



## Teaching Strategy: *After Reading*

Research shows that readers do specific things that allow them to organize and synthesize what they read.

- Determine main idea, and locate major and minor supporting details.
- Make comparisons within the text/pictures and with previously-read text/pictures.
- Sequence events and steps.
- Practice and use new vocabulary.
- Form opinions about the text/pictures.
- Become familiar with the constructs of non-fiction text/pictures.
- Build fluency by re-reading familiar text/pictures.

Notes:



# Main Idea and Supporting Details



## Teaching Strategy:

### *"Digging Out the Details" Graphic Organizer*

#### Materials:

- 1 Non-fiction book (if reading to an individual student)
- Markers or pencils
- Reproducible: *Digging Out the Details* (per student) **AND/OR**
- Large poster board or white board with graphic organizer drawn on it
- Step-by-Step™ or other literacy technology tool
- Objects related to book (optional)

#### Directions:

1. Hold up the book. Say, "What is the topic of this book?" Allow students to answer. When the class has determined the topic, have students write the topic on the *graphic organizer*. The topic should be only one or two words. Model this on your own *graphic organizer*.
2. Ask students to come up with a short sentence that is the main idea of the story. The main idea should be a short sentence that summarizes the book; for example: If the book is about wild cats, students could write, "There are many kinds of cats." Have students write the main idea on the *graphic organizer*. Model this on your own *graphic organizer*.
3. Turn to the first story page. Ask the students what the page is about. For example, in a book about wild cats, if the first page is about a lion, the word "lion" could be written in one of the supporting detail bubbles on the *graphic organizer*. Model this on your own *graphic organizer*. Continue with each page until the *graphic organizer* is complete.

#### Differentiated Instruction:

- L1** Gather a real object that relates to the main idea for student to touch, see, or smell. Gather another object that has nothing to do with the main idea of the story. Have student choose which object relates to the story and place it on the L1 *graphic organizer*.

Gather two real objects that relate to two supporting ideas in the story. Gather two real objects that have nothing to do with the story. Have student choose which objects relate to the story and place them on the L1 *graphic organizer*.

- L2** Use pictures or picture symbols relating to the book's topic, main idea, and supporting details to facilitate student completing L2 *graphic organizer*.

- L3** Have student look for minor supporting details and write them on L3 *graphic organizer*. For example, if the major supporting detail is "lions," a minor detail could be "Male lions have a bushy mane."



# Main Idea with Major and Minor Supporting Details



## Teaching Strategy:

### *Hide and Seek Hallway Bulletin Board Display*

#### Materials:

- 1 Non-fiction book (if reading to an individual student)
- Completed *graphic organizer: Digging Out the Details (L3)*
- Markers
- Large sheet of bulletin board or butcher paper
- Several pieces of paper, approximately 8½"x11" (construction paper can also be used)
- Pictures from the Internet, magazines, newspapers, etc. that relate to story content
- Scissors
- Tape
- Stapler
- Step-by-Step™
- Objects related to book (optional)

#### Directions:

1. Turn students' graphic organizers into a fun, interactive display!
2. Hang bulletin board or butcher paper on wall or bulletin board.
3. Students write the main idea on one piece of paper.
4. Students tape the main idea in the middle the bulletin board.
5. Students write each **major** supporting detail on its own piece of paper.
6. Students write each **minor** detail on its own piece of paper.
7. Students place the major detail that matches the minor detail over the minor detail and staples them together like a book, so the major detail is on top and the minor detail is hidden.  
*Note: More than one minor detail can be added to the "book."*
8. Students tape the detail "book" on the bulletin board.
9. Students cut out pictures that pertain to the topic and add them to the display.

#### Differentiated Instruction:

- L1** Gather real objects that relate to the story. Gather pictures from the Internet, magazines, newspapers, etc. that are similar to the real objects. Have student choose a real object and match it to the corresponding picture. Have student cut out the chosen picture and place on bulletin board.

Have student point, vocalize, or eye gaze to choose where each supporting detail should be placed on the bulletin board.

- L2** Use pictures or picture symbols relating to the book's topic, main idea, and supporting details.

- L3** Have student write a paragraph about each supporting detail and add it to the display.



## Teaching Strategy: *Which Comes 1st?*

### Materials:

- 1 Non-fiction book (if reading to an individual student)
- Markers or pencils
- Reproducible: *Which Comes 1st?* (per student)  
**AND/OR**
- Large poster board or white board with graphic organizer drawn on it
- Step-by-Step™ or other literacy technology tool
- Objects related to poster/picture (optional)

### Directions:

1. Choose a book that has a specific sequence of events. After reading, ask students to come up with a short sentence that is the main idea of the story. The main idea should be a short sentence that summarizes the book. Have students write the main idea on the *graphic organizer*. Model this on your own *graphic organizer*.
2. Ask students to look at the book and decide what happened 1st in the book. Have them write it on the 1st spot on their *graphic organizer*. Model this on your own *graphic organizer*. Continue looking at the book, deciding what should be 2nd, 3rd, 4th, etc. Have students complete the *graphic organizer*, placing events in the correct time order. Model this on your own *graphic organizer*.

### Differentiated Instruction:

- Ⓘ L1 Gather a real object that relates to the main idea for student to touch, see, or smell. Gather another object that has nothing to do with the main idea of the story. Have student choose which object relates to the story and place it on the L1 *graphic organizer*.

Gather 3 real objects that relate to the story and 3 real objects that have nothing to do with the story. Place item that goes with the 1st step in the story's sequence where student can reach or see it. Place an item that has nothing to do with the story next to it. Have student choose which object relates to the story. Have student place the object on the 1st spot on the *graphic organizer*. Continue with next steps, having student choose items that go with the story and placing them on the *graphic organizer*.

- Ⓙ L2 Use pictures or picture symbols relating to the book's topic, main idea, and sequence of events to facilitate student completing L2 *graphic organizer*.
- Ⓚ L3 Have student complete L3 *graphic organizer*.



# Making Comparisons



## Teaching Strategy: "Let's Compare!" Graphic Organizer

### Materials:

- 1 Non-fiction book (if reading to an individual student)
- Markers or pencils
- Reproducibles: *Let's Compare! Same* and *Let's Compare! Different* (per student) and/or Venn diagram (optional)  
**AND/OR**
- large poster board or white board with graphic organizer drawn on it
- Step-by-Step™ or other literacy technology tool
- Objects related to poster/picture (optional)

### Directions:

1. Hold up the book. Tell students they will be comparing things that are in it. Tell them *comparing* means things are the same.
2. Show students the first picture in the book. Show students the second picture in the book. Ask students to look for things that are the same. For example, in a book about animals students could compare birds to wolves.
3. Have them decide what each animal has that is the same and write it on their *graphic organizer*. Model this on your own *graphic organizer*.
4. Next, tell students they will be looking to find things that are different.
5. Show students the first picture in the book. Show students the second picture in the book. Have them look for ways the animals are different. Have them write it on their *graphic organizer*. Model this on your own *graphic organizer*.

### Differentiated Instruction:

- Ⓘ Find a picture or picture symbol of the two items being compared. Place them on the top squares of L1 *graphic organizer*. Gather real objects that relate to what is being compared. For example, if comparing furry animals, have soft fabric available for student to touch or look at. If looking at two items that are both shiny, have foil, mirrors, or other shiny items available for student to touch or look at. Have student place the item that is the same on the *graphic organizer*. Repeat with more comparisons.
- Ⓙ Use pictures or picture symbols relating to the book's topic, along with pictures of things that are the same and different. Have student place pictures on L2 *graphic organizers*.
- Ⓚ Have student complete L3 *Venn Diagram graphic organizer*.



# Practicing Vocabulary Words



## Teaching Strategy: *Concentration Games*

### Materials:

- 1 Non-fiction book (if reading to an individual student)
- Index cards
- Markers
- Step-by-Step™ or other literacy technology tool

### Directions:

1. Write each glossary word on its own index card.
2. Write each definition on another index card.
3. Lay cards face down on the table and move them around to mix them up.
4. Players take turns turning over two cards (one at a time).
5. Players try to match the word to its definition.
6. Players keep cards that match and take another turn.
7. Players turn cards that do not match face down.
8. Play continues until all cards are chose.
9. Players line up cards to compare amounts and see who has the most matches.

### Differentiated Instruction:

- Ⓛ1 Place three cards on lap tray or table, spread apart. Have student point to or look at the card he/she wants turned over.
- Ⓛ2 Student flips over two cards and leaves them face-up if they do not match. The next player is free to use them.
- Ⓛ3 Add words from other stories to make more choices.



# Practicing Vocabulary Words



## Teaching Strategy: *Teacher Out! Game*

### Materials:

- Index cards with vocabulary words written on them
- Board or large sheet of paper
- Dry erase markers, chalk, or markers
- Step-by-Step™ or other literacy technology tool

### Directions:

1. Draw a picture of the teacher on the board or paper.
2. One player chooses a word, but does not tell the other players.
3. Draw lines on the board, horizontally, one line for each letter.
4. Players take turns guessing the letters in the word.
5. If the guess is correct, write the letter on the board in the space where it appears in the word.
6. If the guess is incorrect, erase one part of the teacher.
7. Continue playing until a player guesses the word on the board or the teacher is erased out!

### Differentiated Instruction:

- Ⓘ Place choice of three letters in front of student to use to guess a letter via touch, point, or eye gaze.
- Ⓛ2 Display words used in the game. Student uses displayed words to make a guess. Give definition clues, if needed, to help student guess.
- Ⓛ3 Add words from other stories to make more choices.



# Practicing Vocabulary Words



## Teaching Strategy: *Phonics Fun! Game*

### Materials:

- Board or poster board
- Dry erase marker or chalk
- Step-by-Step™ or other literacy technology tool

### Directions:

1. Draw a grid like the one shown below on a board.
2. Write a vocabulary word across the top.
3. Ask students to think of a girl's name that begins with the letter in each column. Write each name on the grid in the column that shows the beginning letter.
4. Continue, with students naming a boy, animal, and food that start with the letter in each column.

	S	T	E	P	S
girl	Sara	Tina	Erin	Polly	Stacy
boy	Sam	Tom	Ed	Paul	Stewart
animal	snake	tiger	elephant	parrot	spider
food	spaghetti	taco	eggs	pizza	soup

### Differentiated Instruction:

- L1** Write the name of girl, animal, and food on three cards with the same initial letter. Show three choices to student, naming each. Ask for the name of a girl. Student chooses. Write it on the chart. Repeat for boy, animal, and food.
- L2** Provide a sentence with a blank. Tell students which category to use to fill in the blank. Student chooses a word or name from the category.
- L3** Name a category or a letter. Student writes or says a sentence with a word from the category or with initial letter.





# Reader's Review



## Teaching Strategy: *Thumbs Up or Thumbs Down!*

### Materials:

- 1 Non-fiction book (if reading to an individual student)
- Reproducible: *Thumbs Up* and *Thumbs Down* cards
- Poster board or large sheet of paper
- Tape
- Step-by-Step™ or other literacy technology tool

### Directions:

1. Ask students if they like the book. If they did not, have them choose a *Thumbs Down* card and tape it onto the poster board or paper.
2. If they liked the book, have them choose a *Thumbs Up* card and tape it onto the poster board or paper.
3. Have students count to see how many liked the book and how many did not. Write the totals on the poster board.
4. Have students talk about what they liked and did not like.

### Differentiated Instruction:

- L1** Record “I liked it” on a Step-by-Step™ or other literacy technology tool and place *Thumbs Up* card on it. Record “I didn’t like it” on another tool and place *Thumbs Down* card on it. Student chooses.

When counting votes, pair real objects to count as each vote is counted.

Have pre-recorded positive and negative comments on other literacy technology tools for student to activate after voting. Offer positive comment choices if the student liked the book and negative choices if the student did not like the book.

- L2** Provide pictures or picture symbols relating to the book’s topic and possible negative and positive comments.
- L3** Have students record or write down everyone’s positive and negative comments. Have them type up a copy of the comments and hang in a classroom “Book Review” display.



# Constructs of Non-Fiction Text



## Teaching Strategy: *Glossary Races*

### Materials:

- 1 Non-fiction book for each student  
(Use a book with which students are familiar.)
- Vocabulary cards from *Before Reading* activity
- White board or poster board for keeping score
- Markers
- Step-by-Step™ or other literacy technology tool

### Directions:

1. Choose one student to be the game leader.
2. Leader places vocabulary cards facedown on table.
3. Leader says “On your mark, get set, go!”
4. Leader turns over one vocabulary card, reads it, then shows it to the class.
5. Students look in their books to find the page has that vocabulary word.
6. The first person to find it gets a point.
7. Play continues for each vocabulary word.

### Differentiated Instruction:

- Ⓘ1 Record vocabulary words for student to activate on a literacy technology tool, such as a Step-by-Step™, when it is his/her turn to be leader.

When it is the student’s turn to look through the book for the words, place a picture symbol or picture that corresponds to the word, along with the written word on an index card. Tape it to the page in the book that has the word. Make sure the card extends outside of the book so the picture is visible. Have the student open the book to the page with the word on it.

- Ⓘ2 Provide picture symbols or other picture examples from the Internet or magazines that correspond with each word for student to show, talk about, or match to each new word.
- Ⓘ3 Use two or more books and two or more sets of vocabulary cards at one time.



# Constructs of Non-Fiction Text



## Teaching Strategy: *Index Indy!*

### Materials:

- 1 Non-fiction book for each student  
(Use a book with which students are familiar.)
- Vocabulary cards from *Before Reading* activity
- White board or poster board for keeping score
- Markers
- Step-by-Step™ or other literacy technology tool

### Directions:

1. Write words or chapter titles that are in the book's Index or Table of Contents, one card for each word or chapter.
2. Choose one student to be the game leader.
3. Leader places index cards facedown on table.
4. Leader says, "On your mark, get set, go!"
5. Leader turns over one index card, reads it, then shows it to the class.
6. Students look in the book's index to find the page has that word or chapter.
7. The first person to find it gets a point.
8. Play continues for each word or chapter.

### Differentiated Instruction:

- L1** Record vocabulary words for student to activate on a literacy technology tool, such as a Step-by-Step™, when it is his/her turn to be leader.

When it is the student's turn to look through the book for the page, place a picture symbol or picture that corresponds to the chapter along with the page number on an index card. Tape it to the page in the book that is the correct chapter. Make sure the card extends outside of the book so the picture is visible. Have the student open the book to the page.

- L2** Provide picture symbols or other picture examples from the Internet or magazines that correspond with each chapter or topic for student to show, talk about, or match to each new word.

- L3** Use two different books at one time.



# Building Fluency



## Teaching Strategy: *Repeated Readings*

### Materials:

- 1 Non-fiction book that has previously been read and discussed
- Step-by-Step™ or other literacy technology tool

### Directions:

1. Allow many opportunities for students to re-read each book after it has been introduced.
2. Encourage students to read to each other.
3. Encourage students to read to staff and classroom guests.
4. Record the book for students to listen to.

### Differentiated Instruction:

- Ⓛ1 Record stories on a literacy technology tool so student can read the story to others.
- Ⓛ2 Allow student to listen to the story on tape.
- Ⓛ3 Have student record themselves reading the book. Have he/she make a classroom “listening library.”