Name: Acting It Out
Type: Strategy
Literacy Skill: Reading
Domain: Emergent Literacy
Grade Level Uses: K-12
Special Population: N/A
Cognitive Process: Comprehension
PAR Use: Assistance
Researched, Field Tested:
Author/Creator:

Preparation Steps: 1. Choose a text that class can read together that has different characters in it. 2. Make signs that signify the different characters of the text. This can be done as simply as taking different colored sheets of paper, writing the names of the character on the paper, getting the paper laminated, punching two holes in it and then putting yarn through the wholes (resulting in a necklace for the students to wear around their neck).

Application Steps: 1. Explain to students that they will be acting out what is read in class today. 2. (Optional) Read the text together as a class first so that everyone is familiar with all the characters and lines. 3. Ask the students who would like to participate and be a character. (Teacher can assign parts before class starts as well). 4. Have students who are characters wear the signs to signify who is who. 5. Go through the text, this time having the students “acting it out.” 6. Repeat Step 6 with different students if time permits.

Differentiation: This can be done for all age levels, depending on the text that is chosen. For special education students, it is vital to make sure to pick a text that doesn’t require too much physical response. This strategy might be difficult with Science, but if implemented creatively, it is possible (ie. Transformation of a caterpillar to butterfly).

Things to watch out for: Students might not be too interested in acting out the text. Encourage students to think optimistically.

Description/Application: Acting It Out (AIO) is designed to encourage children to help cognitively process the text they are reading through visually seeing it. AIO can be done at all age levels and in most content areas. This strategy can also help students get more insight about the key ideas of the text.
Name: Choral Whispering
Type: Strategy
Literacy Skill: Reading
Domain: Comprehension
Grade Level Uses: K-12
Special Population: Accommodation could be done for ESL and special needs students.
Cognitive Process: N/A
PAR Use: Assistance – During Reading
Researched, Field Tested: Yes
Author/Creator: N/A

Preparation Steps:
1. Make the selection relatively short.
2. Select items that are simple and easy to read.
3. Look for something with a catchy title that will put imaginations to work.
4. Select a poem or story that will come alive when read aloud - words with fascinating sounds, contrast of some sort that can be interpreted, mood that can be enhanced through oral interpretation or dialogue that makes personality stand out.

Application Steps:
1. One student can read it with a inside voice such as whispering meanwhile the other student follows along silently.
2. Then the readers read the piece together but remember to whisper. A few repetitions are necessary to fix the piece in the child’s mind.
3. After they read the section now they could try to select the most appropriate voice elements to reinforce the meaning of the selection.

Differentiation: It could be used for all subjects. This could be done with upper grades by making them act out the parts of the readings in front of the class or in their groups.

Things to watch out for: N/A

Description/Application: Choral whispering is a variation of choral reading. Children whisper with their partner. Children use a “whisper” voice so that their voice will not distract partners seated nearby.
Name: Counting Words  
Type: Strategy  
Literacy Skill: Phonemic awareness  
Domain: Emergent Reader  
Grade Level Uses: K-5th grade  
Special Population: No, fine for everyone  
Cognitive Process: dividing the language stream into words or the words into syllables  
PAR Use: N/A  
Researched, Field Tested: yes  
Author/Creator: 

Preparation Steps: 1. Ten counters in a cup for each student  
2. Give students different sentences strip for practice  

Application Steps: 1. Give each student ten counters in a cup. Each time the teacher point to something put one of your counters in front of you. The teacher can demonstrate putting counters one by one in a row in front of the students. It may help to demonstrate by placing counters on an overhead projector so that everyone can see.  
2. To begin the activity the teacher should starting counting some familiar objects in the room. One by one and help students place counters into a row in front of them.  
3. Teacher needs to continue until students are able to count reliably  
4. Then the teacher can help the students to count the words in the sentences. For example the teacher can say a sentence like my name is … (your name). The students will place a counter for each word.  
5. The teacher will make group of 4 or 5  
6. After making group, the teacher will pass practice sentences for the students to work in their group.  

Differentiation: For ELL and special need students the teacher can use pictures as a counter. The teacher can also make a worksheet with the sentences and box on the bottom of the sentences for counting words.  

Things to watch out for: A common problem is for a student to have difficulty distinguishing a word from a syllable. When this happens, for example, with the word "wearing," ask the student if "wearing" is one word or two. It is best not to introduce the idea of syllables at this point in case you confuse students.  

Description/Application: This strategy helps students to understand the concepts of how speech is made up of words and how words are made up of syllables. It also helps the students with difficulty dividing the language stream in to words or the words into syllables.  

Name: Finger Plays
Type: Strategy
Literacy Skill: Reading
Domain: Fluency
Grade Level Uses: K-1
Special Population: N/A
Cognitive Process: Instructional
PAR Use: Assistance Strategy
Researched, Field Tested: Yes
Author/Creator:

Preparation Steps: 1. The teacher will need to choose poetry, refrains, or books with lots of conversation.
2. The teacher can either have the whole class read, or assign groups and parts.
3. If the rhyme is in a Big Book, use that. However, if the rhyme is not, then reproduce it on a chart.

Application Steps: 1. Begin by reading the rhyme to the children.
2. Then teacher can echo-read it with them once or twice.
3. After reading it together, children can pantomime the rhymes while other children read them.

Differentiation: This is a simple reading strategy that can be used with younger children. However, this strategy can be used with older children who are on a lower reading level. Finger plays can be modified to help older children by relating the poetry, refrain, or book to their reading level.

Things to watch out for: Because this is a somewhat physical strategy, teachers should monitor the students carefully. Some students may become carried away with the finger play and get off task. Teachers should make sure that the students are actually doing the actions related to the reading.

Description/Application: The purpose of this strategy is to aid in rereading books. It provides students with the practice needed to build fluency and self-confidence.
Name: High Frequency Rimes  
Type: term  
Literacy Skill: Reading and writing  
Domain: phonics and spellings  
Grade Level Uses: ALL (K-20)  
Special Population: No  
Cognitive Process: N/a  
PAR Use: N/A  
Researched, Field Tested: No  
Author/Creator: N/A

Preparation Steps: As children are learning the beginning sounds and how they can use these sounds to figure out words, the instructor can begin to introduce some of the most common rhyming patterns or rimes. These include:

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Application Steps: There are many different activities in which students can learn and practice high frequency rimes. For example,

Working in pairs, students can take turns to say words which rhyme, e.g. cat, black, fair, wear. The player who says the last word is the winner. In later stages discussion could follow as to the different ways in which these rhyming words are spelt, drawing attention to patterns, for example the words Play, stay, may, gate, train.

Differentiation:

Understanding the sound-letter relationships helps students analyze/decode words and spell. Sometimes sound-letter relationships need to be explicitly taught; sometimes they are learned easily or without instruction, however in both cases, practice plays an important aspect.

Things to watch out for: N/A

Description/Application:

High frequency rimes are used to help children focus on and learn the different rhyming patterns. The thirty-seven spelling patterns or high frequency rimes allow children to read and spell over 500 words commonly used by young children. Children who have been given lots of practice with rimes to generate word families, have a larger bank of sight words to draw upon and a means to decode many unfamiliar words.
Name: High Frequency Words
Type: Term
Literacy Skill: Reading
Domain: Fluency
Grade Level Uses: 1st, 2nd, 3rd, 4th
Special Population: N/A
Cognitive Process: yes
PAR Use: N/A
Researched, Field Tested: yes
Author/Creator:

Preparation Steps: 1. Have books in the classrooms that have high frequency words

Application Steps: 1. Make sure the first texts children read do not contain too many words.
   2. Make sure that important words are repeated.
   3. By the end of the book, children will be able to identify several words quickly.
   4. Children's reading of the second half of a book is usually more fluent than their reading of the first half.

Differentiation: High Frequency Words will be different for different age groups because the vocabulary will be more advanced as the grade level goes up. If a teacher wanted to use high frequency words with different subjects besides reading it would work. If they are reading a science textbook for example they could take note of the words that occur again and again.

Things to watch out for: Teachers should watch out to not pick books that have too advanced a vocabulary for their students. Even if there are plenty of high frequency words it will not help if the students can not understand what they are reading.

Description/Application: High Frequency Words are used to develop fluency and to help children become better readers.
Name: Lap Stories
Type: Strategy
Literacy Skill: Reading
Domain: Comprehension
Grade Level Uses: K-3
Special Population: N/A
Cognitive Process: Instructional
PAR Use: Assistance
Researched, Field Tested: Yes
Author/Creator:

Preparation Steps: 1. The teacher should prepare a small painted or covered board that will fit in their lap. 2. The teacher should also prepare sheets of unlined paper to tear into the shapes of story characters and props. 3. If the teacher desires clay instead of paper, then the clay should be ready for use in the teacher's lap. 4. The teacher may also have colored markers ready in their lap so that the student's can add details after the tearing is complete. 5. The teacher should get the students to gather close around her/him while completing this activity.

Application Steps: 1. As the teacher is reading a story with the students gathered around her/him, they should ask the students, "Who is in this story?" 2. Next, the teacher should direct the student to create the character by tearing the paper or molding the clay into a representative form. No drawing or cutting is allowed. 3. If the student's are tearing the paper, they should be allowed to use colored markers to make details in the paper. 4. After various children have been given paper or clay for the creation of characters, the teacher should ask them, "What else do we need for this story?" Children should then identify major props. 5. The teacher should direct the student to create the major prop by tearing the paper or molding the clay into a representative form. No drawing or cutting is allowed. 6. When the lap story is finished, the characters and props can be placed in a large envelope, labeled with the story name, and placed in a learning center or story box.

Differentiation: The activity should be modified for younger children. The teacher should prepare the paper in advance for certain stories. For example, in the story The Three Billy Goats Gruff, three sizes of paper can be provided so that the goats do not end up being the same size.

Things to watch out for: Teachers should watch be careful when not working with the entire class. The children may not be close enough to enjoy the whole story. Also, the teachers should make sure that the students are tearing creating the characters by tearing the paper and not by drawing. The students may become frustrated if they are asked to draw, because many may not know how. However, practically everyone can tear a shape out of paper.
Description/Application: The purpose of this strategy is to decrease the emphasis on art and increase the emphasis on storytelling. By doing this the students are able to remember the story and are able to refer back to it later. They can go to the learning center or classroom library and locate the story by finding the labeled envelope with the characters and props.
**Name:** Model Writing  
**Type:** Strategy  
**Literacy Skill:** Reading and Writing  
**Domain:** Emergent Literacy  
**Grade Level Uses:** K-12  
**Special Population:** N/A and English Language Learners, need modifications for Special Needs Students  
**Cognitive Process:** N/A  
**PAR Use:** Preparation  
**Researched, Field Tested:**  
**Author/Creator:**  

**Preparation Steps:**
1. Write a sentence(s) or a message on the board.

**Application Steps:**
1. After the sentence(s) or the message is written down, go over them with the students.
   2. Afterwards ask the students questions such as, “How many sentences did I write?” “How many words are there” etc.

**Differentiation:** For different age group the teacher may want to write challenging messages and sentences and ask more complicated questions for the students. The teacher can use this with different subject areas. For example, a music teacher can write down some notes and ask the students questions about the writing.

**Things to watch out for:** The teacher needs to write clearly and formally for the students. They need to write block letters for the students.

**Description/Application:** Model writing provides the students to learn conventions and jargon of print and focus their attention on words and letters. They will also learn the structure of sentences by watching.
Name: Picture Modules
Type: Strategy
Literacy Skill: Reading, writing
Domain: Emergent Literacy
Grade Level Uses: pre-k - 3rd
Special Population: This strategy can be used for English Language Learners
Cognitive Process: N/A
PAR Use: Can be used for preparation and assistance
Researched, Field Tested: yes
Author/Creator: Cunning/Moore

Preparation Steps:
1. Have a variety of pictures available
2. Have pictures that the children can relate to in daily life
3. Make sure the pictures have a relationship among objects and characters

Application Steps:
1. The teacher allows students to pick a picture from a group of pictures
2. The picture is glued to the upper-left corner of a sheet of a chart paper
3. A paragraph about the picture is written on the lines beside and below the picture
4. The class names the objects, people and animals in the picture and the teacher writes them besides what was named
5. Relationships among objects and characters are also discussed to remind students of key vocabulary.
6. After students talk about why the characters are where they are and what they are going to do.
7. A student gives the first sentence for the teacher to write.
8. The teacher helps shape the sentence through questioning so that the student comes up with a topic sentence that the whole paragraph will be about.

Differentiation: I believe you can only do this with reading. You can do it for different age groups by making it a little challenging for the older groups, you can also have the older groups cut out and come up with a story for their picture. For ELL students you can have them translate the picture and its meaning in both English and Spanish, you can also have them work in groups to come with a story and the students can help one another.

Things to watch out for: There really isn’t anything to watch out for when doing this strategy. Just make sure that everyone is included in the activity.

Description/Application: Picture modules are shared-writing selections that are built around a high-interest picture.
Name: **Pocket Chart**
Type: Term
Literacy Skill: Reading, Writing
Domain: Phonics and Spelling
Grade Level Uses: K-2
Special Population: Regular Education & Emergent Readers
Cognitive Process: N/A
PAR Use: N/A
Researched, Field Tested: Yes
Author/Creator:

**Preparation Steps:**
1. You can find pocket charts at teacher supply stores or Wal-mart.
2. You can hang pocket charts on walls, boards, or even use an inexpensive rolling laundry rack to hold them up.
3. Find words that are familiar to the children from books, short stories, songs, etc. Find seasonal words for that month to put on the chart.

**Application Steps:**
1. Ways of setting up pocket charts vary.

**Differentiation:** This can be used for emergent readers to break down words by letter and sound, to build sentences, matching text, reading chants, etc.

**Things to watch out for:** You can connect this to different areas in reading. You can also have children write their own words and put them together on the chart. Do not limit the possibilities that can be done with the chart. Allow the children to be creative.

**Description/Application:** Pocket charts are designed to a) improve vocabulary b) improve spelling c) help identify words in texts. This tool is very versatile. There are numerous ways you can incorporate a pocket chart into your classroom lessons. You can have them set out in centers and make different activities that the children can work on independently or in groups. This pocket chart can help children make use of given words to come up with meaningful sentences.
Name: Pretend Reading
Type: Term
Literacy Skill: Reading
Domain: Emergent Literacy
Grade Level Uses: Pre-K to Kindergarten, possibly 1st
Special Population: N/A
Cognitive Process: N/A
PAR Use: N/A
Researched, Field Tested: yes
Author/Creator:

Preparation Steps: 1. Read books to children

Application Steps: 1. Read books to children
2. Let them pretend to read by remembering what you said

Differentiation: After students are in first grade and beyond, pretend reading will phase itself out, and actual reading will commence.

Things to watch out for: N/A

Description/Application: Pretend Reading lets children feel like they are reading, and starts to develop a sense that reading is fun and important.
Name: Puppets  
Type: Person  
Literacy Skill: Reading  
Domain: Reading and Responding to Literature for Children  
Grade Level Uses: K-4th  
Special Population: n/a  
Cognitive Process: Instructional  
PAR Use: Yes  
Researched, Field Tested: Yes

Preparation Steps: 1. The only preparation for using puppets might be to read a book and then use the puppets to react the story.

Application Steps: 1. Children can make puppets out of any material.  
2. Chose a story for the class to read aloud. The book must consist of multiple characters, and acts would be preferred.  
3. Let the students create a puppet with materials such as, construction paper, paper bags, socks, etc.  
4. Let the children reenact the story to the best of their ability.

Differentiation: This is an activity where each student should be able to participate. Students’ with physical disabilities will have modifications to suit their needs. If a child is unable to physically move that student can be the narrator of the story or can introduce the characters of each scene.

Things to watch out for: Teachers need to make sure that each student is apart of the story. Teachers need to also be aware of the capabilities of each student, knowing who can do what.

Description/Application: The purpose of using puppets to retell a story lets the students become apart of the story. This keeps the students involved with in return giving them a better understanding of what the story is about.
Name: Rhymes  
Type: Strategy  
Literacy Skill: Reading  
Domain: Emergent Literacy  
Grade Level Uses: PreK-1st  
Special Population: N/A  
Cognitive Process: Cognitive  
PAR Use: Assistance  
Researched, Field Tested: Yes  

Preparation Steps:  
1. Have an area in the room where all of the children can sit to hear and see the book being read.  
2. Have a chalkboard or dry erase board ready to write down rhyming words.  
3. Have several common rhyming books available to use with your children.  
4. Have drawing paper and utensils ready so that the students can illustrate their “silly” words.  

Application Steps:  
1. Read a common rhyming book to your students as a class.  
2. Go back through the book and point out how many of the words sound alike and have alike endings.  
3. Reread the book with your students while having them point out rhyming words.  
4. Make lists of these words on your board so that your children can see them and notice how alike the words look. Make new words that rhyme with those given in the book.  
5. You could then make up nuisance words that fit into familiar phrases of the book.  
6. Have your students illustrate these silly words for fun.  

Differentiation: For students the are acquiring English and for students with disabilities, make sure that the book and rhymes you are reading to them are not too difficult. Making accommodations such as making sure these children can see similarities between the words and hear the similarities when they are spoken. Have these children use manipulatives to cover the onset of the word pair so that only the parts that look alike show. This accommodation will help concrete the new idea to these children.  

Things to watch out for: This could easily be a boring lesson for children. Make sure you add in excitement to keep the children interested.  

Description/Application: The purpose of this strategy is for children to begin to develop phonemic awareness and fluency. You have the children pick out a favorite rhyming book for you to read to them. As you read it, point out to the students how some words sound alike and look alike. Come up with your own rhyming words. Make up words that the children can illustrate. You could even have the children read with you if the book is predictable.
Name: Shared reading  
Type: It is a strategy  
Literacy Skill: It deals with reading  
Domain: Emergent literacy  
Grade Level Uses: 2nd - 4th  
Special Population: This strategy can be used for English Language Learners and Regular Education  
Cognitive Process: Cognitive  
PAR Use: Application  
Researched, Field Tested: Yes  
Author/Creator: Cunning/Moore

Preparation Steps:  
1. For a small group, a book with large print might be adequate.  
2. For large groups, stories are normally in the form of Big books or wall charts.  
3. Simple stories can be printed on the chalkboard.  
4. Discuss the story and illustrations with the learners, prior to reading to build anticipation.

Application Steps:  
1. Select an interesting story with repetition, or use a favorite story.  
2. The book must be very predictable  
3. You want a book to be appealing to the children  
4. Pick a book that would take you someplace conceptually  
5. When introducing a new story, talk about the title, the cover illustration, and the kind of story.  
6. Read the story to the group, tracking each word with a pointer as you read.  
7. Reread the story as a group, encouraging everyone to join in "reading" certain words or phrases as they are able.

Differentiation: This would be different for the different age groups, for the older group levels you can try more complex books. You can also group the students in small groups while they take turn reading a chapter book. I do not believe that this strategy would work for math or science.

Things to watch out for: The students may want to talk among themselves, or get distracted and start goofing off with their friends. To prevent this choose your small groups carefully and wisely, and walk around the classroom to make sure everyone is doing their task.

Description/Application: Shared reading is useful for encouraging prediction in reading helping new readers and writers learn about the relationship between print and speech informally introducing print conventions providing an enjoyable learning experience, and teaching sight vocabulary.
Shared Writing

1. Since there are many possibilities for this exercise, you could use many different avenues to accomplish shared writing. You could use your dry erase board or chalkboard, use the library or your class collection of children books, have journals available, and have writing utensils for the children to record their writing.

2. First the teacher will lead the students to share ideas to write about.
3. The teacher listens to all that is discussed and corrects any grammar mistakes the children had said.
4. Then the teacher records the ideas so that the children can watch the words being written.

You could use this strategy to teach any type of lesson as long as the children could see you writing down their ideas, whether in science or in math. To make this lesson harder for students you could have children come up to the board and point out patterns in the written words or letters and identify them to the class or group. For classes with many ELLs, teachers need to be very thorough while gathering ideas with the children. You could have a selection of pictures to pick from. After the children pick the most interesting picture, the teacher needs to go through the picture with the children. Prompt them to answer questions about what is going on in the picture, who is in the picture, name all of the nouns and produce adjectives about the pictures. Name the nouns in the picture in English and in the native language of your students. All of this preparation will help the students form their own ideas of what is going on in the picture. For children with disabilities it can be hard to track print and learn concrete words. Sit down individually with these children and begin a simple book about them. Come up with a first sentence for the book. Write the sentence as the child watches. Move the child’s finger along the words as you read it for them and with them. Read it together while pointing at each word until the child can point and read the words by themselves.

Make sure the children can see you writing their ideas down. Also watch out when you change the grammar of the children’s ideas. This can lead to misunderstandings without explanation.
Description/Application: The teacher picks topics for the students to talk about. For example: class journal entries, original story endings, news of the day or week, class rules, class observations of events, shared experiences, wall stories, poems, essays or retellings of known stories. After a topic is chosen, the teacher then leads the students into discussions amongst themselves. The teacher then records the ideas of the students. While writing down the ideas, the teacher makes certain that the students can see the ideas being written down. The purpose of this strategy is so that children begin to notice that writing takes place from left to right, hear print jargon being used, notice patterns of repeated letters and sounds, and they start to feel more confident about their abilities to read and write. Children begin to get excited learning how their words can be written down and read back to them.