



Read to Self Launching Chart



| Teaching Actions | Student Behaviors | Materials |
|---|--|---|
| Setting Purpose for the Day Sense of Urgency for Read to Self | Become a better reader. It is fun. Practice skills. | |
| Focus Lesson Three ways to read a book Choose a story and read it three different ways. Read the pictures. Read the words. Retell Story | Listen to story. | Picture book |
| Brainstorm Read-to-Self Behaviors Behaviors and ideas are made visual by writing them on an I-chart. Read to Self Student Teacher | Discuss and brainstorm Read-to-Self behaviors. | Chart paper |
| Correct Model | One to three students model the appropriate Read-to-Self behaviors in front of whole class. | Book box or reading material |
| Incorrect Model | One to three students model the inappropriate Read-to-Self behaviors in front of whole class, then model correct behaviors | Book box or reading material |
| Building Stamina—3 Minute Practice Teacher stays out of the way of children's reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at guided reading or assessment spot. | Children, with their book boxes, are place around the room. Students practice Read-to-Self for 3 minutes. | Designated spaces around the room that are comfortable (e.g., under tables, carpeted reading nooks, couches, pillows) |
| Signal and Check In Teacher signals for students to return to the whole group. | Check in--How did it go? Review anchor chart. | Chimes, lights, or bell |
| Model Again | One or two students model appropriate and inappropriate behaviors always ending with appropriate behaviors | Book box or reading material |
| Building Stamina-3 Minute Practice | Repeat 3-minute practice. | Designated spaces around the room that are comfortable (e.g., under tables, carpeted reading nooks, couches, pillows) |
| Signal and Check In Teacher signals for students to return to the whole group. | Check in--How did it go? Review anchor chart. | Chimes, lights, or bell |
| Closure Review Lesson | What did we learn? | I-chart |