How might you do MORE with your class textbook?

- **Using the text itself**
  - Teach the Reading Process
    - Previewing, Predicting, Annotating (or other active reading skill)
    - Reviewing, Summarizing, Responding
  - Written discussion (before or during) with a Carousel activity
    - (Ss add response to butcher paper)
  - Scavenger Hunt
  - Think, Pair, Share with reading annotation
  - Group Jigsaw
    - (Read your section, discuss with your group, teach another group)
  - Students teach the full class, and/or create an assessment for classmates
  - Double (or Triple) entry diary with quote/concept + comment
    - e.g. [after quote from chapter] Comment: “I wonder why...”
  - Summarize main points (in speech or writing)
  - Student reflection on knowledge before and after reading chapter (KWL)
  - Develop out-of-class (or in-class) projects related to textbook
    - survey, interview, presentation, brochure, flyer, teach the class
    - can be cross-chapter
  - Students locate and report on additional materials (reading, websites, etc.)
  - Review and/or critique textbook - look for cultural assumptions
  - Show (or students find) connections between book activities and high-stakes exams

- **Using the pictures**
  - Listening and recognizing
    - drawing dictation, body dictation
  - Descriptive speaking/writing
  - Compare to online photos
  - Make a collage (self, imaginary character, etc.)

- **Using the vocabulary**
  - Label parts of speech
  - Students present (4 square with word, definition, sentence, and drawing)
  - Lexical charts and other graphic organizers
  - Use in creative writing: dialogue, speech, letter, photo caption
    - Spoken/written role play
  - Personal dictionary with reflection (similar to Double-entry Diary)

- **Using review questions**
  - Make cloze or gap-fill activity (listening or reading/writing)
  - Reading Relay (Runner goes back and forth between Reader and Recorder)
  - Trashketball or other quiz game (with coupons as prizes?)
    - Have students predicting questions, vocabulary, etc.
  - Students write their own ‘quiz’ or ‘game’ questions- teach them multiple levels:
    - 1= quick answer, usually Who, What, Where, When
    - 2= inference, usually How or Why
    - 3= opinion/response or evaluation, e.g. If you were... ; In your opinion...
  - Kinesthetic (body) survey
What can you do with.....

NOTECARDS

“Card Slap” game (lay cards on table- find the correct one)
Memory (remember from your childhood?)
Who am I?
“The Dating Game” (match up word to definition OR question to answer)
Quick Quizzes

STICKY NOTES

Carousel
Mata moscas (fly killer vocabulary game)
Who (or What) am I?
Active Reading
Outlining for writing

BUTCHER PAPER

Carousel
“Poster” presentations
Making charts/graphs from class research

CONSTRUCTION PAPER/POSTER BOARD

Collage
Student-designed presentations
Student-made board games

TRANSPARENCIES

Student mini-presentations
Students share (small bits of) writing and do peer review

WHITEBOARD / CHALKBOARD

Board games (e.g. Mata moscas, Pic-tades, Jeopardy)

Students share writing (1 paragraph or less)

Spelling, Vocab, and other work (Several students at board, while others advise and assist)

NEWSPAPERS / MAGAZINES

Students make vocab cards w/ pictures
Current events sharing (like show & tell)
[also see reading activities other side]
Genre analysis and imitation

Cleaning windows (newspaper + vinegar 😊)

CLASSROOM ENVIRONMENT

Learning colors, shapes, materials (‘tag’ game)

Labeling common objects
Descriptive writing

OTHER.....?