

DOINGWHATWORKS



Video

FULL DETAILS AND TRANSCRIPT

Partner Sharing: Good Readers Ask Questions

Woodbridge Elementary School, Delaware • October 2010

Topic: Improving K-3 Reading Comprehension

Practice: Engage Students With Text

Highlights

- Ginger Brown, a second-grade teacher at Woodbridge Elementary School, demonstrates how she scaffolds and extends partner discussions during a readaloud.
- Multiple strategies, including questioning, are used to engage students in text discussion, and Brown builds on students' previous strategies while introducing new ones.
- Students are given frequent opportunities to share with partners throughout the lesson, and examples of peer discussions are shown.
- Students receive immediate feedback, and Brown reminds them continually of what good readers do and when they are being a good reader.

About the Site

Woodbridge Elementary School

Greenwood, Delaware

Demographics

52% White

29% Black

18% Hispanic

1% Asian

1% Native American

72% Free or Reduced-Price Lunch

16% English Language Learners

10% Special Education

Woodbridge Elementary is a pre-K to fourth-grade school with the largest student population in the state of Delaware. Staff focus on reaching struggling students early and often by implementing various instructional strategies and participating in professional development activities.

- Teachers work with the reading coaches to select narrative and expository texts based on purpose, grade, and students' ability levels.
- Each day students engage in 30 minutes of whole group literacy instruction, while 60 minutes is allocated to small group instruction according to individual student needs.
- School administrators and coaches complete walk-throughs of teachers' classrooms to foster immediate reinforcement and feedback on instructional practice and to motivate teachers to sustain effective practices.
- Comprehension strategies are taught through whole group read-alouds, partner sharing techniques, and independent student center work.
- Beginning in kindergarten, students are encouraged to participate in text discussions with teachers and peers.
- Woodbridge has created a motivating schoolwide environment to engage students with text.

Full Transcript

Ginger Brown: We are going to continue today with *Dr. De Soto*. We're going to continue with that story. But before we begin, what I'd like to do is, we need to think about what we have already read, okay? We're going to ask ourselves, "What did we read? What's happened?" Who can tell me what that reading strategy is? Okay, what is that reading strategy, when you ask yourself what have you already read? Sara?

Sara: That's when you summarize.

Brown: It's when you summarize, okay. I'm going to come up here to our chart a minute. That's when we

think about the main ideas or important parts of the story, and we tell in our own words what has happened. What I'd like you to do: I want you and your partner, can you please share and tell what's happened so far? What do you know about the characters? What problem have we developed? Go ahead and talk it over, please.

Student: He had customers, and—

Student: Hurting him? What?

Student: I want to tell you. And there was a cat....

(Students talking in background)

Brown: When we start out a read-aloud, I'm going to review what we've covered, and then I look at what comprehension skills are we focusing on. This particular week we are focusing on questioning, and that is a very difficult skill for second graders. And so what I am going to do is, I'm thinking to myself, "I want to find opportunities for me to ask questions, to model. I want to find opportunities for them to ask questions." But in addition to that, I'm teaching them that reading is not just questioning; it's making connections; it's summarizing, predicting. So in addition to your focus skill, you still want to bring in all those other skills, because reading is not just that one strategy.

Brown: We just talked about summarizing, okay. Is that the only thing that good readers do?

Students: No.

Brown: No. What are other things that good readers do? Talk it over; lower number go.

Student: If good readers get stuck on a word, they'll just move on, so they'll have enough time to finish a story.

(Students talking in background)

Brown: All right, come back to me. What else do good readers do?

Student: They visualize, and they go back to the page that they're reading.

Brown: Okay, they visualize. Can you explain to the class, review what *visualize* means, please?

Student: Visualize means you make a movie in your head.

Brown: You make a movie in your head; you try to see what you're reading.

Brown: As I'm going through the book, I'm going to do reading. But then there are going to be times when I'm going to stop, and then they are going to have that partner conversation. At this point in a school year, I'm telling them what I want them to do.

Brown: What do you think is going to happen?

Student: I think what's going to happen—He's probably going to take the tooth out.

Brown: Okay, you think he's going to take out the tooth.

Brown: I have certain ways that I need them to do their partner sharing. They have trouble learning who needs to talk first, so they're assigned numbers in my classroom that they put on their papers. I'll say higher number, lower number. They need to learn how to listen, how to respect each other: "I went first last time, you go first this time." So it's a lot of modeling.

Brown: What I want you to do is ask your partner a question about what's happened so far in the story. Go ahead and talk about it. Let's have higher number.

Student: The rat is going to pull his tooth out? Your turn!

(Students talking in background)

Brown: Share your question, Michael.

Michael: Why didn't Dr. De Soto just say, "Go away," to the fox when he was calling Dr. De Soto?

Brown: Right. That would be like an "I wonder" question like "I wonder why Dr. De Soto didn't just send him away?" You're right. Let's listen. Rubin, share your question.

Rubin: Why did he trust the fox?

Brown: Why did he trust the fox? Hmmm. All right, hands down. One of the things we're learning to do is when I ask you a question, we've got to look and find story clues to prove our answer.

Brown: I feel like what I'm doing in second grade with the partner sharing is I'm really laying the foundation. I'm building on what they already know. And I'm always teaching them, "What I am teaching you to do is what I want you to learn to do on your own. Like this is not just for reading time with Mrs. Brown; it is for every time you're reading." I am trying to get them to that independent level of text discussion.

Brown: I want you to think of what we have read today, all the events—those are called *events*, things that happen in the story. Think of your characters; your characters would be the people or the animals in the story. And I want you to ask your partner a question to test them—play teacher—to test them of what we've read today, all right? And I'm not going to say higher or lower number; I want to give you that responsibility of taking turns. Ask a question to ask what's happened today. Go ahead.

Student: Why did Dr. De Soto come up with a plan?

Student: Why he wanted to make up a plan is because he want to help everybody, but he don't want nobody to eat him.

Student: Your turn to ask me a question.

Brown: At the end of the year, I am hoping in their partner discussion—if I read a couple of pages and I say, “Okay I want you to talk with your partner about what you’ve read”—they’re going to be able to make their own connections, do their own summarizing, maybe make their own predicting, and then come back and share as a class what they’ve done. I’m hoping that I can give them the reins.