

Reading, Movement, and Complex Texts

Saturday, November 5, 2015 from 10:00 a.m. – 11:15 a.m.

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The Blueprint:

Setting the Purpose for Reading

When teachers are choosing what texts to use in close reading activities, they should consider:

1) The value of the selected text

- What is the level of the text complexity?
- How does the text connect with other texts used in class?
- In what ways does the text relate to other disciplines?

2) Skills and/or strategies taught

- How does using the text emphasize close reading skills?
- What reading strategies are needed to read the selected text?
- What reading strategies are needed to comprehend and analyze the selected text?

3) Text analysis goals

- What is the focus of the selected text?

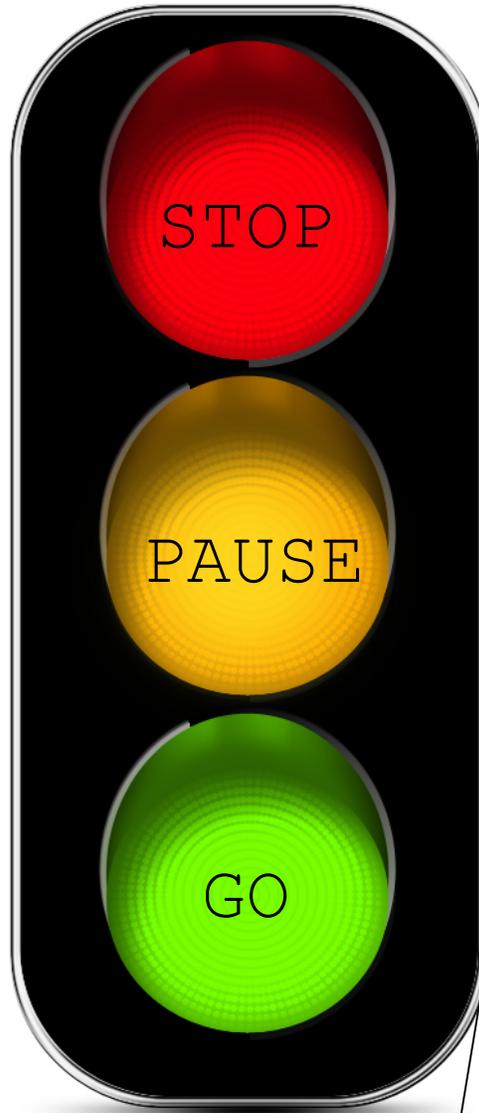
Figurative Language, Diction, Structure, Style, Characterization, Tone, Mood, Theme, Assessment of Text (insight of passage to whole), Context

After Reading

During Reading



Before Reading



Stop and Develop Thoughts!

- Connections to life and views
- Connection to other texts
- Analyze quality and value of text/analyze claims and evidence
- Theme
- Make Conclusions, Summarize

Pause, Think, and Act!

- Question the major ideas
- Answer clarifying questions
- Identify author's craft, tone, mood
- Make text-supported inferences
- Create Visual Representations

Warm up by Analyzing Text Features:

- title
- pictures
- charts and captions
- make inferences/predictions
- check background knowledge

What is the author *telling* me here?

What is the author's *point of view*?

Are there any hard or important *words*?

What does the author want me to *understand*?

How does the author play with language to add to meaning?

HIGHLIGHTING STRATEGIES



BLUE: Blueprint Phase

Teachers or students establish a purpose for reading. The purpose statement is written at the top of the reading selection and then highlighted in blue. During the first reading of the text, students highlight sections of the text that pertain to the establish purpose only.



GREEN: Before Reading Phase

Students look at the title, text features, and first lines of the text. Students highlight each of these areas. After highlighting these areas, students write down what they know about the text or make an inference. This activity is done before reading the text the first time.



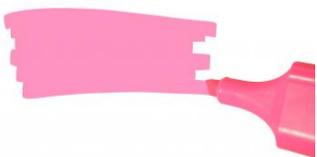
YELLOW: During Reading Phase

This phase occurs during the second reading of the text. Students highlight text focusing on inferences, mood, and tone. In the margins, student write comments supporting how the highlighted text supports their inferences and the mood or tone they have identified.



ORANGE: Detour (Fix-it Phase)

During the second read, students highlight areas of confusion or areas they question or have difficulty with. If applicable, students attempt a fix-it strategy in areas where confusion exists with comprehending the text.



PINK: After Reading Phase

After the final reading of the text, student highlight key phrases, statements, or passages of the text that provide evidence for analysis, Socratic Seminar questions, discussion questions, or overall theme.

STRATEGIES IN MOTION



BLUE: Blueprint Phase

Purposeful Standing

During an oral reading of the text, students are instructed to stand when a section of the text is read referring to the purpose for reading the selection. Students highlight the section and then sit down. When another section of the text refers to the purpose, students stand and the process continues until the end of the text or a specific section.



GREEN: Before Reading Phase

Text Features on Display

Prior to class starting, copies of text features (title, author, heading, charts, visuals, etc.) for a particular text are placed around the room. Students walk around the room analyzing what they see and identifying what they might know about the text they are about to read. Students may also write down possible predictions. This is a silent activity.



YELLOW: During Reading Phase

Action Tableau

The text is divided into sections (paragraphs, headings, pages, etc.). Students are instructed to stand at their desks. If in table groups, students are given 1 minute to think of how they position their group members into a picture representing the section that was just read. When a minute has passed, the teacher tells the groups to freeze. A picture, tableau, is represented by each group. A small discussion may occur, clarifications may be explained, or the class may resume the reading.



ORANGE: Detour (Fix-it Phase)

Moving Questions

At the end of a section of reading, students highlight areas of the text that they have questions about. When given the signal, students get out of their chairs and find a partner. Each pair will be given 2 minutes to ask/answer the questions. Students will then find another partner and ask the same question. The new partner pair will ask/answer the questions. This may continue as long as desired. When completed, a short class discussion may occur, or the class may resume reading.



PINK: After Reading Phase

Yarn of Summary

Students are arranged in groups no larger than 5 people. Each student is given the same length of yarn. One student start summarizing the text while the rest of the group listens. As the student talks, he or she begins to wrap the yarn around his or her pointer finger. When the string ends, the student stops. The next student begins where the previous students leaves off, filling in details as needed. This continues until all students have spoken or until the summary is concluded. It may be necessary to summarize the text more than once.

Stand-Sit Review



Students stand up and face the front of the room. The teacher proceeds to ask questions. Students can either raise their hands to contribute answers, or the teacher can choose to call on students of his or her choice. When students answer a question, they can sit down. Questions continue until the review is finished. In order to make sure all students are listening, the teacher can have multiple students (both standing and sitting) to repeat the answer. If students can not repeat the answer, they have to stand up (or remain standing). As a twist, sometimes all students can be asked to stand (or sit) at different points during the activity. This keeps students active physically.

Around the Room Notes



The Around the Room Notes activity is an easy activity to add to any lesson. Teachers often have students take notes regarding key topics, vocabulary, and general content concepts.

1. Decide what it is you want students to take notes on. Frequent notes may be academic vocabulary notes or notes on writing concepts or literary terms.
2. Teachers then type the notes they want students to take. It is important to limit the information. Notes are meant to be brief (in most cases). Limit one term per piece of paper.
3. Teachers then print the notes out and tape them to the wall around the room.
4. When it is time for students to take the notes, students walk around the room and take the notes in any order. It is important to set a limit of 3-4 students per piece of paper. This activity is a silent activity.