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| **POWER Lesson** | | |
| **CCR Anchor Standard 10:** Read and comprehend literary and informational texts independently and proficiently. | | **Kid Friendly Learning Targets:**   * I understand why we read * I understand the POWER expectations * I can read independently for extended periods of time. |
| **Materials:**   * Entrance slips/or half sheets of paper * “Just-Right” texts for each student * Dry erase board or chart paper * Paper * Pencils | | |
| **Lesson** | | |
| **Opening** | Give students an entrance slip/half sheet of paper. Ask the question-Why do we read? | |
| **Guided Practice** | Class discussion  **T-Today we are going to start our first day of the POWER half hour. POWER stands for Positive Outcomes While Enjoying Reading** . **How many people have done Sustained Silent Reading or Drop Everything and Read? POWER is another name for SSR or DEAR. Every Monday, Wednesday, and Friday we will engage in POWER. On these days we will all read independently. When you came in, I handed you some entrance slips asking you why we read. Let’s talk about the positive outcomes associated with reading or explain why we read.**  *(Possible responses: to learn, for enjoyment, to improve/increase our vocabulary, to become better readers, to gain empathy, to learn how other people who are different from us live, to become better writers, to learn about the world, to understand yourself, to help us make good life choices, to live vicariously through others, to avoid boredom, to ignore our annoying siblings on long car rides, etc.)*  **T-These are all great ideas. We know that the most important thing we can do to become better readers who love to read is to spend a lot of time reading. This and all of the ideas you shared earlier support why we will be reading independently three times per week. Because this time is so important, we need to talk about the POWER half hour expectations. *(T-makes a two column chart with the following headings: Students and Teacher)***  **T-In order for us to be successful during this time, we need to set up common expectations. What do you think students should be expected to do, in order to benefit the most from this time? (Teacher writes responses on the chart)**  *(Desired responses: read the whole time, stay in one spot, come to class with a text to read, read quietly, get started right away, show up on time, if you forget a text, immediately grab one from the teacher’s library or borrowing shelf)*  **T-Great! These should help us to really help us. What do you think the teacher will be doing? (Teacher writes responses on the chart)**  (Desired responses-read, help students with reading)\*\*Remember we are modeling our positive reading habits for our students. It is crucial that we are engaging in this activity.  **T-So, if we stick to our expectations we should all be able to enjoy reading together. Now we are going to practice reading to ourselves for 5 minutes.** (Many students will claim they can read longer). **The reason we are practicing for just 5 minutes is that we are working to help you to build your reading stamina and to train you to do POWER the appropriate way. Our goal is “perfect practice”-we need everyone to stick to the expectations in order to reap the benefits.** After 5 minutes, signal the class to stop. Now the students will reflect on their reading.  **T-Let’s look over the expectations and reflect on how we did. How do you think you did? Did you encounter any challenges?** If a student shares a challenge, ask the class if anyone can share a solution for the challenge.Repeat this pattern each day, gradually increasing the reading time. When students fail to stick to the expectations, then signal the students to stop and repeat the reflection discussion. KEEP THIS DISCUSSION POSITIVE!! It is imperative that students enjoy this time. We want to build lifelong readers. Eventually, the entire class should be able to read for the full 25-30 minutes. You may want to graph the class’ progress, set class reading goals and create rewards (i.e. Celebrate with a party every time the class reaches 500 minutes.) You may also want to reserve some time to allow students to share text/book recommendations and/or just discuss what they are reading. Share your books too! Students will want to read what you have read. | |
| **Closing** | **Quick write-List as many reasons for reading as you can.**  Teacher collects the sheets to assess students’ understanding | |