

Anchor Charts

The 8 Reading Behaviours



What is an anchor chart?



- An aide-memoire for pupils
- A record of the pupils' learning
- A place for pupils to showcase their learning
- A living list that is added to over time
- A list of prompts
- A collection of useful phrases
- A reference throughout the lesson /day

Anchor Charts



How can I activate my prior knowledge?

- Books I've read
- Films and TV
- Songs
- Poems
- Conversations
- Pictures
- Experiences

Anchor Charts



Why do I activate my prior knowledge?

- To add to what I already know
- To check what I already know
- To remember words that I already know to help me to read quickly
- To make predictions
- To help me to think of questions
- To make my reading purposeful

Non-Fiction Schema

Penguins

Schema

- they can swim
- All penguins are black and white
- they waddle
- Mother penguins lay eggs
- they eat fish
- female penguin walks 70 miles to lay their eggs
- father penguins keep their eggs warm
- they can't fly
- they can dive
- baby penguins have grey feathers
- they can hold their breath for 15 minutes
- Mother & father penguins dive for food
- father waddles the egg while mother is away
- Seals are penguin predators

Our new learning

- warm blooded
- they Regurgitate to feed the chicks
- Eggs can be white, tan, blue, & green
- Christstrap penguins have pink feet
- Little blue penguins are the smallest
- A large group of penguins is called a pride
- Emperor penguins live in Antarctica
- Emperor penguins are the biggest species of penguins
- A rookery is where penguins live
- One brave penguin dives in to look for predators
- Penguins take turns keeping warm in the middle of a huddle

MISCONCEPTIONS

- father penguins catch all the food

Books:

- Turtle's Penguin Day
- Emperor penguin
- Penguins
- Penguin Pete
- If You Were a Penguin

Developing a Science Word Bank

Word Bank

D-cell - Source of electricity

battery - refers to more than 1 cell
but we are lazy and call batteries
and D-cells the same thing

electricity source - gives off electricity

electricity receiver - components that
that something happens to

circuit - the flow of electricity in
a circle

filament - the little wire that gets hot
lights up

Fahnestock clips - connect wires to
battery holders or bulb holders

circuit base - holds components

switch - opens and closes circuit easily

open circuit - incomplete circuit
not a whole circle

closed circuit - circle is whole
electricity goes on - light bulb is on

schematic drawing - way to show
how electricity flows (circuits)

Anchor Charts



How do I work out how to say a word?

- Sound it out
- Match a sound to each letter
- Chunk it
- Blend the syllables
- Break the word in different places
- Look for words in words
- Get my mouth ready to say the word
- Look for parts of the word I recognize
- Think of words that look the same

Anchor Charts



How do I work out what a word means?

- Look for clues around the word
- Read back 3 times to look for clues
- Look out for commas as extra information is coming
- Look for the root word
- Use any picture clues
- Make a sensible guess and see if it makes sense

Self-Monitoring Prompts

What do you do if you don't know the **meaning** of a word?

First:

- look for context clues-
- read back, read ahead
- try to find important words around it.
- break the word into parts - prefix/suffix/root

If you are still stuck:

- look in glossary
- look in a dictionary
- Ask a friend
- Ask the teacher



Self-Monitoring Chart

Ms. Bowman's
K

Thinking About Reading

We are learning strategies as readers that help us understand stories and figure out tricky words.

These are our tools!

What do readers do to help them <u>understand</u> their story?	What do readers do when they come to a <u>tricky</u> word they don't know?
<ul style="list-style-type: none">* use their <u>schema</u> to <u>make connections</u> between what they already know and new information in the text.* <u>Visualize</u> make a mental picture in your head.	<ul style="list-style-type: none">* look for word chunks - Alex's* look at the pictures - Nathan* get your mouth ready with the beginning sound - Am* Think about the story - David* Ask... Does it make sense? - Jessica* Re-read

Self-Monitoring Prompts

I know I'm confused
when.....

..... my thinking voice is
not interacting with the text.

..... my camera inside my
head is shut off.

..... my mind is wandering.

..... I can't remember what I read.

..... I can't answer clarifying
questions.

..... a character shows up from
earlier in the book that I

Anchor Charts



How do I visualize a person?

- Think about their size and shape
- Think about their hair colour and hairstyle
- Think about their face - how would I recognize them?
- Think about how they speak
- Think about how they walk and move
- Imagine their gestures and facial expressions
- Think about what they wear - dress them
- Dive into the words that describe them

Anchor Charts



How do I bring a story to life?

- Look for the gaps in the story and imagine what happens there
- Imagine myself in the scene and use all of my senses
- Colour in the scene - do I need to add any details?
- Think back to what I have seen and experienced to help me

Anchor Charts



How do I ask a big question?

- Examine the picture on the cover. What do I want to know?
- Book Flick - does anything catch my eye?
- Think about the title and activate my prior knowledge - is there anything I want to check or find out?
- Remember what I read last time - what questions did I have in my mind then?

Anchor Charts



How do I talk to the writer?

- I imagine myself in a reading conversation
- I ask what any tricky parts mean
- I ask if the writer is reliable and telling the truth
- I ask if the facts are important
- I ask what will happen next
- I ask why something happened
- I make predictions and read to see if they come true

Question Prompts

Question Words:

What	Do	How
Why	Which	When
Where	Who	Have
Is	Are	Can
Could	Would	

Good readers ask questions
BEFORE, DURING, and
AFTER. Good readers look
for the answers to their stories.

Anchor Chart - QARS

Q.A.R. Strategy

Right There: Go!

The answer is RIGHT THERE in the story!

- Who...?
- What...?
- When...?
- Where...?
- How...?

Think and Search: Slow down!

The answer is in the story but you have to SEARCH for it on different pages.

- Summarize...
- Compare and Contrast...
- How did...
- Find 2 examples...
- What caused...
- Retell...

Author and You - Stop!

Use your schema and make an Inference using the story.

- Predict what will happen...
- What is the main idea of...
- What could be another title for...?
- Why did the author write...?

On My Own - Connect!

Use your schema and tell your opinion

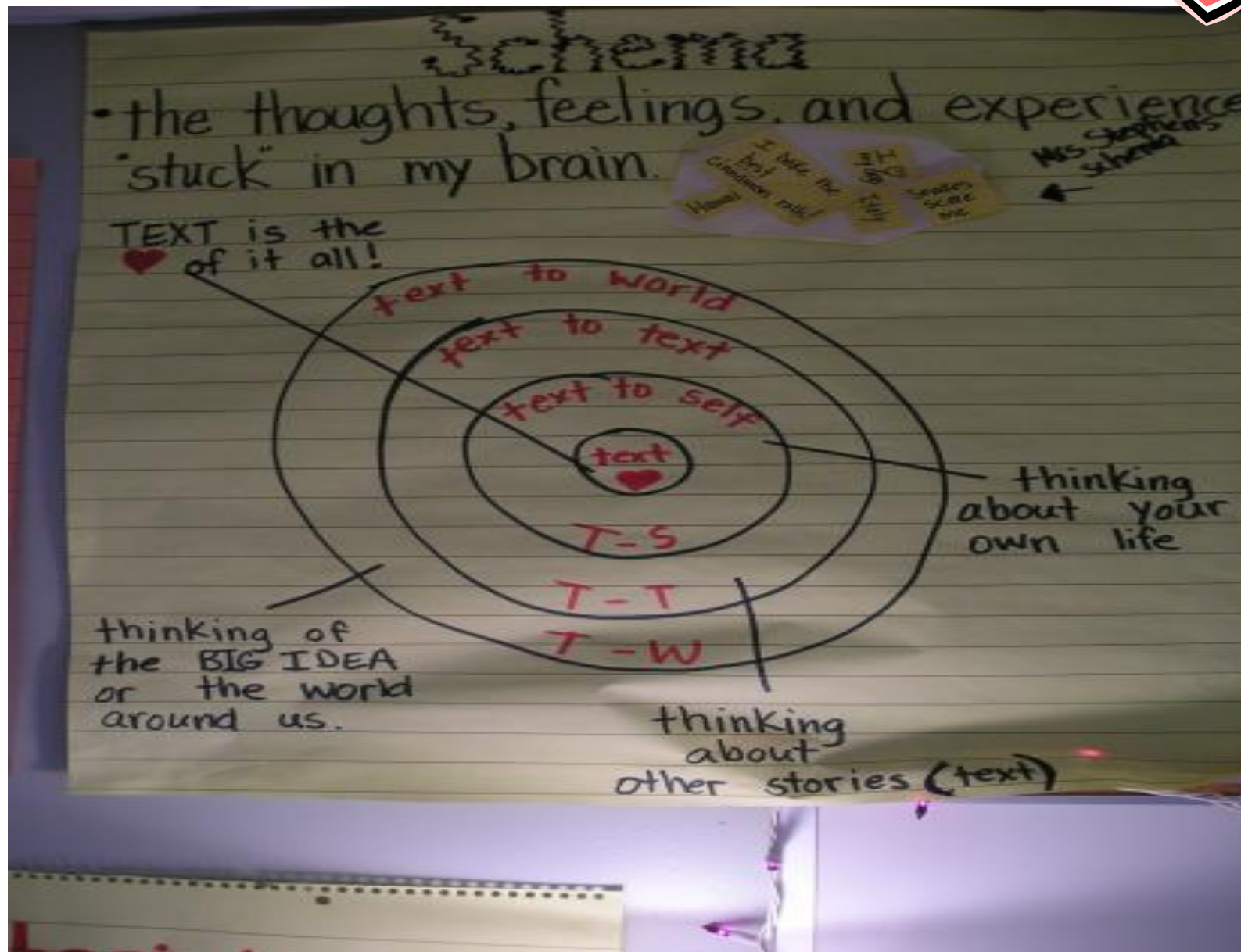
- Have you ever...?
- How would you feel if...?

Context Clues: Inferring Meaning

Good readers figure out unknown words by using...

- ① Schema
- ② Clues from the text
- ③ Clues from pictures
- ④ rereading

Schema - Concentric circles from the heart of the text



Anchor Charts



How do I make text-to-self connections?

- I look for things that have happened to me or people I know
- I rate my connections
- I think about my feelings
- I ask if I have made a friend of a character
- I ask if I can learn something
- I ask if this reminds me of something in my world
- I ask if I want to store this in my treasure chest

Anchor Charts



Why do I make text-to-world connections?

- It gives me the big picture
- It helps me to understand the theme or message of the book
- It helps me to see how the world works
- It helps me to connect people and events
- It helps me to learn
- It helps me to use what I have learnt

Text to self connections

This story reminds me of when I first met Ms. Donley my kindergarten teacher. *Aly

It makes me think of being nervous that I wouldn't know anyone when I started school. *Haley
I was nervous when I went down a big snow hill. *Kirsta

It makes me think of the first time we had a substitute teacher I was scared. *Blaine

It's like when I moved to Franklin. *Darion

(I have a connection to...
text to text: In C
when the two step-sister
they would be queen. I
Manyara. *Aly

Text to text: In C
Caterpillar when
picked on Clara, it
of Manyara pickin
Nyasha. *Shannon

Text to self: I felt bad
when my brother pick
*Kennedi

Developing Inferences

Inferring

Inferring is filling in (in your head) what is not written on the page. ^(like deep thinking questions)

- Good readers infer in order to figure out what the author is trying to say.
 - Good readers are able to infer because they look for **clues** in the **pictures** or the **words** to help them figure out what the book is about.
 - Predicting is part of inferring.
 - Inferring comes from you ("I think...", "Maybe it means...", "I'm guessing that...", "I predict...")
- Connections + Clues = Inferring
Schema + Clues = Inferring
Mental Images + Clues = Inferring

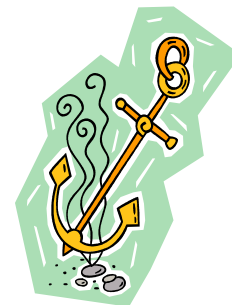
Anchor Chart



How do I infer what a place is like?

- I pick up key adjectives
- I dive into the adjectives
- I use the words to make a picture in my head
- I walk around the place and add details
- I imagine using my other senses

Anchor Chart



How do I fill in a gap?

- I think about where the gap is and ask what has happened
- I imagine what could have happened
- I read on and see if this makes sense
- I think about what the characters are like and what they could do in this situation
- I think about the scene and what the conditions are in the scene

Anchor Chart



How do I discuss character?

- Show not tell
- Consider the importance of names
- Consider gestures, tone of voice and facial expression
- Think about objects, clothing and location
- Be aware of what is repeated or made to stand out in a sentence
- Watch out for comparisons, colours and symbolism

Anchor Chart



How do I gather ideas?

- Visualize what is happening
- Activate my prior knowledge
- **See** what the characters are doing and work out what they are feeling
- Dive into strong, powerful words and think about what they suggest
- Look for repeated ideas
- Pay attention to names
- Make connections to give me more clues
- Pull all of the ideas together and reach a decision

Anchor Chart



How do I work out new words?

- Spot the new word
- Read on to see if the word is explained
- Pay attention to the comma as a sign that extra help may be coming
- Read around the word for help
- Look at any pictures or diagrams
- Break the word into parts
- Remove the prefix and suffix
- *Hold* the word to look it up later
- Ask someone

Anchor Charts



How do I judge a person?

- I ask myself if I like them. Why/ not?
- I ask if they did good or bad things. Is there a reason why they acted this way?
- I think about the way that they speak and act.
- I examine what others say about them.
- I look at the words used to describe them.
- I ask if I would have acted in this way. Do I feel any sympathy for them? Why/not?

Anchor Charts



How do I judge if a book is reliable?

- I think about the author - is s/he an expert?
- I look at the date - is this a modern text?
- I think about the facts - do they give both sides?
- I look at the argue signal words - are they asking me to consider all points of view?
- I think about what I know already to help me to make a judgment.

Anchor Charts



How do I remember a text?

- I think of one word to describe the text.
- I then think of the 5 most important points /story mountain.
- I retell the story / text in my mind.
- I add pictures to the key points.
- I ask myself to remember this later and retell it to myself.

Anchor Charts





Making a Summary

- I ignore all of the small, unimportant words.
- I cross out the unnecessary description.
- I circle the word or phrase that captures each paragraph - these are my main points.
- I underline what is interesting. This is not the most important fact / key word - these are the details.

Story Summary Anchor Chart

Story Map

Title The Snow Globe Family

Character     

Setting In a big house

Problems They wanted a big snow storm so they could go sledding.

Solutions The baby got the snowglobe and then fell down.

Theme To entertain