

# Read to Succeed

with T.E.D.D.I. time

(Together Everyone Does Daily Improvements)

1. **Mentor's sign in sheet.** These will be located on the clip board on the black cart at Krout and hanging on the end of the gray shelves at Washington. Please be sure to sign in so I can keep track of volunteer hours.

Your student will meet you on the stage. Each student has a labeled hanging file and this is where their folder will be stored after each session. Once your student has completed a book and its tasks place their folder in the "I need help" crate. This will let me know the student is ready for another book. This also will be where folders are placed if the packet is missing any items.

## Inside the student's folder

2. **Book tracking log**-Fill in the date of the session, book title, and the book level. The level can be found on the back of each book and also at the top of the lesson plan. Once the student is complete with the book and tasks place a checkmark in the completed column.

3. **Week breakdown sheet**-Each student will have one of these in their folders. This is a breakdown of tasks to accomplish each session. When the task is completed make the task complete. This will also be an easy way for mentors to know where the previous mentor finished with each student.

4. **Fluency passages**-Each student will do a fluency read during each book. There are two copies of the fluency passage in each folder. **The student will read for ONE minute only.** One passage the student reads from and the other passage the mentor will mark errors on with the appropriate color.

First reading(cold read)-this should happen the first day of every new book. The student errors will be marked in **blue**. Score the read and chart the results on the fluency tracking chart. Fill in the book title, date of read and have the student color the correct number of words read per minute.

Next, the mentor will read the passage to the student with fluency and accuracy.

Then, have the student read the fluency passage again as the mentor helps with words missed. Have the student do another ONE minute timed read, marking the errors in yellow. Chart the progress on the fluency tracking sheet. Continue practice reading the fluency passage at each additional session.

Finally, at the last session, have the student read the fluency passage for ONE minute. Mark all errors in **red** and chart the progress.

5. **Leveled book**-Each student works from a book that is equivalent to their assessed reading level. Prior to the first reading, have the student look at the front cover of the book and the pictures throughout the book. Use this as an opportunity for the student to make a prediction of what they think the book may be about. When looking at the front cover point out the author and illustrator.

6. **Read for Stickers chart**-This is used to MOTIVATE, MOTIVATE, MOTIVATE students to read fluently with accuracy. This chart will be used to help track progress and also to set goals

for the students.

7. **Lesson plans**-The lesson plans will serve as a guideline for discussion with the student and progress throughout the leveled book. There are different discussion topics throughout the plans that will help students learn about vocabulary, critical thinking, and comprehension. These do NOT have to be followed exactly. The lesson plans are filled with suggestions and ideas for discussion if needed.

8. **Vocabulary cards**-Have the student cut apart the vocabulary words and store them in the plastic bag. The words should be reviewed each session. Use this as an opportunity to discuss word meaning or suggest the student use the word in a sentence to clarify the student knows the true meaning of the word.

9. **Worksheets**-The number of worksheets will vary from book to book. It's important to discuss the worksheets with the students. If a student struggles with a specific subject on a worksheet make notes about it on the mentor comment page so additional practice can be made available. If your worksheets have a crossword puzzle or word search the answers are on the back of the worksheet if you need to use them.

10. **Comprehension cards**-Have the student cut them apart the same time the vocabulary cards are cut apart and store them in the same bag. These do not all have to be discussed at the same time but should be discussed throughout the sessions.

11. **Comprehension Quick check**-This would be done on the very last session after the warm read and the book reread. The answers are on the back, if needed. If the student struggles with the comprehension check make notes about the comprehension score in the mentor's notes area and place the folder in the "I need help" crate.

12. **Fun activity**-This is a time for the student to enjoy reading. This activity will vary from a game, coloring activity, fun worksheet, etc., etc., etc., Ideally this should be done on the last day of the book sessions.

13. **Mentor's Notes**-This is a perfect place for mentors to relay messages to the next mentor or the program coordinator. If the notes are of high importance put the folder in the "I need help basket".

14. **Wordless books**-these books are to be used for fun activities. Remember to have the students put their names on the book as the author. When the book is complete turn the book in to Mrs. Hartschuh.

15. **Phonics hints**-Use these handouts as a point of reference when reviewing letter sounds and helping students trying to figure out words.

16. **Contact information**- If you cannot make your designated mentoring time please notify the school.

Washington Elementary 419-447-1072

Krout Elementary 419-447-2652

[leah\\_hartschuh@tiffincityschools.org](mailto:leah_hartschuh@tiffincityschools.org)

[REDACTED]

[illegible]

Student's Name: \_\_\_\_\_

[illegible]

#### **Day 1**

- Cold fluency read-mark errors in blue and record results
- Mentor reads fluency passage and discusses any words missed by the student
- Warm fluency read-mark errors in yellow and record results
- Cut apart and review vocabulary/high frequency words
- Picture walk through the book, mentor and student reads the book together.(mentor models correct reading)

#### **Day 2**

- Practice read fluency passage
- Review vocabulary/high frequency words
- Student reads book on own, use read for stickers chart

#### **Day 3**

- Practice read fluency passage
- Read book, use read for stickers chart
- Review discussion cards
- Work on worksheets

#### **Day 4**

- Hot fluency read-mark errors in red and record results
- If day 4 comes after a school week break have the student reread the book prior to taking the comprehension check
- Complete comprehension check-offer the book as a resource to review if the student is having trouble answering the questions
- Fun activity

**\*\*\*\*\*Use mentor's notes area if additional comments are needed**

## Fluency Instructions 4 Mentors

1. Give the student a copy of **the Fluency Passage**. Always use a fluency passage.
2. Mark errors with a slash ( / ) on the mentor's fluency passage.
3. Only mark errors on the mentor's fluency passage for the cold, warm and hot reads.

### One Minute COLD READ: BLUE

When a student is given a new book (**Level F and above**), the student is given a fluency passage that he/she has not read. The student will do a **COLD** read for **ONE MINUTE** and graph it in **BLUE**.

When needed, the mentor will tell the student: ***"Do you know how we become better at hitting a baseball or kicking a soccer ball or baking a cake? We have to practice doing it; usually many times. The more we practice, the better we become. Learning to read is the same. Every one of us has to practice to read better. Each time you are given a new book; there will be three timed readings. You have a graph to fill in the number of words you read correctly. This will help you to see just how your reading is improving."***

Point to the first word (student will not read titles) and say: ***"Please read this out loud. If you get stuck on a word (struggling for more than 3 seconds) I will tell you the word so you can keep reading until I say stop."***

Start the stopwatch when the student reads the first word.

After one minute say, **"STOP"** and place a bracket **]** after the last word read. Subtract the number of errors (see Directions for Scoring) from the total words read to get the correct words per minute (wpm). The mentor fills in the date, title of book, wpm, on the student's graph. The student will graph/color the number of words read correctly in **BLUE**.

### Practice and One Minute WARM READ: YELLOW

**During the same lesson**, the mentor reads the ENTIRE fluency passage to the student. The mentor reads a bit faster and with expression; hence, more fluently than the student just read. This gives the student a good model for reading. Now have the student **Practice** reading the passage aloud, helping with words missed.

Next the student does the WARM read for **ONE MINUTE** and graphs the wpm in **YELLOW**. The student likes graphing his/her immediate improvement.

**During the following sessions (could be 2,3,4...) continue doing the Comprehension Lessons and practice the fluency passage.**



During **the last session** of the comprehension pack, have the student practice reading the fluency passage, and then do the **COLD** read for **ONE MINUTE** and graph it in **BLUE**.

Name \_\_\_\_\_

Word Count: 87

## Good Things to Do

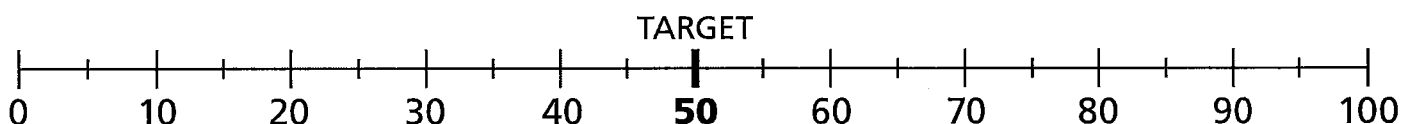
Many things are good to do.	6
Eating vegetables is good to do.	12
Vegetables help you stay well.	17
Reading books is good for you.	23
Books help you do well in school.	30
Playing is very good for you.	36
It can keep you from getting sick.	43
Washing your hands is good to do.	50
It also helps to keep you well.	57
Sleeping is good for you.	62
It helps your body rest.	67
It is good to stay well.	73
It is no fun to be sick,	80
so do these things and stay well.	87

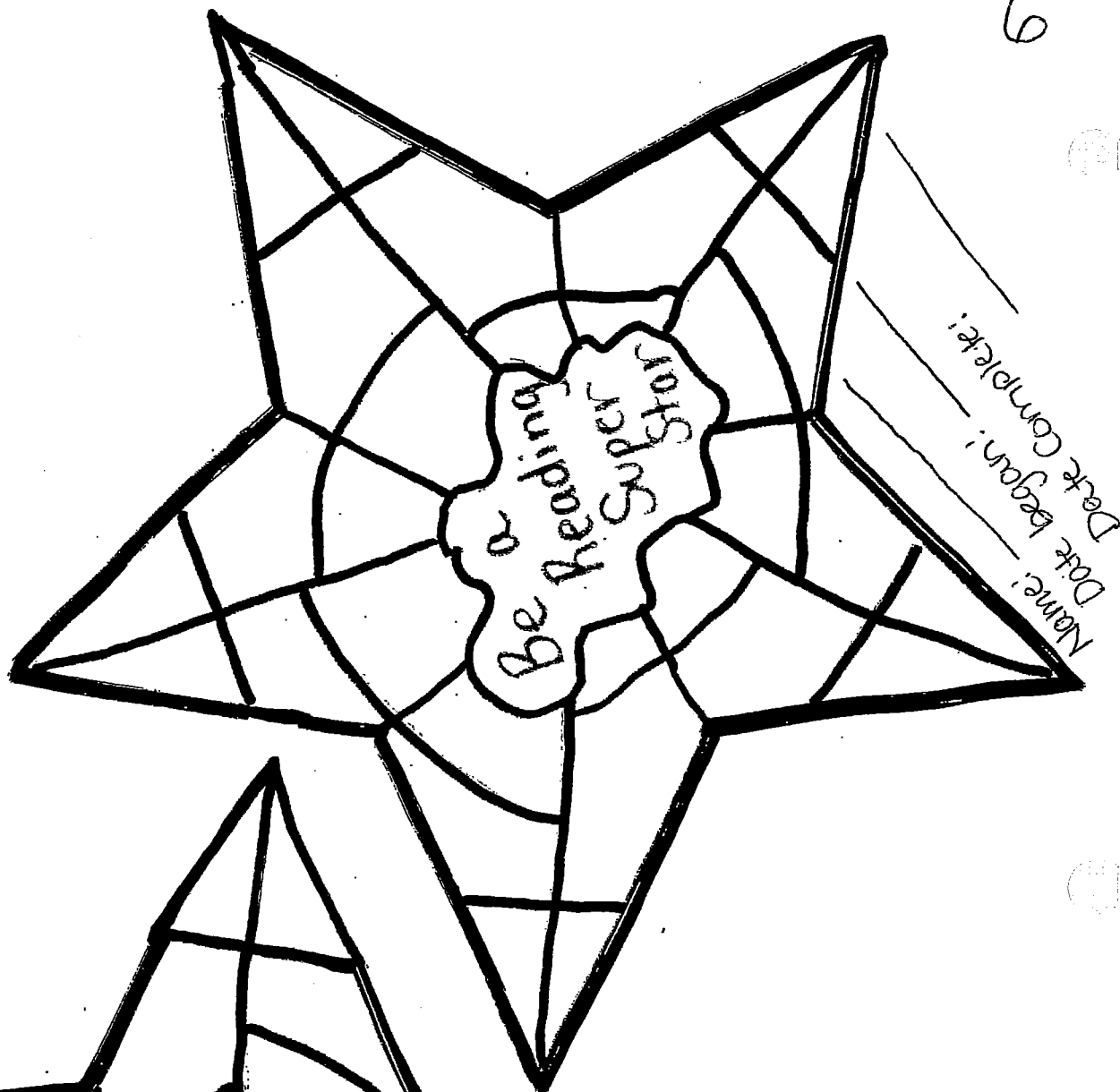
Number of Errors

1	2	3	4	5	6

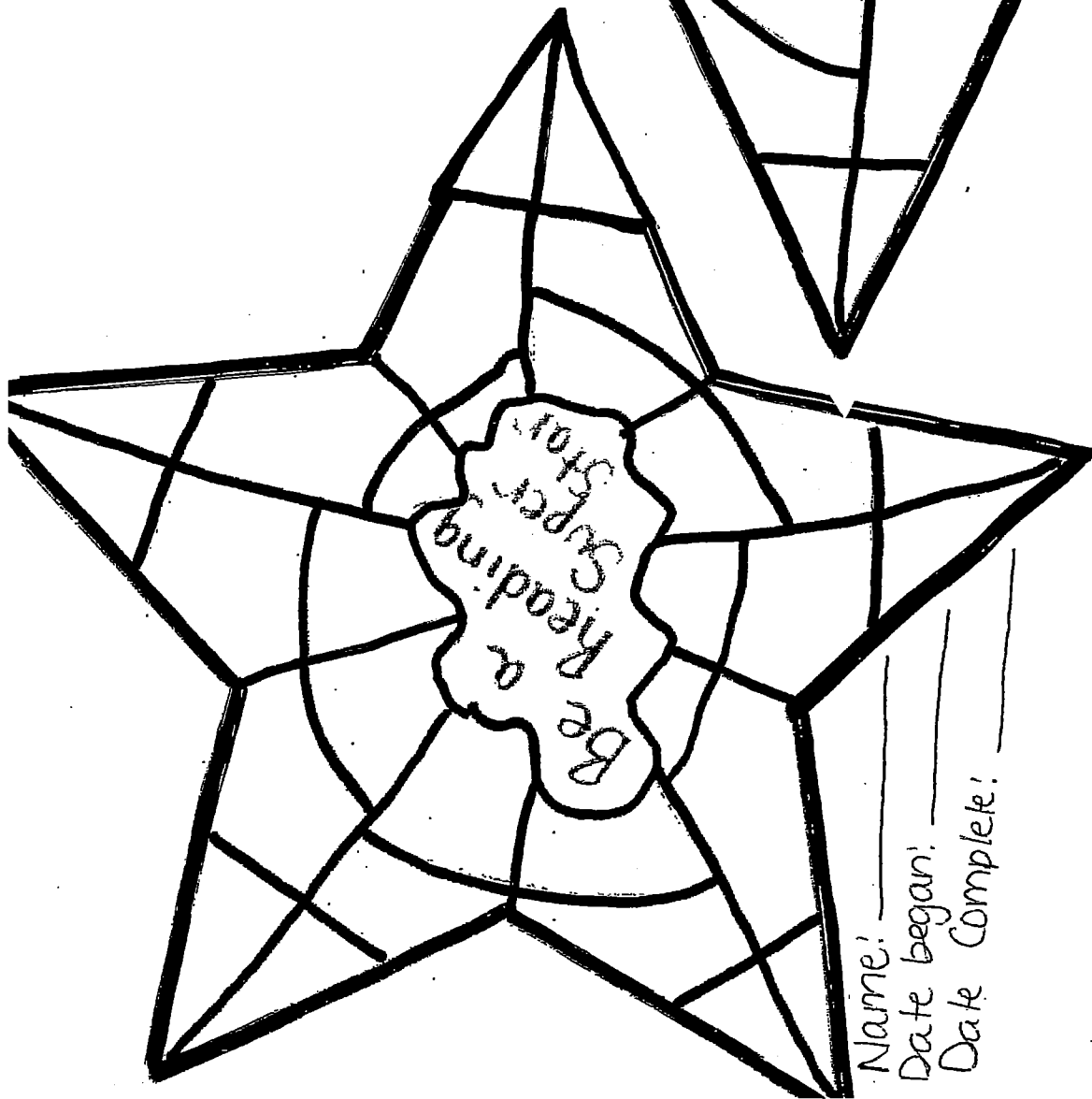
Accuracy (%):

Reading Rate (Words Per Minute):





Name: \_\_\_\_\_  
Date began: \_\_\_\_\_  
Date Complete: \_\_\_\_\_



Name: \_\_\_\_\_  
Date began: \_\_\_\_\_  
Date Complete: \_\_\_\_\_





### About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 148

#### Book Summary

*Cleaning My Room* is the story of one little boy and his very messy room. After his mom instructs him to clean up the mess, the boy asks for the reader's help to locate and sort various objects in his room. Lively illustrations and engaging text support emerging readers. Students will have the opportunity to identify story elements including characters, plot, and setting in this humorous story.

### About the Lesson

#### Targeted Reading Strategy

- Retell


#### Objectives

- Retell to understand text
- Identify characters, setting, and plot
- Discriminate short vowel /e/ sound
- Identify short vowel e
- Recognize and use question marks
- Recognize and use the high-frequency words *can, me, my, you*

#### Materials

Green text indicates resources are available on the website.

- Book—*Cleaning My Room* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Dictionaries
- Crayons
- Story elements, short vowel e, question marks worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *can, me, my, you*
- Content words:  
Story critical: *clothes (n.), find (v.), help (v.), pile (n.), room (n.), sort (v.)*

### Before Reading

#### Build Background

- Write the phrase *Messy Room* on the board. Ask students if they have ever had a messy bedroom. Ask students to share examples of what might be found in a messy room and list their responses on the board (clothing on the floor, toys out, unmade bed, and so on).

can	me
my	you
clothes	find
help	pile
room	sort

Name \_\_\_\_\_

9

Reading A-Z

Characters	Setting

**Plot:**


Cleaning My Room • Level F • 1

Skill: Story Elements

**Instructions:** Have students draw the characters from *Cleaning My Room* in the box labeled *Characters*. Then, have students draw the setting of the story in the box labeled *Setting*. At the bottom of the page, have students write or dictate one sentence about the plot.

Name \_\_\_\_\_

① Can you help me \_\_\_\_\_

② Mom says I have to clean my room \_\_\_\_\_

③ Can you help me sort my clothes \_\_\_\_\_

④ Can you help me find them \_\_\_\_\_

⑤ I need to find all my red socks \_\_\_\_\_

⑥ What more could Mom want \_\_\_\_\_

⑦ Thank you for your help \_\_\_\_\_



Cleaning My Room • Level F • 3

**My Sentence:**

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Skill: Question Marks

**Instructions:** Read each sentence with students. Have students place either a period or a question mark at the end of each sentence. Then, have students read the sentences to a partner using the punctuation they chose. Encourage them to write an original sentence using a question mark on the lines provided.

**F**  
Cleaning My Room

Did the boy clean his room?  
How do you know?

Analyze

Reading A-Z

**F**  
Cleaning My Room

How does the boy solve  
the problem of cleaning  
his messy room?

Problem and Solution

Reading A-Z

**F**  
Cleaning My Room

What is the first thing the  
boy does to clean his room?

Sequence Events

Reading A-Z

**F**  
Cleaning My Room

Does the boy's mom think  
he did a good job of  
cleaning his room?  
How do you know?

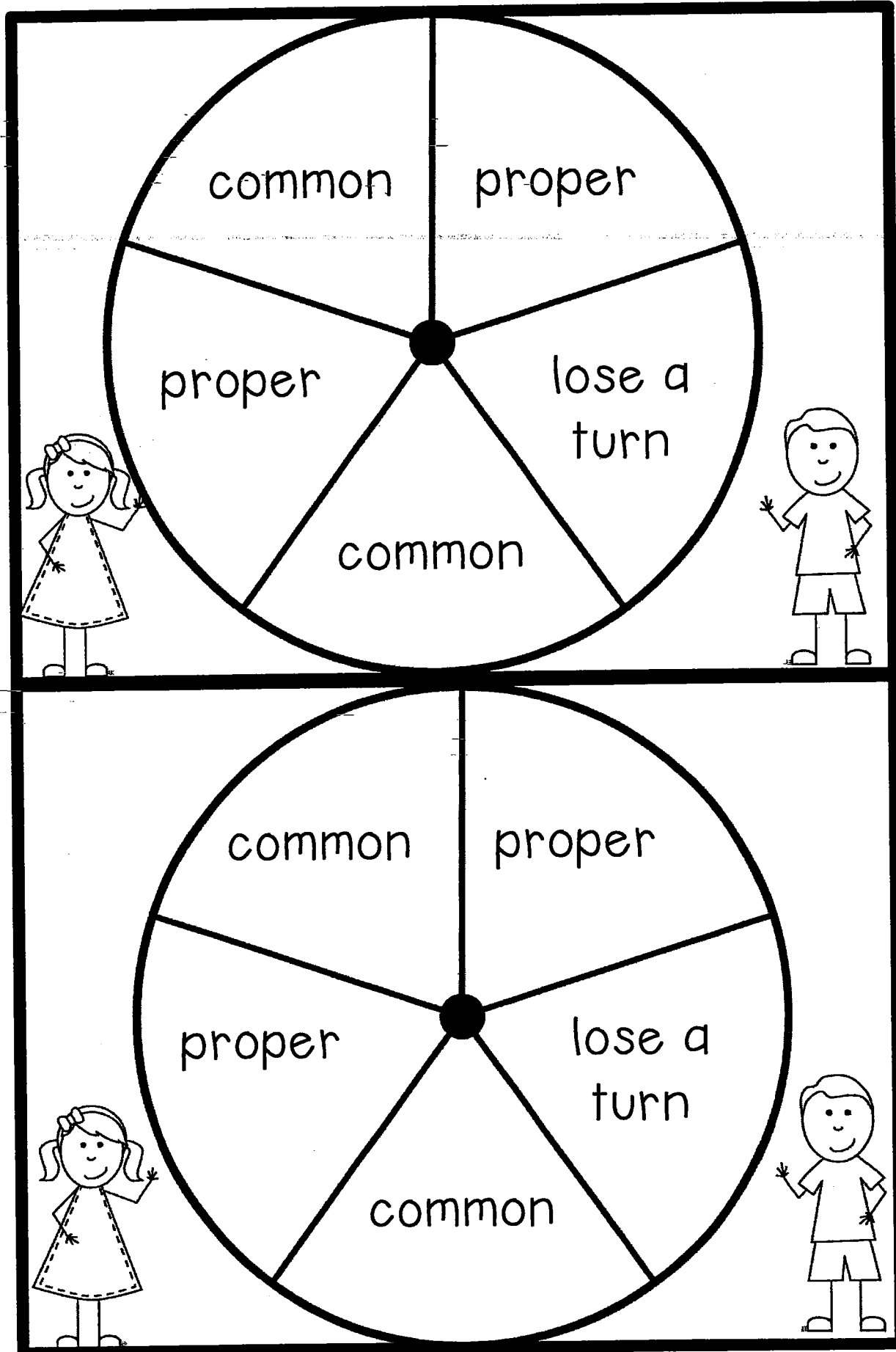
Evaluate

Reading A-Z

Name \_\_\_\_\_ Date \_\_\_\_\_

1. The characters in this story are \_\_\_\_\_.
  - (A) a boy
  - (B) a boy and his mom
  - (C) a boy and his sister
2. What does the boy do after his mom tells him to clean his room?
  - (A) The boy finds all his yellow shirts.
  - (B) The boy finds all his blue socks.
  - (C) The boy finds all his red socks.
3. This story takes place in the boy's room. His room is the \_\_\_\_\_.
  - (A) setting
  - (B) character
  - (C) plot
4. Why does the boy say, "What more could Mom want?"
  - (A) He thinks he did a good job cleaning his room.
  - (B) He thinks his mom should help him clean his room.
  - (C) He wants to know if there is anything else he has to clean.
5. A pile is \_\_\_\_\_.
  - (A) a space inside a building
  - (B) a warm piece of clothing
  - (C) a group of things on top of each other
6. **Extended Response:** Have students order the kinds of clothing the boy picks up from greatest to least.

**Instructions:** Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.



Students use a paperclip and a pencil to create a spinner. You can also create your own for them with a paper clip and a brad.

# SPIN & COVER:

## Common and Proper Nouns

cat

Mike

book

Tim

Target

Mrs.  
Nell

tree

girl

school

Wal-  
Mart

leaf

Hope

rain

Fido

game

tool

home

Jan

Mr.  
Hill

X-box

Taco  
Bell



Read to Succeed Mentor's Notes

Date: \_\_\_\_\_

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Date: \_\_\_\_\_

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Date: \_\_\_\_\_

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