program
3. Demonstrating the Software
4. Performing a Read Aloud

**STUDENT OBJECTIVES**

- Get acquainted with classmates.
- Practice taking turns.

**PREPARATION**

- Decide how you will divide students into small groups of five to seven or split in half.
- Come up with two adjectives to use during the activity (e.g. *Lucky* and *Likable*).



**Teacher Tip**

The icon at the top of each page corresponds with an activity type in the Planner. See page 9.

## New Names

### Teach/Model

**Introduce** the activity. Tell students that they will be doing a community building activity to get acquainted. Say:

*Let's take a few minutes to do a group activity to help us learn one another's names.*

**Explain** the procedure. Give students a few minutes to write down at least two adjectives that describe them and that start with the same letter as their first name. Then assign them to small groups. If space permits, have the groups form a circle.

**Model** for the class how to do this activity with an imaginary student's name. Say:

*My first name is Lita, so I will write down an adjective that starts with the letter 'l' and that describes me. Then, when I'm in my small group, I will begin by saying "Hi, I'm Lucky Lita." The person next to me, Carlos, will say "Hi, I am Creative Carlos and this is Lucky Lita." Continue around the circle until each of you has introduced yourself.*

### Apply

**Direct** the students into groups of five to seven using the class roster. Prepare a signal to indicate when the activity is over.

1. Write down an adjective that describes you and that starts with the first letter of your name.
2. Introduce yourself and the students who were introduced before you.
3. Each person takes a turn until everyone has been introduced.
4. Repeat steps 1–3 using a second adjective if time permits.

### Reflect

**Discuss** the process of learning each other's names and why it's important. Call on a few students to introduce everyone in their group and chart a few of them. Share what you noticed about how students worked together and listened to each other during the activity. Ask:

*How did you choose the adjective that went with your name? Did anyone's adjective surprise you? Why?*



20–30 Minutes

#### Day One

1. New Names
2. Introducing the Program
3. Demonstrating the Software
4. Performing a Read Aloud

#### STUDENT OBJECTIVES

- Learn about the *READ 180* Instructional Model.
- Become familiar with the rotation centers.

#### MATERIALS

- Implementation DVD
- Instructional Model Poster
- KWL Chart (Teacher Implementation Guide, page 30)

#### RESOURCE LINKS

Teacher Implementation Guide, pages 16–17, 25, 30, 33, 112–113  
Red Session 2.3



#### Teacher Tip

Post the Instructional Model poster in a visible location in the room.

## Introducing the Program

### Teach/Model

**Introduce** the program by showing the class the Implementation DVD. You can find the Students' chapter under the Special Features menu.

**Explain** the Instructional Model. On the Instructional Model poster, point to the different sections of the pie chart as you refer to the rotations that were represented in the video.

### Apply

**Demonstrate** the rotations. Walk around the classroom from center to center. Students can remain seated as you walk from one area of the classroom to the next, explaining each part of the rotation as you go. Say:

*In the READ 180 classroom, we begin our day with 20-minutes of Whole-Group Instruction, where we focus on the lesson of the day using the rBook. Then, in small groups, you visit three rotation areas for 20-minutes each. During Small-Group Instruction, you work with me. For Instructional Software, you work here on a computer, focusing on specific topics and practicing your reading, writing, and spelling skills. For Modeled and Independent Reading, you choose a Paperback or Audiobook to read independently. After each group has visited each area, we come back together as a group for 10-minutes to wrap up the day.*

### Reflect

**Reflect** on the activity using the KWL chart on page 30 of the Teacher Implementation Guide as a model. Create a KWL chart for the Instructional Model on the board or on chart paper. Call on a few students to offer a few answers for the first two sections, then have them pair with a partner to discuss the last section and share out.

*"I realize that  
I can really do anything  
that I put my mind to.  
I now have confidence in  
myself and in school, and I  
believe that I can go to college  
and pursue my dream."*

—Chelsea, Age 15  
Sarasota, FL



20–30 Minutes

#### Day One

1. New Names
2. Introducing the Program
3. Demonstrating the Software
4. Performing a Read Aloud

#### STUDENT OBJECTIVES

- Get familiar with the Instructional Software.
- Practice completing an Exit Slip.

#### MATERIALS

- Projector
- Demo CD
- 1 Exit Slip per student (Teacher Implementation Guide, page 192)

#### RESOURCE LINKS

Teacher Implementation Guide, pages 54–55, 192  
Software Manual, pages 151–152  
Red Session 5.1



#### Teacher Tip

Load the *READ 180* software on the computers this week. Read the Software Manual, page 57, for step-by-step directions on how to add a student.

## Demonstrating the Software

### Teach/Model

**Introduce** the software by showing students where the Instructional Software rotation is located on the Instructional Model poster. Say:

*Now we are going to explore what each of you will be doing during the 20-minute Instructional Software rotation.*

Follow these steps to set up the demonstration:

1. Insert the Demo CD.
2. Click Skip Intro.
3. Click *READ 180* classroom.
4. Click Begin Tour.
5. Click Narration Off.
6. Click Keep Notes Visible.
7. Show a few activities from each zone.

### Apply

**Explain** each of the Software Zones as you show the Demo CD. Say:

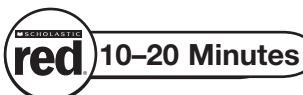
- **The Reading Zone** *This is the first zone you work in. Here you watch a video and read a related passage. You need to answer ten vocabulary and comprehension questions to complete this zone.*
- **The Word Zone** *In this zone you hear the vocabulary words from the passage in the Reading Zone, then identify those words from a list. You also make your own voice recording of the vocabulary words to review later on.*
- **The Spelling Zone** *In this zone you hear and practice spelling words from the passage and identify misspelled words too. You also proofread sentences with misspellings.*
- **The Success Zone** *Once you successfully complete the other three zones, you reach this zone. Here you read passages and demonstrate everything you have learned by answering multiple-choice and fill-in-the-blank questions. You make a final recording of the reading passage before you move on to the next segment.*

### Reflect

**Reflect** on the Software Zones by having students complete an Exit Slip. Say:

*We have learned a lot about what is in the READ 180 software. Take a few minutes to write down your ideas and questions on your Exit Slip. Then, put them in your classroom folder. I will read your slips so that we can review your responses at the end of this week.*

Collect and keep Exit Slips for Day Five activity. Designate a place to store student work from the first week to review on Day Five.



**Day One**

1. New Names
2. Introducing the Program
3. Demonstrating the Software
4. Performing a Read Aloud

**STUDENT OBJECTIVES**

- Listen to the teacher model good, fluent reading during a Read Aloud.
- Become excited about *READ 180* Paperbacks and Audiobooks.

**PREPARATIONS**

- Choose a non-fiction title from the library to read aloud.
- Select a passage and practice reading it fluently and not fluently.



**Teacher Tip**

Choose titles that are at the higher range of Lexile levels in order to challenge students.

# Performing a Read Aloud

## Teach/Model

**Introduce** the Read Aloud by telling students that you will be reading aloud from a title found in the *READ 180* Classroom Library. Show them the book you have chosen to read from and tell them a little bit about it. Say:

*We are going to end the first day in READ 180 by reading aloud from one of the Paperback titles in the library. I've chosen to read Stealing Home: The Story of Jackie Robinson, an interesting biography of the first African American to play in the Major Leagues.*

**Explain** the purposes of a Read Aloud. Say:

*Sometimes a Read Aloud is used to prompt class discussion or to focus on comprehension strategies. This time I will be modeling how to read fluently, or reading with accuracy, proper inflection, and appropriate pacing.*

**Model** how to read fluently by reading the summary at the back of the book. As a differentiation, read the same summary again without fluency, pausing in the middle of words and using an expressionless tone. Ask students if they can hear the difference.

## Apply

**Read** a selected passage from the book. Use lots of expression and emphasis in the appropriate places. Pause to think aloud about the reading. Say:

*It seems like in the last sentence the author is telling me that Jackie Robinson was very important to our history, not just baseball. I wonder what kind of person he was like off the field?*

## Reflect

**Ask** students to think about what makes a good read aloud. Call on a few volunteers to read the title, first without any expression and then with expression. Ask students what is different about the two. Mention that Read Alouds will be a common part of the *READ 180* classroom experience.



20 Minutes

#### Day Two

1. "I'm Looking for Someone Who . . ."
2. Demonstrating the Reading Zone
3. Book Pass

#### STUDENT OBJECTIVES

- Get acquainted with classmates.
- Practice working in small groups.

#### PREPARATION

Have room arranged into three groups for Book Pass.

#### MATERIALS

- 1 copy of "I'm Looking for Someone Who..." for each student (Resources for Differentiated Instruction, Book 3, page 73)
- *READ 180* Timer (from the QuickStart Kit)



#### Teacher Tip

Prepare one student to be the student model.

## "I'm Looking for Someone Who . . ."

### Teach/Model

**Introduce** the activity. Tell students that they will be doing a community building activity to get acquainted. Say:

*Let's take a few minutes to go around the room and learn more about each other.*

**Explain** the procedure. The students will fill out the My Favorite column in the handout. When the timer goes off, they will walk around the room and find other students who have the same answers and fill their names in the Someone Who Likes It, Too column. When the timer goes off again, it's time to sit down.

**Model** for the class how to fill out the My Favorite column and then how to approach another student in a respectful manner. Say:

*I see the first item in the Category column is Animal. My favorite animal is a tiger so I write tiger in the My Favorite column. When the timer goes off, I approach another student to ask, "I'm looking for someone who likes tigers. Do you?" I continue to fill out the Someone Who Likes It, Too column until the timer goes off to signal that it is time to sit down. Then, I look at the handout to determine the student with whom I share the most interests.*

### Apply

You may want to write these rules and procedures on chart paper or on the chalkboard for student reference during the activity.

1. Fill out the My Favorite column.
2. When the timer goes off, start circling the room to find a person who has the same interests.
3. Each person may sign your sheet only once.
4. When the timer goes off again, return to your seats. Determine who in the class shares the most interests with you.

### Reflect

**Reflect** on what the class learned about each other. Chart some of the common likes and dislikes.





20–30 Minutes

#### Day Two

1. “I’m Looking for Someone Who . . .”
2. Demonstrating the Reading Zone
3. Book Pass

#### STUDENT OBJECTIVES

- Get familiar with the Instructional Software.
- Learn about the Reading Zone.

#### PREPARATION

- Use the Topic Software Teaching Resources, p. 11, for a quick walk-through of the Reading Zone.
- Copy 1 KWL chart per student (Teacher Implementation Guide, page 30).

#### RESOURCE LINKS

Teacher Implementation Guide, page 57  
Software Manual, pages 154–165  
Red Session 5.2



#### Teacher Tip

When watching the Demo CD, point out the Help button at the bottom of the screen.

## Demonstrating the Reading Zone

### Teach/Model

**Introduce** the Reading Zone. Remind students that they will work in four zones in the Instructional Software. In the Reading Zone, the first zone, they will watch a video and read a passage.

### Apply

**Explain** to students that in the Reading Zone they will do five main activities. Set up the demonstration (see page 12). As you click on each activity in the Demo CD, give a brief description.

1. **Watch a Video** *First you watch a video on the topic you chose. The video gives you background knowledge before you read the passage. You can use the video control bar to pause the video at any time by clicking inside the video frame, pressing the space bar on the keyboard, and clicking the **Pause** button. To start the video again, press **Play**.*
2. **Read a Passage** *Next, you read a passage on the topic. You should read this passage every day. You can have it read to you slowly or a little faster. You can even have it read word by word. You can also record the passage by reading it aloud as a practice for the final recording in the Success Zone.*
3. **Use the Word Window** *Whenever you encounter a word in a passage that you are unfamiliar with, you can double-click that word to hear it pronounced, spelled, or broken into word parts. For highlighted Power Words, you can also hear the definition.*
4. **Do Two Quick Check Questions** *After you read the entire passage you are given two quick questions to check your understanding of the passage and the power words. Your first response counts and is recorded. To complete the Reading Zone, you have to answer ten vocabulary and comprehension questions.*
5. **Recap** *Look at the Reading Zone Report to keep track of your success. Here you can see what skills to focus on, and your latest count of words read.*

### Reflect

**Reflect** on what the students learned about the Reading Zone by having them complete a KWL chart (Teacher Implementation Guide, page 30). After students complete the first two sections, have them pair with a partner to discuss the last section and share out.



20–30 Minutes

#### Day Two

1. “I’m Looking for Someone Who . . .”
2. Demonstrating the Reading Zone
3. Book Pass

#### STUDENT OBJECTIVES

- Get familiar with the *READ 180* Library.
- Share interests with classmates.

#### PREPARATION

- Place a Paperback on each chair.
- Copy one Reading Log for each student (Teacher Implementation Guide, page 191).
- Make sure you have your *READ 180* timer available from the QuickStart Kit.

#### RESOURCE LINKS

Teacher Implementation Guide,  
pages 28, 113  
Red Session 6.4



#### Teacher Tip

Ask students to record the level of the book in their Reading Log so that they begin to be aware of levels.

## Book Pass

### Teach/Model

**Introduce** the activity. Tell students that this activity happens during the Modeled and Independent Reading rotation. Point it out on the Instructional Model poster. Say:

*In this activity you will be reviewing several Paperbacks so that you can get familiar with the *READ 180* library and find a few books that you’d like to read during Modeled and Independent Reading.*

**Explain** the procedure. Assign students to small groups of four to five students. Place a Paperback on each seat. Say:

*First, you preview several books in small groups and write down your reactions in your Reading Log. Then you share with your classmates which books you like and why. Keep the Reading Log to refer to when choosing Paperbacks.*

**Model** how to fill out a Reading Log. Select a Paperback from the collection. Say:

*Here I have *Wait Until Dark* by Judith Stamper. I like the cover, it looks really frightening. When I look at the back cover I see that it is a collection of seven scary stories. This would be a good book for me to read during Independent Reading because I like being scared and I could try to finish the short stories during the 20-minute rotation.*

For Stage A, you can use *The Torch Runner*.

For Stage C, you can use *The Plague*.

### Apply

**Direct** the students to begin the activity.

1. Preview the book on your seat. Look over the front and back covers, and read a page or two of the book.
2. When the timer goes off after three minutes, write down the title of the book and the pages that you read in the Reading Log.
3. When I say “Book Pass,” give your book to the person on your right. Repeat the process until you have sampled all of the books in your group.

### Reflect

**Write** this sentence starter on the board or chart paper:

*The book I would most like to read is \_\_\_\_\_ because \_\_\_\_\_.*

Have students share with the group what books they found particularly interesting or exciting and why. When the students are finished sharing, have them circle the books they want to read in their Reading Log and keep it in their folders for future reference. Next time, do a Book Pass with Audiobooks and record the Lexile level of each book.





**Day Three**

1. Can It Be True?
2. Previewing Whole-Group Instruction and the *rBook*
3. Demonstrating the Word Zone

**STUDENT OBJECTIVES**

- Learn more about each other.
- Practice listening to classmates.

**PREPARATION**

- Think of three statements to share when you model.
- Arrange chairs in a circle.
- Prepare one student to be the student model.
- Pass out paper and pencils.



**Teacher Tip**

To extend the activity, students can name the person sitting next to them and one thing that is true about him or her.

## Can It Be True?

### Teach/Model

**Introduce** the activity. Tell students that they will be doing a community building activity to get to know each other better and practice listening to their classmates. Explain that this activity will help students learn how to participate in Small-Group Instruction. Refer to the Instructional Model Poster and point out when this would occur. Say:

*There will be a lot of chances for everyone to participate this year, so an important part of this activity is practicing listening as your classmates share. The person sharing will know you are listening if you are quiet and looking in his or her direction.*

**Explain** the procedure. Tell the class that everyone will share three statements about him or herself. They can share the statements in any order, but two should be true and one should be false. Then students will try to guess which statement is false.

**Model** how to share. To maximize your students' engagement, think of true statements that seem unlikely. Ask your student model to guess which statement is false. After the student guesses, tell the class if the student guessed correctly. Explain why the statement was false. Then allow that student to share. Model guessing the false statement. You may want to extend the activity by modeling why you guessed the specific statement. Say:

*My name is Ms. Greene. I lived in California for a year (True). I like to surf (False—I can't swim) and I play the drums (True).*

### Apply

**Direct** students to sit in a circle. Give them two minutes to think and record their statements. Begin with your student model. Remind students to actively listen. Continue until each student has participated.

### Reflect

**Discuss** what students discovered about each other. Chart the interesting facts that were revealed. Then share what you noticed about how students listened during the activity. Ask:

*How did you choose true statements to share? Was it harder to think of the true statements or the false statement? What was the most surprising thing you learned about someone? What did you find out about someone that you didn't already know?*



20–30 Minutes

**Day Three**

1. Can It Be True?
2. Previewing Whole-Group Instruction and the *rBook*
3. Demonstrating the Word Zone

**STUDENT OBJECTIVES**

- Learn the Instructional Model
- Understand expectations for Whole-Group Instruction
- Preview the *rBook*

**MATERIALS**

- Implementation DVD
- Instructional Model Poster
- *rBook* (1 per student)
- Exit Slips (1 per student)

**RESOURCE LINKS**

Teacher's Edition, T13-T41  
Teacher Implementation Guide,  
pages 25, 26, 34–35  
Red Sessions 3 and 4

## Previewing Whole-Group Instruction and the *rBook*

### Teach/Model

**Introduce Whole-Group Instruction** Tell students that the *READ 180* day begins and ends with Whole-Group Instruction. Show students when Whole-Group Instruction occurs using the Instructional Model poster. Say:

*During Whole-Group Instruction, we focus on reading skills and strategies, vocabulary and word study, and writing and grammar. After 20 minutes you break into three small groups and spend 20 minutes in each rotation center. Then I will signal for us all to return to whole group for ten minutes of Whole-Group Wrap-Up.*

**Explain** that during Whole-Group Instruction you will be using the *rBook* to work on reading, vocabulary, writing, and grammar. Preview the *rBook* with your students.

*Open the rBook in front of you. Write your name on the inside front cover. It will be your interactive workbook for the year. You need to have this book with you every day for Whole-Group Instruction.*

### Apply

**Discuss** classroom routines and procedures for Whole-Group Instruction. Students will be held accountable for following procedures when entering and exiting class. Show students how to:

- Enter and exit the classroom in a quiet and organized manner.
- Gather and prepare all materials (such as the *rBook*, homework, and writing utensils).
- Leave their area organized with their seats pushed in when they move to their first rotation center.
- Where to return all materials to their proper places at the end of Whole-Group Wrap-Up.

Tell students that they will learn rules and procedures for each of the three small-group rotation centers next week.

### Reflect

**Reflect** on Whole-Group Instruction. Give students a few minutes to look over the *rBook*, check out the table of contents and workshop topics. Have students complete Exit Slips before they leave.



20–30 Minutes

#### Day Three

1. Can It Be True?
2. Previewing Whole-Group Instruction and the *rBook*
3. Demonstrating the Word Zone

#### STUDENT OBJECTIVES

- Get familiar with Instructional Software.
- Learn about the Word Zone.

#### PREPARATION

- Copy 1 KWL chart per student.
- Set up the demonstration (see page 12).

#### MATERIALS

- Projector
- Demo CD
- 1 KWL chart (Teacher Implementation Guide, page 30)

#### RESOURCE LINKS

Teacher Implementation Guide, page 58  
Software Manual, pages 166–176  
Red Session 5.3

## Demonstrating the Word Zone

### Teach/Model

**Introduce** the Word Zone. Remind students that they are in the Instructional Software portion of the Instructional Model. In this zone, students practice decoding and word recognition.

**Explain** to students what they will do in the Word Zone.

1. **Word Assessment** *Here you see a list of words and hear one pronounced. You can click on the word as soon as you hear it. If you get it wrong, it becomes a Study Word. Once you have five Study Words, continue to the next activity.*
2. **Word Assessment Report** *After you complete the word assessment, you can see a report that summarizes how you did. This report shows the number of words you got correct, the number of words you may have been slow to pick out, and the words you missed.*
3. **Word Clinic** *In the Word Clinic, you read and record your Study Words. Be sure to click on the words to hear pronunciation tips. You get a special tip on reading the first word in the list, and then you make your recording of the word.*
4. **Word Match** *After recording your Study Words, you match these recordings with the words. Before you begin, you can double-click a word to hear a model recording of it or click Sentence to hear the word in context.*
5. **Self Check** *In this activity you have a chance to practice reading aloud and recording your Study Words and your Review Words. You read and record ten words in three rounds. In each round, you have less time to record each word.*
6. **Speed Challenge** *This activity is similar to the Word Assessment activity. You hear a word and click on it in an on-screen list, but you have less time to do so.*
7. **Review** *In Review, you get extra practice with your Review Words. These are words that you have already learned in previous activities.*

### Apply

**Discuss** the following tips for using the Word Zone:

- Remind students to speak distinctly in the Word Match activity so they can easily match their recording with the word.
- The Speed Challenge will recycle previous Study Words. Students will not be able to move ahead until their words are mastered.

### Reflect

**Reflect** on the activity by having students complete a KWL chart (Teacher Implementation Guide, page 30) to review what they have learned.



30 Minutes

**Day Four**

1. Buddy Bingo
2. Demonstrating the Spelling Zone
3. Book Search

**STUDENT OBJECTIVES**

- Learn more about each other.
- Practice working together.

**PREPARATION**

- Write the procedures on the board or an overhead transparency.
- Make a scorecard with 16 to 25 squares.
- Write descriptive statements in each square.
- Copy the scorecard for each student.



**Teacher Tip**

Set very clear expectations for how students walk around the room. Model for students how to move during the activity and ensure they know the signal.

# Buddy Bingo

## Teach/Model

**Introduce** the activity. Tell students that they will be doing a community building activity to get acquainted, or to get to know each other. Say:

*Let's take a few minutes to do an activity that will help us learn more about each other and practice working together. Being able to work well as a group will benefit our time in both Whole- and Small-Group Instruction.*

**Explain** the procedure. Pass out a bingo scorecard to each student. Tell them that their goal is to fill the scorecard with signatures from classmates for whom the statements are true. Explain that unlike regular bingo they will need a signature in all squares and not just a row.

**Buddy Bingo Sample Scorecard**

watches football	wears glasses	has two cats	is a vegetarian
has a pet	new to this school	loves to dance	plays an instrument
is good at computers	was born in the month of [month]	speaks another language	listens to [music group]

*Introduce yourself to a classmate and ask if the statement in a square is true for him or her. For the square that reads, "Has a pet," I would say, "Hi. My name is Christine. Do you have a pet?" If so, he or she can sign the square. If not, try asking about information in another square, or move on to another classmate. Each person can only sign your sheet once. When you have signatures for all of the squares, say "Bingo."*

## Apply

**Direct** students when they are introducing themselves, making sure to redirect off-task behavior and connect students with others when they are having difficulty getting signatures.

1. Introduce yourself to a classmate.
2. Ask a question based on scorecard squares you need signed.
3. Get a signature from the student or ask another question.
4. Answer your classmate's questions clearly and sign a square.
5. Move on to another classmate.

## Reflect

Chart a list of interesting classmate facts. Keep the chart up for a few weeks as students continue to get to know each other. Ask:

*Who in the class loves to dance? With whom do you share an interest?*



20–30 Minutes

#### Day Four

1. Buddy Bingo
2. Demonstrating the Spelling Zone
3. Book Search

#### STUDENT OBJECTIVES

- Get familiar with the Instructional Software.
- Learn about the Spelling Zone.

#### MATERIALS

- Demo CD
- KWL chart (Teacher Implementation Guide, page 30)

#### PREPARATION

- Copy 1 KWL chart per student.
- Set up the demonstration (see page 12).

#### RESOURCE LINKS

Teacher Implementation Guide, page 59  
Software Manual, pages 151–152, 177–183  
Red Session 5.4

## Demonstrating the Spelling Zone

### Teach/Model

**Introduce** the Spelling Zone and go over the activities the students will do in this zone. Remind students that they will be doing this during the Instructional Software rotation.

1. **Spelling Assessment** *Here you practice the ten Assessment Words from the passage in the Reading Zone. You hear the word, hear it used in a sentence, and then type in the spelling. If you misspell a word, it becomes a Study Word.*
2. **Spelling Clinic** *In the Spelling Clinic, you learn the words you didn't spell correctly. You also get immediate feedback as you practice your Study Words. You see a list of your three Study Words, then hear them pronounced, then spell each word. If you spell the word incorrectly, you get feedback and you can try again. Once you have spelled all the words correctly, you can move on to the Success Zone.*
3. **Spelling Challenge** *Once you know all your spelling words, you go to the Challenge. You hear a word pronounced and type in your spelling of the word. If you spell it correctly, you move on to the next word. You do this activity each time you are in the Spelling Zone until you master the list.*
4. **Proofreading** *Here you check three sentences for misspelled words and choose words to fill in the blanks. When you choose a word to fill in the blank, the computer tells you right away if you are correct.*
5. **Spelling Zone Progress Report** *Check this report screen to see your overall progress in the Spelling Zone. It also tells you the total number of words mastered.*

### Apply

**Discuss** the following tips for working in the Spelling Zone:

- Explain that the software times student responses and counts words not spelled within 30 seconds as incorrect.
- Encourage students to click Spelling Clinic buttons (Word, Sentence, Tip, Parts, Spell It) that can help them with spelling reminders.
- Have students review their Student Spelling Zone Report, which lists spelling words they have learned as well as their Review Words to study.

### Reflect

**Discuss** the activity. Have students complete a KWL chart (Teacher Implementation Guide, page 30) to review what they have learned. After students complete the first two sections, have them pair with a partner to discuss the last section.



30 Minutes

**Day Four**

1. Buddy Bingo
2. Demonstrating the Spelling Zone
3. Book Search

**STUDENT OBJECTIVES**

- To get acquainted with the *READ 180* Library.
- To practice routines and procedures.

**MATERIALS**

- Lexile Framework Poster
- Audiobooks and Paperbacks Poster
- Clues on index cards

**RESOURCE LINKS**

Teacher Implementation Guide,  
pages 72–77  
Red Session 6.4



**Teacher Tip**

Use the Audiobook and Paperback Poster and Resource Guides to help you write specific clues that are short and low readability to ensure success.

## Book Search

### Teach/Model

Show students the Audiobooks and Paperbacks Poster. Say:

*We are going to do a Book Search to get acquainted with the READ 180 library. This poster shows the leveled READ 180 Paperbacks and Audiobooks. Each book has a brief description and a Lexile level. Next week you will take the Scholastic Reading Inventory test to find out your Lexile level. When you choose books that match your level you will experience reading success!*

Ask a student to point out where in the Instructional Model she or he would be reading independently.

### Apply

1. Place a set of *READ 180* books at each table.
2. Divide students into groups of four to five.
3. Distribute one clue on an index card to each student.
4. Have students look over books and try to find the book that matches his or her clue.

Examples:

- **Stage A** Stories about five people who all have very unusual jobs.  
Answer: *The Skull Man and Other People With Cool Jobs*
- **Stage B** A young Seminole girl must decide what's best for her tribe.  
Answer: *Nightbird: A Story of the Seminole Indians*
- **Stage C** Three young American soldiers take part in the D-Day invasion to free Europe from the Nazis.  
Answer: *In the Line of Fire: A Story About D-Day*

### Reflect

**Discuss** the activity. Have students share their reasoning for matching books to clues with the group. Provide sentence starters on chart paper and read them aloud. Say:

*The title of the book that matches my clue is \_\_\_\_\_. I think this because \_\_\_\_\_.*

**Reflect** on the activity by asking students what clues, book topics, or characters interested them.





**Day Five**

1. The Week in Review
2. Demonstrating the Success Zone
3. Wrapping Up the *READ 180* Day

**STUDENT OBJECTIVES**

- Review the first week of *READ 180*.
- Learn what other students found interesting or had questions about during the first week of *READ 180*.

**PREPARATION**

- Review the students' Exit Slips before beginning this activity.
- Select one to share and check with the student.



**Teacher Tip**

When students share, focus on what students are commonly excited about first, then move on to what was confusing to them.

## The Week in Review

### Teach/Model

**Explain** that periodically you will review students' Exit Slips to learn more about them and their experience with *READ 180*. Say:

*These slips are a great way for you to record your thoughts and questions about READ 180 and share them with me. Today we are going to look at the Exit Slips we filled out on the first day of class, think about how your responses may have changed, and share your thoughts with a partner.*

**Model** for the class how to do the activity using a Think Aloud with a student's Exit slip.

I am going to do a Think Aloud with \_\_\_\_'s Exit Slip. Say:

*On the first day of READ 180, I wrote here that I was excited about the Instructional Software. Now, after a week of learning more about the program, I have to say I'm more excited about independent reading. I've already picked the book I want to read and I'm looking forward to starting it next week.*

### Apply

**Direct** students to choose a partner or put them in pairs by birthday or first letter of last name.

1. Give students a few minutes to read their own Exit Slips and add to their responses.
2. Ask them to share two responses with their partners.
3. When they begin to share, circle the room and assist students by giving them sentence starters or asking open-ended questions to move the discussion along.
4. Encourage students to answer each other's questions about the program if they can.

### Reflect

**Discuss** the reactions to the Exit Slips in Whole-Group Instruction. Call on a few students to share what their partner told them about their first week with *READ 180*. Chart some common responses and questions. Say:

*As we finish our first week with READ 180, let's take this time to focus on what we have accomplished and look forward to next week when we can tackle some of these questions as a class while we continue to learn the program.*



20–30 Minutes

#### Day Five

1. The Week in Review
2. Demonstrating the Success Zone
3. Wrapping Up the *READ 180* Day

#### STUDENT OBJECTIVES

- Get familiar with the Instructional Software.
- Learn about the Success Zone.

#### MATERIALS

- Projector
- Demo CD
- KWL chart (Teacher Implementation Guide, page 30)

#### RESOURCE LINKS

Teacher Implementation Guide, page 59  
Software Manual, pages 151–152, 184–191  
Red Session 5.5

## Demonstrating the Success Zone

### Teach/Model

**Introduce** the Success Zone. The Success Zone is the final segment of a Topic CD and focuses on reading comprehension strategies. Say:

*In the Success Zone, you demonstrate all that you have learned in a final recording of a passage. Then, on to the next CD!*

**Explain** to students that they will reach the Success Zone once they have successfully completed the other zones. Do a quick review of each zone if time permits. Describe for students what they will be doing in the Success Zone.

1. **Discrepancy Passages** *In this activity you read two or three versions of the passage from the Reading Zone and choose the one that most accurately summarizes the original passage.*
2. **Context Passages** *Here you read passages that have some words missing. You fill in the missing vocabulary words by choosing the correct word from a list.*
3. **Final Recording** *In the Final Recording you can show all that you have learned by making a final recording of the passage, doing a Self-Check, and then, if you want, rerecording. When you hear your recording you will be impressed with how much your reading can improve in only one segment.*

### Apply

**Discuss** the following tips for using the Success Zone:

- Have students let you know when they are finished with the Success Zone so that you can publicly acknowledge each student during wrap-up or on achievement bulletin boards.
- Students can review their success at the end of the playback in the Self Evaluation Student Report.
- Students can view their Success Zone Progress Report to learn about their overall progress in the Topic Software. Encourage them to regularly review the reports that are available to them in each zone so that they can see how they are progressing.

### Reflect

**Reflect** on the activity. Have students complete a KWL chart (Teacher Implementation Guide, page 30) to review what they have learned. After students complete the first two sections, have them pair with a partner to discuss the last section.





20–30 Minutes

**Day Five**

1. The Week in Review
2. Demonstrating the Success Zone
3. Wrapping Up the *READ 180* Day

**STUDENT OBJECTIVES**

- Continue to learn the Instructional Model.
- Review expectations for the *READ 180* classroom.

**MATERIALS**

- Student folder with KWL charts, Exit Slips, and other student materials
- Daily Reflection Journal (Teacher Implementation Guide, page 193)



**Teacher Tip**

Encourage students to refer to the student materials they have completed and stored in their student folders to help them fill in their Daily Reflection Journal.

# Wrapping Up the *READ 180* Day

## Teach/Model

**Introduce** the Wrap-Up portion of the Instructional Model. Show the Implementation DVD Student chapter to review the student experience. Remind students that the *READ 180* day ends with ten minutes of Whole-Group Wrap-Up. There are a number of ways that you can wrap-up a *READ 180* day. You can ask students to:

- Respond in writing to a specific question or sentence starter.
- Share with the group: *What information did you learn today that surprised you?*
- Apply what they have learned to other classes: *How can you use what we do in your social studies or science classes? What are things you want to remember for the reading and writing you do in other classes?*

## Apply

**Direct** students to fill out their Daily Reflection Journal. Tell them that they will hand these in at the end of each *READ 180* day so that you can look them over and address any questions they might have in the following class.

## Reflect

**Reflect** on the Wrap-Up. Say:

*Whole-Group Wrap-Up is an opportunity to review what you have learned and ask questions. Use the journal to reflect on the various activities you have participated in during the first week.*

Give them time to review their Exit Slips, KWL charts, and other materials in their student folders to help them fill out the Daily Reflection Journal. Then select a few students to share with the whole class.

**“READ 180  
has made a big  
improvement in my life,  
such as keeping me away from  
trouble, enjoying school, and  
not giving up. Giving up never  
crosses my mind.”**

—Denzel, Age 15  
Las Vegas, NV

# Planning Week Two

During your second week, focus on establishing routines with your *READ 180* students and getting them ready to start full rotations next week. This week your students will take the Scholastic Reading Inventory (SRI) test to learn their Lexile levels, practice management and instructional routines, and become more familiar with the *rBook*.

### YOUR OBJECTIVES FOR WEEK TWO

- Continue building community.
- Practice routines and procedures for each rotation.
- Administer the SRI test.
- Group students according to Lexile levels.
- Help students choose books for independent reading.
- Introduce instructional routines using Read Alouds.
- \_\_\_\_\_
- \_\_\_\_\_

## Establishing Expectations

Focus on setting clear expectations for each rotation in the Instructional Model. This week your students will also become more familiar with routines and working in small groups. Follow these suggestions for establishing students' expectations or create your own.

1. Know where to store your materials.
2. Move quietly from one rotation to the next.
3. Review posted procedures often.
4. Learn instructional routines.
5. Understand how to use your Lexile level.

### Do...

- *Focus on practicing rotations.*
- *Assess students with the SRI test.*
- *Form rotation groups.*

### Don't Worry About...

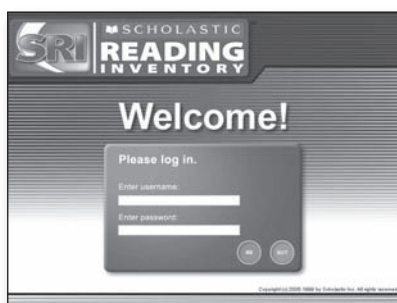
- *Starting the Instructional Software.*
- *Teaching the first **rBook** workshop.*

## Components for Week Two

Here are a few of the resources that you will want to become familiar with during your second week.

*"I used to have a hard time in school, but now I like to read! My grades in other classes have gone up as well."*

—Adam, Age 11  
Anchorage, AK



### Scholastic Reading Inventory (SRI)

The Scholastic Reading Inventory helps students choose books for independent reading according to their interests and Lexile levels. The 20-minute, computer-adaptive test quickly and accurately assesses a student's Lexile level and then generates a report of recommended books.



#### Teacher Tip

Administer the SRI at the beginning of the year and again mid-year to reassess students' Lexile ranges. Use the results to regroup students as needed for effective Small-Group Instruction.

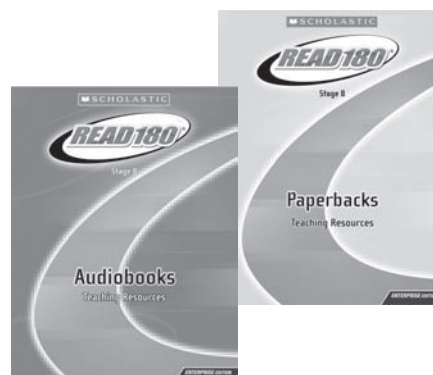
## Teaching Resources

These resources are full of reproducibles and short activities that keep students accountable during the Independent Reading Rotation.



#### Teacher Tip

Check out the Student Resources section in both the Audiobooks and Paperbacks Teaching Resources. QuickWrites, for example, allow students an opportunity to reflect on their reading before moving on to the next rotation.



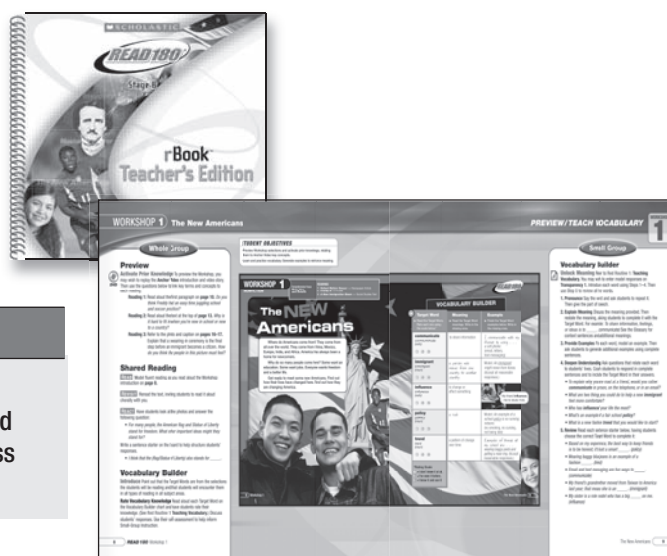
## RED Pages

The RED pages in the *rBook* Teacher's Edition outline steps for using instructional routines grounded in research-based "best practices" from Scholastic RED professional development.



#### Teacher Tip

Follow the Teaching Vocabulary routine on pages T8–T9 to teach the academic vocabulary students need to build background knowledge and successfully engage in class discussions.



### Setting Up and Preparing Materials

Use these tips and suggestions to help you implement *READ 180*.

- Check that the CD players and headsets are working properly. Keep extra batteries handy.
- Create a filing system for student reproducibles and organize them by type. Have them copied and ready for distribution.
- Have plenty of small and large sticky notes available for marking pages and note-taking.
- Locate the Teaching Transparencies in the Teacher Bookshelf.
- Enroll students in Scholastic Reading Inventory, *READ 180*, and Scholastic Reading Counts! in SAM.
- Send parent letters home to introduce *READ 180*.

### Materials Checklist

As you begin your second week of instruction, use this checklist to ensure you have everything you need.






- |  |   |
|--|---|
| <input type="checkbox"/> Books for Read Aloud  | <input type="checkbox"/> Instructional Software: Routines and Procedures (1 per student, Teacher Implementation Guide, page 195)          |
| <input type="checkbox"/> Teaching Resources  | <input type="checkbox"/> Modeled and Independent Reading: Routines and Procedures (1 per student, Teacher Implementation Guide, page 196) |
| <input type="checkbox"/> Audiobook and Paperback Poster  | <input type="checkbox"/> Think (Write)-Pair-Share handout (1 per student, Teacher Implementation Guide, page 197)                         |
| <input type="checkbox"/> Topic Software Poster   | <input type="checkbox"/> Idea Wave handout (1 per student, Teacher Implementation Guide, page 198)  |
| <input type="checkbox"/> Student <i>rBooks</i> (1 per student)   | <input type="checkbox"/> Numbered Heads handout (1 per student, Teacher Implementation Guide, page 199)                                   |
| <input type="checkbox"/> Lexile Framework Poster   |   |
| <input type="checkbox"/> Reading Log (1 per student, Teacher Implementation Guide, page 191)                       |   |
| <input type="checkbox"/> Exit Slips (1 per student, Teacher Implementation Guide, page 192)                        |   |
| <input type="checkbox"/> Rotation Chart (Teacher Implementation Guide, page 201)                                   |   |
| <input type="checkbox"/> Small-Group Instruction: Routines and Procedures (Teacher Implementation Guide, page 194) |   |

### To Do List

Add to this list as you prepare for your second week with *READ 180*.

- ☐ *Create a list of the correct username and password for each student to log on to Scholastic Reading Inventory.*
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## Week Two Planner

	 BUILDING COMMUNITY	 MANAGING THE INSTRUCTIONAL MODEL	 INTRODUCING THE SOFTWARE	 SELECTING BOOKS	 PRACTICING ROUTINES
<b>Day Six</b>	<ul style="list-style-type: none"> <li>• “Doodle Dos” (10 minutes) p. 30</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing Rotation Routines and Procedures (20–30 minutes) p. 32</li> </ul>		<ul style="list-style-type: none"> <li>• Surveying Reading Interests (20–30 minutes) p. 33</li> </ul>	<ul style="list-style-type: none"> <li>• Using Oral Cloze With a Read Aloud (20 minutes) p. 31</li> </ul>
<b>Day Seven</b>		<ul style="list-style-type: none"> <li>• Modeled and Independent Reading: Routines and Procedures (20–30 minutes) p. 35</li> </ul>	<ul style="list-style-type: none"> <li>• Administering the Scholastic Reading Inventory (30 minutes) p. 36</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the Reading Log (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Using Think (Write)-Pair-Share With a Read Aloud (20 minutes) p. 34</li> </ul>
<b>Day Eight</b>	<ul style="list-style-type: none"> <li>• Taking a Stand (10 minutes) p. 37</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Software: Routines and Procedures (20–30 minutes) p. 40</li> </ul>		<ul style="list-style-type: none"> <li>• Choosing Books and Assigning Groups (20–30 minutes) p. 39</li> </ul>	<ul style="list-style-type: none"> <li>• Using Idea Wave With a Read Aloud (20 minutes) p. 38</li> </ul>
<b>Day Nine</b>		<ul style="list-style-type: none"> <li>• Introducing Small-Group Instruction With the <i>rBook</i> (70 minutes) p. 42</li> </ul>			<ul style="list-style-type: none"> <li>• Using Numbered Heads With a Read Aloud (20 minutes) p. 41</li> </ul>
<b>Day Ten</b>	<ul style="list-style-type: none"> <li>• Practicing Full Rotations (90 minutes) p. 43</li> </ul>				



10 Minutes

**Day Six**

1. “Doodle Dos”
2. Using Oral Cloze With a Read Aloud
3. Establishing Rotation Routines and Procedures
4. Surveying Reading Interests

**STUDENT OBJECTIVES**

- Synthesize week-one introduction to *READ 180*.
- Develop ownership of their classroom community.

**PREPARATIONS**

- Gather examples of well-known logos for local companies or popular brands.
- Sketch your own *READ 180* logo before doodling in front of the class.



**Teacher Tip**

Explain the meaning and purpose of a logo using examples that your students will likely recognize. You may want to show a logo first and then have students guess the company or brand.

## “Doodle Dos”

### Teach/Model

**Introduce** the activity by telling students that they will start class today by doodling. Ask them what they picture when you say the word “doodling.” Then explain the activity. Say:

*You are going to create a logo that represents your READ 180 classroom. Last week we talked about the different types of learning you will do in this class. Let’s take five minutes to doodle and create a picture that could represent our classroom this year.*

Show students examples of several well-known logos. Ask:

*What do you think is the purpose of a logo?*

**Explain** the procedure. Give students five minutes to create their *READ 180* logos. Remind them that they are doodling so their logos do not have to look like masterpieces. After doodling time is up, students will share their logos.

**Model** the activity by doodling in front of students using an overhead projector or chart paper. You may want to incorporate pictures, such as books and computers, to reinforce the key components of *READ 180*. Then explain your logo. Say, for example: *I think that books are really important to READ 180 because we are all going to learn to become better readers. So I shaped the letter “E” in READ to look like a book.*

### Apply

**Pass** out pieces of blank paper and allow five minutes for students to create their *READ 180* logos. You may want to provide colored markers for students to use. Prepare a signal to indicate when doodling time is over. Have students share their logos in small groups or with an assigned partner.

As a variation, have students doodle on large sticky notes. After they share their logos, students can post their notes on a large wall chart.

### Reflect

**Discuss** the different types of images students created and how they connect to the *READ 180* classroom. Ask for a couple of volunteers to share their logos with the class.

Highlight two or three images and/or words that you found motivational. Say:

*I noticed that one logo pictures a globe. I noticed it because this year you are going to read about many exciting and new topics that may broaden your world knowledge.*





**Day Six**

1. "Doodle Dos"
2. Using Oral Cloze With a Read Aloud
3. Establishing Rotation Routines and Procedures
4. Surveying Reading Interests

**STUDENT OBJECTIVES**

- Become familiar with the instructional routine.
- Stay engaged during a Read Aloud.

**PREPARATIONS**

- Make copies of the selected reading passage for each student.
- Select words to omit during the Oral Cloze routine.

**READ-ALOUD BOOKS**

Choose the book from the appropriate Stage or another favorite Read-Aloud book.

- **Stage A:** *The Torch Runner* by Dina Anastasio
- **Stage B:** *Hear Me* by Amy Olson
- **Stage C:** *Survivors: True Stories About Real Kids*

**MATERIALS**

- Teacher Implementation Guide, page 174
- *rBook* Teachers Edition, pages T74–T75
- Red Session 3.4

# Using Oral Cloze With a Read Aloud

## Teach/Model

**Introduce** the activity. Tell students that you are going to read aloud a passage from a *READ 180* book using a routine called Oral Cloze. Explain that they will practice this routine many times throughout the year.

**Explain** the procedure. Say:

*I am going to read this passage two times. The first time I want you to sit back and listen to the story. The second time, your job is to read along silently with me while I read aloud. When I leave out a word, chime in and read the word aloud.*

**Model** the routine after handing out copies of the passage. Read aloud the passage, stopping before the first omitted word. Praise students for silently following along and chiming in. Say:

*Now that you understand your role, sit back and listen while I read aloud the whole passage. Remember, the second time your job will be to fill in the words I leave out.*

## Apply

**Read** aloud the passage with expression and attention to phrasing while students listen. Review the Oral Cloze procedure. Then reread the passage, leaving out your selected words. Pause briefly for students to respond chorally. Monitor students' responses during the Oral Cloze. If they do not respond, clearly say the omitted word and continue reading.

## Reflect

Ask students to compare the two reading experiences.

*How was the experience different when your role was to sit and listen compared to when I left out words and you had to fill them in?*

*"Everything is different now. I am not scared to read aloud anymore. I am learning to do better work."*

—Rodney, Age 16  
Little River, SC



20–30 Minutes

#### Day Six

1. “Doodle Dos”
2. Using Oral Cloze With a Read Aloud
3. Establishing Rotation Routines and Procedures
4. Surveying Reading Interests

#### STUDENT OBJECTIVES

- Locate the three learning centers in the classroom.
- Efficiently move from center to center when signaled.

#### PREPARATIONS

- Post the Rotation Tracking Chart. Group students by birthday or last name.
- Choose a signal to let students know when it is time to rotate.



#### Teacher Tip

Consider rotation behavior as part of an overall class participation grade. Give students credit for rotating in a timely manner with minimal distractions.

## Establishing Rotation Routines and Procedures

### Teach/Model

**Introduce** the activity by reviewing the Instructional Model poster. Point out the three rotations and the corresponding centers in the classroom. Tell students that they will practice rotating from center to center. Say:

*Last week we learned about the READ 180 Instructional Model and the different rotation centers in the classroom. Today, let’s review and practice rotations so you know when to move, where to move, and how to move.*

Explain the procedure for efficient rotations.

1. Review the rotation chart. Tell students to check the chart when they enter the classroom so they know their group.
2. Share your rotation signal for movement, such as a timer or music. Explain that each group should move at the same time for smooth rotations.
3. Remind students to leave the area ready for the next group.

**Model** how to transition from one area to the next, including how to stop work, gather your things, and leave the area ready for the next group. Show students how to walk quickly and quietly. Have all students walk in the same direction for an efficient rotation.

### Apply

**Check** that students understand the rotation chart and procedures by asking the following:

*Raise your hand if you are in Group 1. Where do you start? What’s the signal? What do you do with your materials when you hear the signal?*

Signal for students to stand up and practice rotating to their first station. Provide suggestions and encouragement. Then signal and have students rotate to their next station. Repeat so that students have the chance to practice rotating to each area.

### Reflect

**Share** what you noticed students doing well during the practice rotation. Emphasize certain actions, such as: *Remember to push in your chair for the next group.* Wrap up by asking students to think about tips for smooth transitions. Write student answers on chart paper. Ask:

*What is one important thing to remember when rotating from center to center?*





20–30 Minutes

**Day Six**

1. “Doodle Dos”
2. Using Oral Cloze With a Read Aloud
3. Establishing Rotation Routines and Procedures
4. Surveying Reading Interests

**STUDENT OBJECTIVES**

- Identify personal reading interests.
- Help your teacher get to know your interests.

**PREPARATIONS**

- Ask a student to be the student model.
- Copy the Reader’s Survey (Teacher Implementation Guide, page 200) for each student.

**RESOURCE LINKS**

Teacher’s Edition, page 55B  
Teacher Implementation Guide,  
pages 134–200  
Red Session 6.4



**Teacher Tip**

Keep these surveys in your students’ files and consult them during book conferences to make other book recommendations.

# Surveying Reading Interests

## Teach/Model

**Introduce** the activity. Tell students that they will be interviewing a partner with a survey to get to know each other’s reading interests. Say:

*During the Modeled and Independent Reading rotation, you will read books that you choose. It is important for your reading success that you pick books that you enjoy. In order to help you pinpoint some of your interests, you are going to interview a partner using a Reader’s Survey.*

Ask students how they usually select books. Chart their answers. Answers may include: looking at the front cover, reading the back cover, or reading the first page to see if the story sounds interesting.

**Model** questions and answers in the survey with a student. Show students the Audiobooks and Paperbacks Poster. Say:

*Here is a poster that describes all of the titles in the READ 180 Library. The poster describes each book and gives its Lexile level. Lexiles are numbers used to measure reading levels. Tomorrow you will take a test to find out your Lexile level, and then you can find books in the library that match your reading level with your interests. For now let’s use the summaries of each title on the poster to match your partner’s interests to a few books in the library.*

## Apply

**Direct** the students to take the survey with a partner. Have students work with a partner to interview each other. They can choose a partner or you can assign them. Circulate among the students as they are writing their answers and respond to any questions they may have about the survey. Then, give students five minutes to select a few titles from the library to recommend to their partners before regrouping for a brief class discussion.

## Reflect

**Reflect** by having students share some of their partners’ interests with the class. At this time, students can recommend books that they have read.

*“I used to be shy  
getting up in front  
of the class, but now it is  
a piece of cake! I have read  
13 books and I am not  
stopping!”*

—Raul, Age 10  
McAllen, TX



Day Seven

1. Using Think (Write)-Pair-Share With a Read Aloud
2. Modeled and Independent Reading: Routines and Procedures
3. Administering SRI

**STUDENT OBJECTIVES**

- Become familiar with the instructional routine.
- Stay engaged when responding to a question.

**MATERIALS**

- Think (Write)-Pair-Share handout (Teacher Implementation Guide, page 197)
- Think (Write)-Pair-Share (Transparency 19)

**RESOURCE LINKS**

Teacher's Edition, pages T76–T77  
 Teacher Implementation Guide, page 197  
 Red Session 2.6

**READ-ALOUD BOOKS**

Choose the book from the appropriate Stage or another favorite Read-Aloud book.

- **Stage A:** *The Torch Runner* by Dina Anastasio
- **Stage B:** *Hear Me* by Amy Olson
- **Stage C:** *Survivors: True Stories About Real Kids*

# Using Think (Write)-Pair-Share With a Read Aloud

## Teach/Model

**Introduce** the activity. Tell students that they will be participating in a class discussion based on a Read Aloud using the Think (Write)-Pair-Share routine. Say:

*Let's take a few minutes to learn the Think (Write)-Pair-Share routine. We will use this routine throughout the year.*

**Explain** the procedure. Use Transparency 19 to go over the steps for a Think (Write)-Pair-Share. Tell students they are going to number off 1, 2, 3, and 4 to form discussion groups. Pose a question, give them time to think and write down their response, and then have them share their responses with the class.

**Model** how to express ideas, respond, and share. Review the sentences starters on the transparency. Say:

*In this activity we will be communicating in three ways. We will express, or say, what we think to our partners. We will respond to our partners' ideas. Then we will share with the group. Let me give you some examples of how to do each kind of communication.*

Express	Respond	Share
I think that ____ because ____.	My idea is similar to yours. I also think that ____.	____ raised a good point.
One reason I feel this way is because ____.	My idea is different from yours. I think ____.	We agreed that ____ because ____.

## Apply

**Ask** an open-ended question related to the Read Aloud. Ask:

*What clues are revealed about the setting in this passage?*

**Monitor** students as they write down their answers. Allow students time to think (and write) briefly. After thinking time, signal and say:

*Number 1's share your responses with your partner. Now Number 2's share your answers.*

## Reflect

**Facilitate** as pairs share what they discussed with the whole class. Say:

*Now Number 2's are going to share with the class.*



20–30 Minutes

#### Day Seven

1. Using Think (Write)-Pair-Share With a Read Aloud
2. Modeled and Independent Reading: Routines and Procedures
3. Administering SRI

#### STUDENT OBJECTIVES

- Learn one rotation in the Instructional Model.
- Efficiently gather materials and work independently.

#### PREPARATIONS

- Post procedures for this rotation center (Teacher Implementation Guide, page 196).
- Make copies of the Reading Log, QuickWrites, and other materials for each student.
- Make sure the CD players and headphones are working.



#### Teacher Tip

Use resealable plastic bags labeled with students' names to store their current Paperback or Audiobook, Reading Log, QuickWrite, and Comprehension Graphic Organizer.

## Modeled and Independent Reading: Routines and Procedures

### Teach/Model

**Introduce** the activity by reviewing the Instructional Model. Tell students that Modeled and Independent Reading is the time for them to practice uninterrupted reading with leveled Paperbacks and grade-level Audiobooks. Say:

*Remember, each day you will rotate through three learning centers. Today, we are going to learn more about the Modeled and Independent Reading center.*

**Explain** this rotation by first showing students the *READ 180* Audiobooks and Paperbacks poster. Say:

*This poster shows the different books in our READ 180 library. Today you are going to take the Scholastic Reading Inventory test to find out your Lexile level. Then you will be able to choose books that match your level so you can enjoy reading the right book without frustration.*

Tell students that tomorrow they will have a chance to select a Paperback or an Audiobook to read independently and begin to track their progress in their Reading Logs.

**Model** how to retrieve a Paperback or Audiobook from the library, read independently, and store materials before moving to the next center. You may want to model how to complete a Reading Log. Create a list of procedures and review them with students. Sample procedures for this rotation include:

- Selecting a Paperback or Audiobook to read.
- Using a sticky note to mark your place in the book.
- Recording the date, title, pages, and comments in your Reading Log.
- Returning the book and/or headphones to the appropriate place.

### Apply

**Divide** the class into three groups. Have one group rotate to the Modeled and Independent Reading station, gather materials, and demonstrate good independent reading behavior. Ask the other students to write down one procedure they noticed another student following. Repeat until all groups have had a chance to practice.

### Reflect

**Ask** students to share what they noticed. Ask:

*What is one procedure you noticed your classmates following in the Modeled and Independent Reading center?*



30 Minutes

**Day Seven**

1. Using Think (Write)-Pair-Share With a Read Aloud
2. Modeled and Independent Reading: Routines and Procedures
3. Administering SRI

**STUDENT OBJECTIVES**

- Determine individual reading levels to begin using *READ 180*.
- Generate a personal reading list based on Lexile, grade, and interests.

**PREPARATIONS**

- Select estimated reading levels for students in SAM.
- Send home Parent Report I to introduce parents to the Scholastic Reading Inventory.
- Prepare an activity for the other students if there are not enough computers for everyone to take the test at the same time.

**MATERIALS**

- Teacher Implementation Guide, pages 97–104
- Software Manual, pages 261–264, 274–279
- Test-Taking Strategies

# Administering the Scholastic Reading Inventory

## Teach/Model

**Introduce** the Scholastic Reading Inventory (SRI) test. Tell students that it is a computer-adaptive test that will measure their reading ability and help you monitor their reading progress. Say:

*This is different from other tests you take in school. The SRI uses software that adapts to you. When the computer has enough information to generate a Lexile measure, the test ends.*

**Explain** the procedure. Tell students that when they first log on, they will see the Interest screen and choose up to three reading interests. The computer will use this information to create a personal reading list. Next, they will take a practice test that is similar to the actual test. They will read book passages and answer questions. The test usually takes about 20 to 25 minutes.

**Model** the test-taking process by showing students the Interest screen. Preview the different interests and model your selection process. Then show students an example of a test question. You may want to review strategies for answering fill-in-the-blank multiple-choice questions before students take the test. (See your Test-Taking Strategies book in the Teacher Bookshelf.)

## Apply

**Assign** students to computers to take the test and provide them with their login information. The SRI is not a timed test. You may want to allow students to get up and stretch during the test if they appear frustrated or restless. Say:

*Remember to read each passage carefully and read all the answers before making your choice. Then reread the passage with your answer to see if it makes sense. Don't forget, you can skip up to three questions without affecting your test results. When you finish the test, you will get to see your Lexile and a personal reading list.*

## Reflect

**Remind** students that the test they took today is a useful tool for helping them select appropriately leveled books and help you monitor their progress throughout the year. Print out copies of each student's Recommended Reading Report and, depending on time, have them preview one or two books from the *READ 180* library.



10 Minutes

#### Day Eight

1. Taking a Stand
2. Using Idea Wave With a Read Aloud
3. Choosing Books
4. Instructional Software: Routines and Procedures

#### STUDENT OBJECTIVES

- Find common interests with classmates.
- Develop ownership of their classroom community.

#### PREPARATIONS

- Come up with five to six word pairs.
- Place a long piece of tape on the floor.



#### Teacher Tip

Choose some word pairs that are fun and others that are academic.

## Taking a Stand

### Teach/Model

**Introduce** the activity by telling students that they will start class today getting to know each other's likes and dislikes. Point out the tape on the floor. Then explain the activity. Say:

*I am going to give you a word pair and you are going to choose which one you like best and stand on the side of the tape that represents your choice. Let's see who has the most in common.*

Give examples of word pairs, such as *dogs or cats, reading or writing, or newspapers or magazines.*

**Explain** the procedure. Give students two choices, pointing to the side of the tape assigned for each choice. Tell them they will "take a stand" on either side of the tape for each word pair given.

**Model** the activity with one of the word pairs, such as *newspapers or magazines.* Point out the side for newspapers and side for magazines. Walk over to the side you chose and explain your decision. Say:

*I am taking a stand on this side of the tape because I like magazines better than newspapers. Magazines are more narrative and their articles go in greater depth than newspapers.*

### Apply

**Write** the list of word pairs on chart paper or on the board. You may ask students to volunteer their own word pairs. Ask your students to stand up. Clearly point to the side of the tape assigned as you say each word. Observe students' choices before moving on to the next word pair.

### Reflect

**Discuss** students' choices. Select a couple of students to share why they chose to take a stand one way or the other. Chart responses. Ask:

*I noticed that many more of you would rather read than write. Would you mind explaining to the class why you chose reading over writing?*

*"I know I am smart and READ 180 has shown me this. Now I always give it a 100% on all my work and I always try."*

—Anthony, Age 14  
Hamden, CT



**Day Eight**

1. Taking a Stand
2. Using Idea Wave With a Read Aloud
3. Choosing Books
4. Instructional Software: Routines and Procedures

**STUDENT OBJECTIVES**

- Become familiar with the instructional routine.
- Participate in class discussions.

**PREPARATIONS**

- You may want to reread a previous Read Aloud activity passage.
- Prepare an open-ended question connected to the reading.
- Set up an overhead projector to show the steps of an Idea Wave using Transparency 20.

**READ-ALOUD BOOKS**

Choose the book from the appropriate Stage or another favorite Read-Aloud book.

- **Stage A:** *The Torch Runner* by Dina Anastasio
- **Stage B:** *Hear Me* by Amy Olson
- **Stage C:** *Survivors: True Stories About Real Kids*

# Using Idea Wave With a Read Aloud

## Teach/Model

**Introduce** the activity by asking students if they are familiar with a human wave. Say: *Have you ever been to a sporting event where the fans created a human wave? How would you describe it?*

Then tell students that you are going to teach them an Idea Wave to use in the classroom. Explain that they will practice this routine many times throughout the year.

**Explain** the procedure. Tell students that you are going to read aloud a passage from a book in the *READ 180* Library and then pose a question. Students will have a couple of minutes to write down an answer. Start an Idea Wave by choosing a student to share, and then quickly going around the room.

**Model** the routine by asking a personal-interest question. Say:

*Let's practice this routine. What is your favorite type of food? Please write down your answer and be prepared to share.*

Share your answer with the class. Then call on a couple of students to share in a wave-like fashion using the sentence starter:

*My favorite type of food is \_\_\_\_\_.*

## Apply

**Read** aloud the selected reading passage with expression and attention to phrasing while students listen. Then pose a question related to the reading and allow students to write down their response. For example: *What is one word you would use to describe the main character?* After a couple of minutes, provide a sentence starter and choose a student to begin the Idea Wave. Say:

*Let's begin the Idea Wave with Matt. Use the following sentence starter when you share your idea: One word I would use to describe the main character is \_\_\_\_\_.*

## Reflect

**Record** the different descriptive words on chart paper or on the board during the Idea Wave. After everyone has shared, review the words and use them to further discuss the character or create a character summary.





20–30 Minutes

#### Day Eight

1. Taking a Stand
2. Using Idea Wave With a Read Aloud
3. Choosing Books
4. Instructional Software: Routines and Procedures

#### STUDENT OBJECTIVES

- Develop strategies for choosing Paperbacks and Audiobooks.
- Promote student accountability during independent reading.

#### PREPARATIONS

- Make sure each student knows his or her Lexile level.
- Assign students to small groups based on Lexile levels and interests.
- Post the filled-out Rotation Tracking Chart.

#### MATERIALS

- Lexile Framework Poster
- Audiobooks and Paperbacks Poster
- Teacher Implementation Guide, pages 134–135, 201

## Choosing Books

### Teach/Model

**Introduce** the activity. Tell students that they will learn strategies for choosing a Paperback or Audiobook during independent reading. Explain they will practice selecting books based on their Lexile levels and interests. Say:

*Now that you know your Lexile level, you are ready to select books from the Paperbacks and Audiobooks Library for independent reading. First, we will go over strategies for choosing books. Then you will each have the opportunity to choose your first book!*

**Explain** how the books are organized in the crates. Point out the differences between the leveled Paperbacks and Audiobooks.

**Model** how to use the Audiobooks and Paperbacks poster by looking over the book covers, summaries, and Lexile levels for each title. Read one of the summaries and give your reaction to the book. Say, for example:

*The title Monster intrigues me. I read here in the summary that it's about a young man who's on trial for murder. This title is in my Lexile range so I am going to select it as my first book for independent reading.*

### Apply

**Demonstrate** how to locate a book in the crate and find the Lexile level on the cover. Select a student to choose a Paperback or Audiobook from the poster and find it in the crate.

**Monitor** students as they choose their own Paperbacks or Audiobooks. Encourage students to choose Paperbacks at their level and Audiobooks slightly above their level in order to achieve the right amount of challenge.

### Reflect

**Ask** students to consider the following questions and give them a few minutes to reflect on their choices.

*Is the Paperback at my level?*

*Read the back of the book. Does the topic seem interesting to me?*

*Do the illustrations grab my attention?*

*How long will it take me to finish the book?*

Allow time for students to start reading or choose a new book.



20–30 Minutes

#### Day Eight

1. Taking a Stand
2. Using Idea Wave With a Read Aloud
3. Choosing Books
4. Instructional Software: Routines and Procedures

#### STUDENT OBJECTIVES

- Become more familiar with the Instructional Software materials.
- Learn Routines and Procedures for the Instructional Software Rotation.

#### MATERIALS

- Components Map
- Topic Software Poster

#### RESOURCE LINKS

Teaching Resources: Topic Software  
Teacher Implementation Guide, pages 25, 54–69, 195  
Red Session 5



#### Teacher Tip

Keep a folder of short activities or mini-lessons in the Instructional Software rotation center in case the computers are not working.

## Instructional Software: Routines and Procedures

### Teach/Model

**Introduce** the activity. Explain that students will spend 20 minutes in the *READ 180* Instructional Software rotation. Today they will learn routines and procedures for handling computer materials and being considerate of others. Say:

*Last week we explored each of the four zones in the Instructional Software. Today we are going to go over the rules and routines necessary to ensure the rotation runs smoothly and efficiently. Respecting the computer workstations and staying focused and on-task are keys to success in the Instructional Software.*

**Explain** that during Instructional Software students will be assigned to certain computers and need to handle all parts of that workstation with care. Discuss when and how students perform voice recordings on the Software. Some helpful procedures include:

1. Keep the keyboard clean and located directly in front of the computer.
2. Do not eat or drink at the computer workstations.
3. Always put your headphones in their correct place.
4. Speak in a normal voice during a voice recording. If you need help, quietly signal for assistance.

**Model** how to organize the computer workstation, such as how to handle Software CDs by holding them on the edges and avoiding scratching the surface. Demonstrate the correct voice level to use when making a voice recording.

### Apply

**Direct** students to the Software Rotation: Routines and Procedures posted on the wall. Call on individual students to model routines and procedures for Instructional Software, such as how to:

- Signal for assistance.
- Handle headphones and microphones carefully.
- Clean and organize the computer workstation for the next student.

### Reflect

**Reflect** on the rotation by having students complete QuickWrites. Some sample prompts for QuickWrites include:

*I can be considerate of others during the Instructional Software Rotation by...*  
*The following three routines will help keep my workstation in order...*





**Day Nine**

1. Using Numbered Heads With a Read Aloud
2. Introducing Small-Group Instruction With the *rBook*

**STUDENT OBJECTIVES**

- Become familiar with the instructional routine.
- Stay on-task and accountable during group discussion.

**MATERIALS**

- Numbered Heads handout (1 per student, Teacher Implementation Guide, page 199)
- Numbered Heads (Transparency 21)

**RESOURCE LINKS**

Teacher's Edition: pages T80–T81  
Teacher Implementation Guide, page 177  
Red Session 2.6

**READ-ALOUD BOOKS**

Choose the book from the appropriate Stage or another favorite Read-Aloud book. Select a passage to read to the class.

- **Stage A:** *The Torch Runner* by Dina Anastasio
- **Stage B:** *Hear Me* by Amy Olson
- **Stage C:** *Survivors: True Stories About Real Kids*

# Using Numbered Heads With a Read Aloud

## Teach/Model

**Introduce** the activity. Tell students that they will be responding to a question based on a Read Aloud using the Numbered Heads routine. Say:

*I want each of you to actively listen as I read a passage from one of the books in our READ 180 library. I will pose a question and then we will use the Numbered Heads routine to engage in group discussion. We will be using this routine throughout the year.*

**Explain** the procedure. Use the Transparency and handout to go over the steps for Numbered Heads. Tell students that they are going to number off one to four to form groups. You will give them a question based on the passage. They will discuss their answers in groups and then you will randomly select students to share their responses with the whole class.

**Group** students by having them count off. Groups of three to four work best.

## Apply

**Ask** an open-ended question. After reading the selected passage, ask an open-ended question based on the reading and write that question on the board. For example:

*What do you think will happen next?*

**Model** how to answer the question using a sentence starter. Point out the sentence starters on Transparency 21 for students' reference.

*I think that \_\_\_\_\_ because \_\_\_\_\_.*

**Monitor** students as they work in groups. Make sure each member of the group gets to share her or his response. Encourage students to respond using sentence starters.

## Reflect

**Facilitate** group discussion. Select which number will share with the whole class. Call on students to respond and then ask them to build upon their classmates' responses. Say:

*Now Number 2's are going to share with the class. How was your group's answers similar or different from the previous group's answers?*



70 Minutes

#### Day Nine

1. Using Numbered Heads With a Read Aloud
2. Introducing Small-Group Instruction With the *rBook*

#### STUDENT OBJECTIVES

- Learn expectations for Small-Group Instruction.
- Establish routines and procedures.

#### MATERIALS

- Instructional Model Poster
- *rBook*

#### RESOURCE LINKS

Teacher's Edition, pages T13–T41, 6–7  
 Teacher Implementation Guide, pages 36–37, 48–53, 117, 194  
 Red Sessions 3 and 4



#### Teacher Tip

Once you begin full rotations, have students rotate from Independent Reading to Small-Group Instruction. Then use the first few minutes of Small-Group Instruction to ask students about their reading to ensure accountability.

## Introducing Small-Group Instruction With the *rBook*

### Teach/Model

**Introduce** the activity. Show students where Small-Group Instruction occurs using the *READ 180* Instructional Model poster. Say:

*During Small-Group Instruction you will build on your reading vocabulary and writing skills working as a group, in pairs, or independently. You will work in your rBook or on related activities. From time to time you will also meet with me one on one.*

**Explain** that during Small-Group Instruction students are expected to be accountable for their work and their behavior.

1. Point out where student folders are stored and how to file their assignments.
2. Go over small-group etiquette, including how to listen to others. Model sentence starters for group discussion.
3. Point to the Small-Group Instruction: Routines and Procedures posted on the wall and review the routines listed there.

**Model** how to gather materials and prepare for small-group work. Show students how to file graded assignments and skill work into their student folders.

### Apply

**Direct** students to count off in numbers one and two to form two small groups. Have Group 1 practice gathering their materials and sitting down in the Independent Reading center to read their books quietly for 20–30 minutes. Group 2 will sit with you in the small-group center to preview the *rBook*. Have students take the Welcome to the *rBook* quiz on pages 6–7 of the *rBook*. Discuss their answers as a group. Play music to signal group movement. Offer praise for quiet movement and observe and acknowledge on-task behavior.

### Reflect

**Reflect** on the small-group experience. Call on individual students to answer the following questions:

*Where can you find sentence starters for small-group discussion?*

*What materials do you need for small-group work?*

*Where do you store your rBook before moving to the next rotation?*

*How does following the Small-Group Instruction: Routines and Procedures help the rest of the class?*



Day Ten

1. Practicing Full Rotations

**STUDENT OBJECTIVES**

- Become comfortable with the Instructional Model.
- Practice routines and procedures for each rotation.

**PREPARATIONS**

- Make sure students know where the Rotation Chart is posted and who is in their small group.
- Prepare a signal for students to rotate.



Teacher Tip

Check that headphones and computers are working and ready for use.

# Practicing Full Rotations

## Teach/Model

**Introduce** the rotations by reviewing the routines and procedures for each rotation. Tell students that they will practice a 90-minute rotation today and will spend time working in each area to prepare for the full rotations beginning next week.

*Now that we have spent the first few weeks learning everything we need to know about our READ 180 classroom, it is time to start experiencing it. We will spend the next 90 minutes in our small groups, working in each station and rotating when I give the signal.*

**Explain** the activities for each rotation.

1. Independent Reading: Have students complete a Reader's Survey (Teacher Implementation Guide, page 200) or read quietly on their own.
2. Instructional Software: Students can spend time on the Demo CD or play a simple computer game.
3. Small-Group Instruction: Assign an independent skill work assignment for them to do quietly so you can monitor the other groups.

**Model** how to transition from one area to the next, including how to stop work, gather your things, and leave the area ready for the next group. Review how to walk quickly and quietly. Have all students walk in the same direction for an efficient rotation.

## Apply

**Signal** for students to stand up and practice rotating to their first station. Say:

*Raise your hand if you are in Group 1. Where do you start?*

*What materials do you need for that station? What will you be doing?*

**Check** that students are being respectful of each other's materials and redirect off-task behavior. Signal and have students rotate to their next station. Once students have worked in each station, signal and gather them for Whole-Group Wrap-Up.

## Reflect

**Share** what you observed during the rotations, praising on-task behavior. Ask students to complete a Reading Log and hand it in before they leave. Say:

*Now, we are ready for next week, and our first workshop in the rBook. We will also begin our first Topic CDs on the software. Have a great weekend and I look forward to seeing everyone next week!*

## Planning Week Three

Now, you and your students are completely prepared and ready to begin full rotations with the Topic Software and **rBook** Instruction.

### YOUR OBJECTIVES FOR WEEK THREE

- |   |         |
|---|---------|
| • Have students begin using the Topic Software.                     | • _____ |
| • Check in with students working in the Independent Reading center. | • _____ |
| • Begin teaching <b>rBook</b> Workshop 1.                           | • _____ |
| • Review rotation procedures often.                                 | • _____ |

### Establishing Expectations

During this week students will be working independently and becoming more accountable for materials and staying on-task. Here are some suggested expectations for the third week.

1. Stay on-task during each rotation.
2. Focus on the reading strategy: Main Idea and Details.
3. Read the Reading Zone passage every day.
4. Complete QuickWrites and share them with the class.
5. Gain accountability of classroom routines and procedures.

#### Do...

- *Stay committed to the 90-minute Instructional Model.*
- *Start printing student reports from SAM.*
- *Use the **rBook** Teacher's Edition for Whole- and Small-Group Instruction.*

#### Don't Worry About...

- *Students being a little too noisy during rotations.*
- *Regrouping students until you've collected more data.*
- *Having to review classroom procedures repeatedly...they'll catch on eventually!*

## Components for Week Three

Here are a few of the resources you will need during your third week to help you implement the full 90-minute Instructional Model.

*"This class has helped me in everyday life because everything you do has reading in it."*

—Jacob, Age 14  
North Port, FL

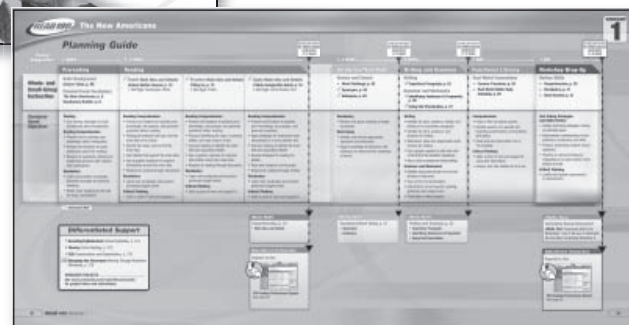
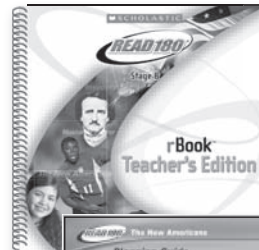
### **rBook Teacher's Edition Planner**

The Planning Guide gives you a daily instructional path that includes tips on when and how to differentiate instruction.



#### Teacher Tip

For example, review the suggested pacing for daily instruction for Workshop 1 on pages 8I–8J of the *rBook Teacher's Edition*.



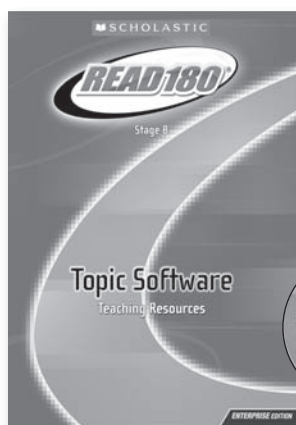
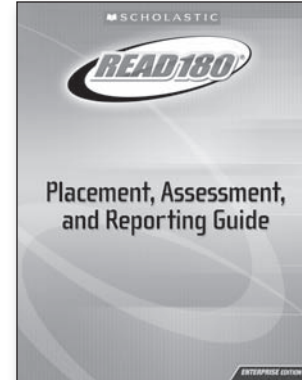
### **Placement, Assessment, and Reporting Guide (PARG)**

This resource shows you how to use reports to differentiate instruction, regroup students, and assess progress throughout the year.



#### Teacher Tip

Check out the SRI Recommended Reading Report on page 27. Use this report to support students in selecting books for independent reading.



### **Topic Software Teaching Resources**

This useful resource provides tips and reproducibles to help you guide student instruction and practice during the Instructional Software rotation.



#### Teacher Tip

Use QuickWrites to keep students accountable during the Instructional Software rotation (see Student Resources: QuickWrites).



## Setting Up and Preparing Materials

Use these suggestions and add your own to help you implement *READ 180*.

- Decide how you will store Topic Software CDs (CD sleeves in a binder, small CD tower, or other storage).
- Use your **rBook** Teacher's Edition to begin planning Whole- and Small-Group Instruction.
- Make sure you have an overhead projector and pens ready.
- Create motivational bulletin boards for high scorers on book quizzes, total number of words read, and classroom helpers.
- \_\_\_\_\_
- \_\_\_\_\_

## Materials Checklist

As you set up your *READ 180* classroom, use this checklist to ensure you have everything you need for your third week of instruction.

- |  |                                |
|--|--------------------------------|
| <input type="checkbox"/> Placement, Assessment, and Reporting Guide (PARG)           | <input type="checkbox"/> _____ |
| <input type="checkbox"/> <b>rBook</b> Teacher's Edition                              | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Anchor Video  | <input type="checkbox"/> _____ |
| <input type="checkbox"/> QuickWrites   | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Teacher Implementation Guide                                | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Topic Software Teaching Resources                           | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Resources for Differentiated Instruction: Books 1, 2, and 3 | <input type="checkbox"/> _____ |

## To Do List

Add to this list as you prepare for your third week with *READ 180*.

- ☐ *Preview the Anchor Video before showing it to your students.*
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## Week Three Planner: Teaching With the *rBook*, Workshop 1

	WHOLE-GROUP INSTRUCTION 20 MINUTES	SMALL-GROUP INSTRUCTION 20 MINUTES	INSTRUCTIONAL SOFTWARE 20 MINUTES	MODELED AND INDEPENDENT READING 20 MINUTES	WHOLE-GROUP WRAP-UP 10 MINUTES
<b>Day 11</b>	<ul style="list-style-type: none"> <li>View the Anchor Video.</li> </ul>	<ul style="list-style-type: none"> <li>Review the Anchor Video.</li> </ul>	<ul style="list-style-type: none"> <li>Stress the importance of reading the Reading Zone passage every day.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to students read from their current Paperbacks.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on classroom management and how to improve transitions between rotations.</li> </ul>
<b>Day 12</b>	<ul style="list-style-type: none"> <li>Do a Shared Reading Workshop Introduction.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a Vocabulary Builder.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to share their Topic Software with you.</li> </ul>	<ul style="list-style-type: none"> <li>Have students complete a Quick Write.</li> </ul>	<ul style="list-style-type: none"> <li>Have students finish the sentence “I am most excited about...”</li> </ul>
<b>Day 13</b>	<ul style="list-style-type: none"> <li>Do a Shared Reading: Stage A: <i>I Survived the Yellowstone Fire</i> Stage B: <i>School Before Soccer</i> Stage C: <i>Juanes—Song of Survival</i></li> </ul>	<ul style="list-style-type: none"> <li>Focus on Main Idea and Details.</li> </ul>	<ul style="list-style-type: none"> <li>Have students complete a QuickWrite.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on developing students’ reading strategies with the Audiobook coach.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to finish the sentence “I am still confused about...”</li> </ul>
<b>Day 14</b>	<ul style="list-style-type: none"> <li>Do a Shared Reading: Stage A: <i>Smoke Jumpers</i> Stage B: <i>Fitting In</i> Stage C: <i>Beyond Brave</i></li> </ul>	<ul style="list-style-type: none"> <li>Focus on Main Idea and Details.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss students’ answers to QuickWrites.</li> </ul>	<ul style="list-style-type: none"> <li>Engage students with discussion questions from <i>Audiobooks Teaching Resources</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how students can apply what they learn in <i>READ 180</i> to other subjects.</li> </ul>
<b>Day 15</b>	<ul style="list-style-type: none"> <li>Do a Shared Reading: Stage A: <i>Getting the Job Done</i> Stage B: <i>Starting Over</i> Stage C: <i>Fearless</i></li> </ul>	<ul style="list-style-type: none"> <li>Focus on Main Idea and Details.</li> </ul>	<ul style="list-style-type: none"> <li>Engage students with discussion questions from <i>Topic Software Teaching Resources</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Review students’ Reading Logs with them.</li> </ul>	<ul style="list-style-type: none"> <li>Have students complete QuickWrites on their independent reading or Topic Software.</li> </ul>



My Weekly Planner

Whole-Group Instruction 20 minutes	Small-Group Instruction 20 minutes	Instructional Software 20 minutes	Modeled and Independent Reading 20 minutes	Whole-Group Wrap-Up 10 minutes
Day				
Day				
Day				
Day				
Day				