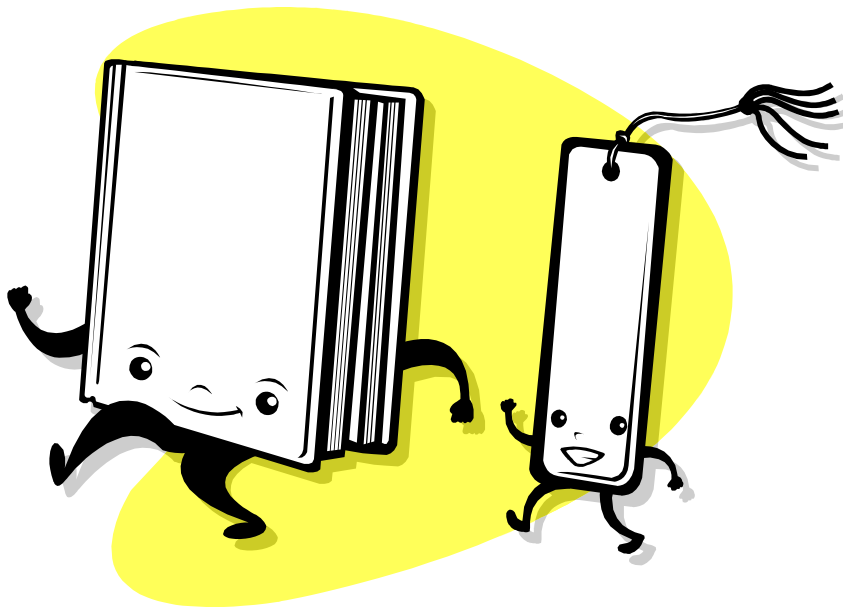


Ready, Set, Read!

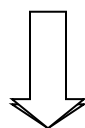


Student Tool Kit

Ready, Set, Read!

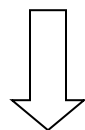
Ready

- Visit the library
- Select a book from your Independent Reading List



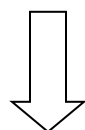
Set

- Complete the Before Section of the Go Chart



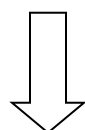
Read

- Complete the During and After Sections of the Go Chart (oral or written)



Retell

- Choose and Complete a Retell Activity (oral or written)



Record

- Record your books read and responses in your Reading Log

The Go Chart



Oral means that you can just talk, you don't have to always write!

Instructions:

A) Complete this chart for every book that you read.

- You can record on the chart or complete the activity orally (by talking) with a parent/guardian.

Fiction Go Chart

Before Reading		During and After Reading			After Reading
Predictions	Vocabulary	Connections	Mental Images	Asking Questions	Retelling
This is what I think the story might be about....	I think the author might use these words to tell the story...	This reminds me of.... It helps me to understand the story better because...	I pictured... I could... Hear Smell Taste Touch	I wonder...	This story is about...

Non-Fiction Go Chart

Before Reading		During and After Reading			After Reading
Predictions/ Previews	Vocabulary/ Inquires	Understandings	Interpretations	Connections	Organizers
<p>Based on the text features and other clues I think that the text is going to be about...</p> <p>When I think of what I already know about this topic, I predict...</p>	<p>I think the text will answer these questions...</p> <p>I hope that the text will answer these questions...</p> <p>Key Words the author might use in this topic or help me think more deeply about the text...</p>	<p>Theses are some facts/things I noticed...</p>	<p>Main Idea...</p> <p>I think the author's main purpose for writing this text is...</p>	<p>As I reflect on this text, I can identify with...</p> <p>This fact...reminds me of...</p> <p>Text to Text Text to Self Text to World Text to Media</p> <p>(This connection helps me to understand what is going on because...)</p>	<p>Use a graphic organizer to organize the facts of this text.</p>

B) Once you have finished a book, you can choose how you would like to retell the story. Make a choice from below.

Retelling Choices are:



- 1) Complete an oral retell using the retelling checklists (fiction and factual text)
- 2) Complete an oral retell using the Retelling Gloves
- 3) Complete an oral retell using the Retelling Shapes
- 4) Complete an oral Retell, Relate, Respond Activity
- 5) Complete a Written Retell, Relate, Reflect Activity

There are extra activities included if you would like to respond more!

Activity Choice #1) Using a Retelling Checklist:



You'll need someone to help you complete this activity by asking you the questions.

Retelling Checklist: Narrative Texts (Stories)

Criteria for Retelling	Comments
<input type="checkbox"/> includes main characters	
<input type="checkbox"/> includes some secondary characters	
<input type="checkbox"/> includes time and place (setting)	
<input type="checkbox"/> sequences events correctly and includes details to support	
<input type="checkbox"/> includes all of the elements of the story	
<input type="checkbox"/> identifies the problem in the story	
<input type="checkbox"/> states how the problem was solved	
<input type="checkbox"/> uses story language	
<input type="checkbox"/> interprets the author's message	
<input type="checkbox"/> shows awareness of the audience through the use of expressive voice	

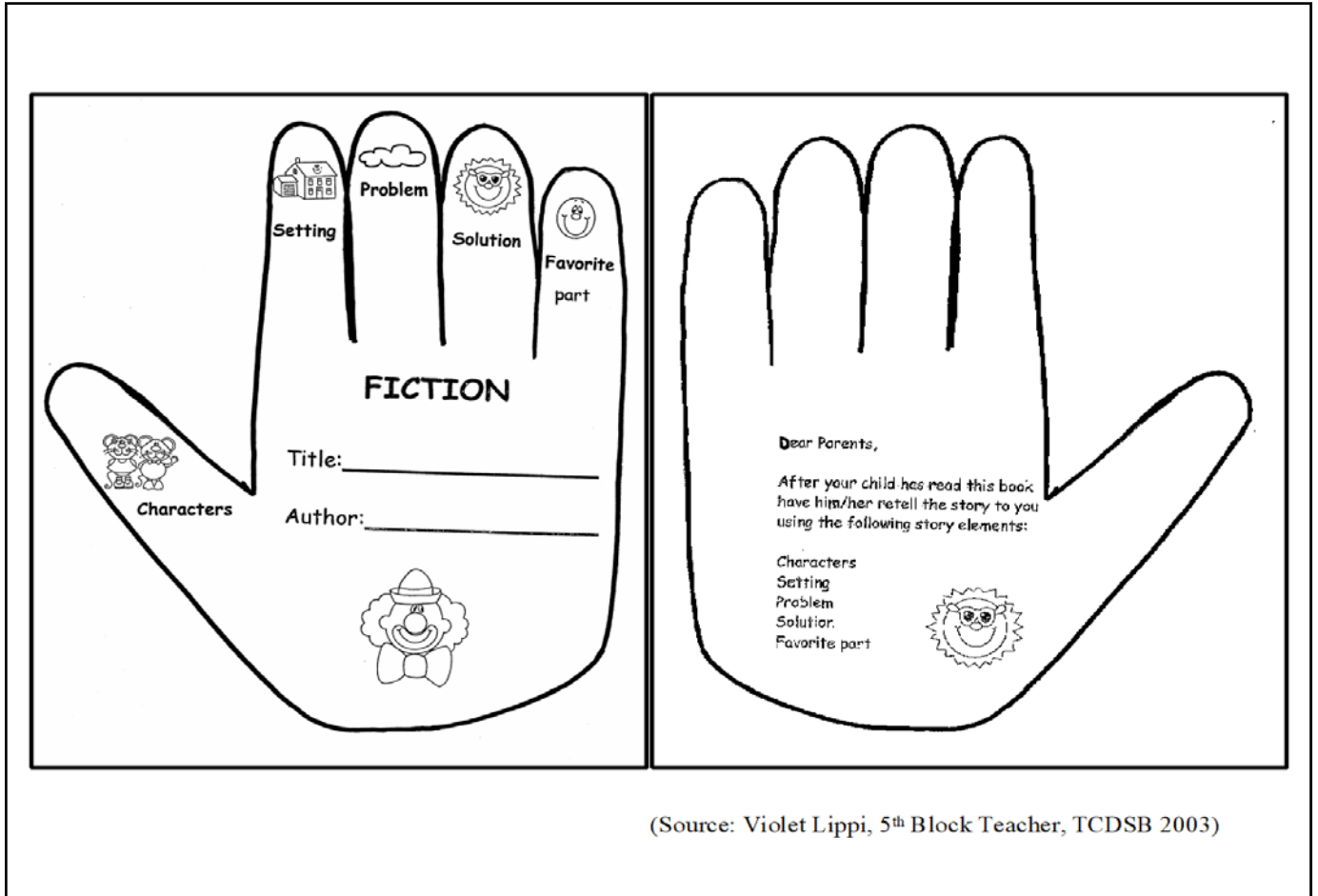
Retelling Checklist: Informational Text

Criteria for Retelling	Comments
<input type="checkbox"/> Identifies the topic of the text	
<input type="checkbox"/> Summarizes the main idea	
<input type="checkbox"/> Uses new vocabulary from the text in the retell	
<input type="checkbox"/> Sequences information logically	
<input type="checkbox"/> Interprets charts, tables and pictures	
<input type="checkbox"/> Connects information in the text to real life applications	

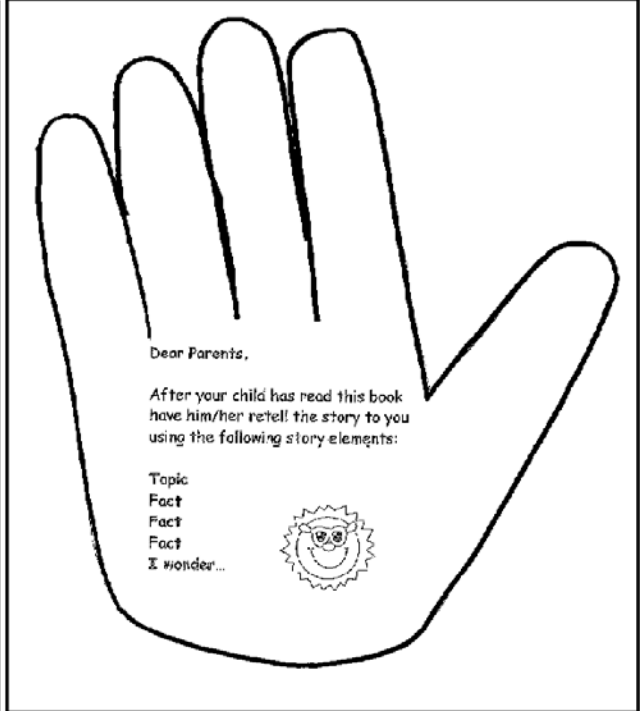
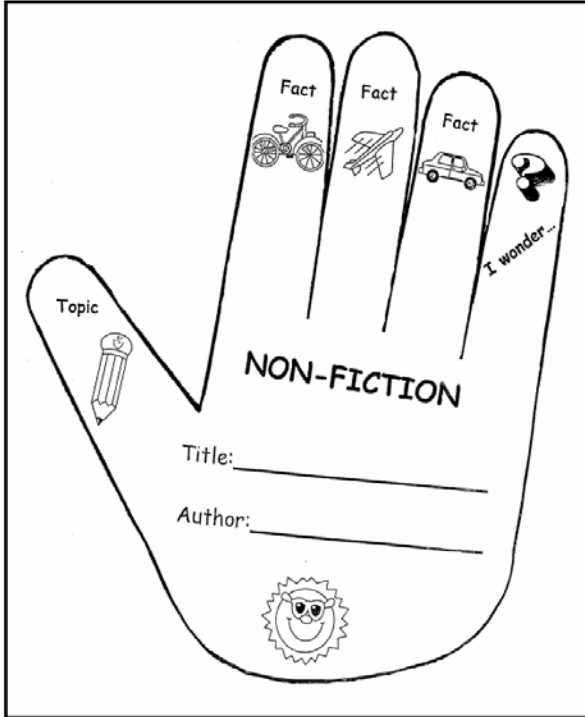
Adapted from: The Early Reading Strategy Training Materials (2004)

Activity Choice #2) Using the Retelling Gloves

Use these gloves to catch a story in your hand and tell it on your fingers. The pictures tell you what to talk about as you hold up each finger and retell the story.



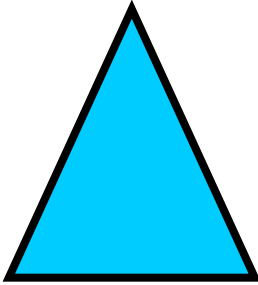
(Source: Violet Lippi, 5th Block Teacher, TCDSB 2003)



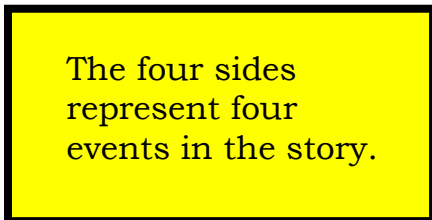
(Source: Violet Lippi, 5th Block Teacher, TCDSB 2003)

Activity Choice #3) Retelling Shapes

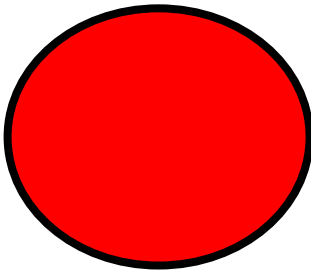
Cut these shapes out of cardboard and use them to help retell a story.



The beginning of the story is represented by a triangle because there are three things that we usually find out at the beginning of the story: the setting, the characters and the problem or goal.



The middle of the story is represented by a rectangle. This is where we usually find out the events that take place in order for the character(s) to solve the problem.



The end is represented by a circle, which illustrates the idea that "what goes around comes around." This means that we usually find out the resolution of the problem in the end of the story.

Note: These shapes can be used in conjunction with the retelling checklists.

Vicki Benson and Carrice Cummins. *The Power of Retelling, Developmental Stages for Building Comprehension*. Bothwell, WA: The Wright Group, 2000.

Activity Choice #4) Oral Retell, Relate and Respond Activity

Have a parent/guardian listen to you as you finish these sentence stems.

Retelling

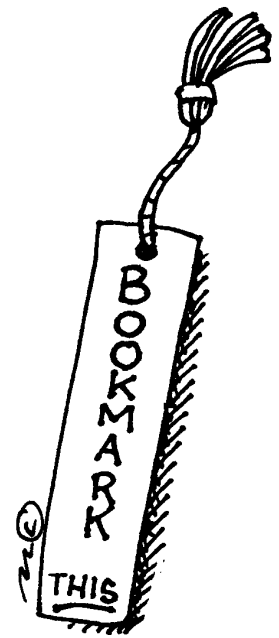
- This is about...
- I found that...
- First, next, then...

Relating

- This reminds me of...
- This compares to...
- A time this happened to me...

Reflecting

- I wonder why/how...
- Why didn't...
- Now I know...
- Now I understand...



Activity Choice #5) Written Retell, Relate, Reflect Activity

Complete this activity by writing the answers to the questions.

Date:
Book Title: _____

Retell	
The story is about...	
The story takes place...	
The character did...	
The character did not...	
I like the part when...	
I noticed that...	
Relate	
This story reminds me of...	
If I was in the story...	
I remember...	
This situation is like when...	
This happened to me when...	
This story makes me think of...	
This story makes me feel...	
Reflect	
I wonder why...	
This story gives me an idea to...	
I wonder how...	
I wonder if...	
Now I understand that...	
I think that...	

References

Vicki Benson and Carrice Cummins. *The Power of Retelling, Developmental Stages for Building Comprehension*. Bothwell, WA: The Wright Group, 2000.

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