Student: _____   Session: _____   Date: _____

FAMILIAR READING	NEW READING	WORD STUDY	WRITING
Text Name/Level: **Areas to revisit:** **Upon completion, the student should be able to:**	**Text Name/Level:** **Working on:** **Upon completion, the student should be able to:**	**Focus:** **Working on:** **Upon completion, the student should be able to:**	**Focus:** **Working on:** **Upon completion, the student should be able to:**
Lesson Description **Before:** **During:** **After:**	**Lesson Description** **Strategy to practice:** **Before:** **During:** **After:**	**Lesson Description** **Before:** **During:** **After:**	**Lesson Description** **Before:** **During:** **After:**

(cont.)

FIGURE 3.6. Possible lesson plan outline for a reading intervention program.

FAMILIAR READING	NEW READING	WORD STUDY	WRITING
Observations	**Observations**	**Observations**	**Observations**

Read Aloud:

Practice at Home:

FIGURE 3.6. *(cont.)*

Interest Survey for Boys

Name (optional): _____   Date: _____

1. List three (or more) things you like to do. _____

   _____

   _____

   _____

2. Your favorite Internet site is _____

   because: _____

   _____

   _____

3. Your favorite video game is _____

   because: _____

   _____

   _____

4. List three (or more) music selections on your play list. _____

   _____

   _____

   _____

5. List the names of three (or more) authors you know and like. _____

   _____

   _____

   _____

6. Which reading genres interest you? Circle all that apply.

   mystery   action and adventure   science fiction   fantasy

   biography   nonfiction/information   realistic fiction poetry

   humor   graphic novels   historic fiction   other: _____

FIGURE 4.1. An example of an interest survey developed specifically for boys.

COOPERATIVE GROUP BOOK REPORT

Group Members: _____

_____

Date: _____

Title of the Biography: _____

_____

Author(s): _____ Illustrator(s): _____

Who is your book about?

_____

_____

Why do you think the author chose to write about this person?

_____

_____

How do the illustrations help you to understand the story?

_____

_____

Which illustration does your group like best and why? Page _____

_____

_____

We did not understand/know the following words:

Page   Word   Page   Word

FIGURE 5.3. Sample of a cooperative group book report.

1. Choose a poem you like that is at least six lines long, but not too long to memorize.

   The title of the poem I choose is: _____

   _____

2. Practice reading the poem out loud. Make sure you are pronouncing all the words correctly. Ask for help if you need it.

   WORDS I NEED TO LEARN: _____

   _____

   _____

   _____

   _____

   _____

   _____

3. Read the poem many times. Focus on FLUENCY (appropriate pace, word accuracy, smoothness, phrasing, and expression).

4. Practice reading the poem again with good voice volume, direct eye contact, and appropriate gestures.

5. Read the poem to a friend or small group of people. Ask them to share what you did well, and write below what you still need to practice.

   I STILL NEED TO PRACTICE: _____

   _____

   _____

   _____

**On _____ you will present your poem to the class for a grade. You cannot read it; it will need to be memorized!

   You will be graded on word accuracy, eye contact, expression, voice volume, and all aspects of fluency. Your recitation should demonstrate that you understand the poem.

FIGURE 5.4. Poetry presentation.

Name: _____

Date: _____

Today I read (list the title of the poetry book): _____

_____

One interesting poem was titled: _____

_____

In my opinion, it was about: _____

_____

_____

_____

My favorite line was: _____

_____

_____

I chose this line because: _____

_____

_____

_____

_____

_____

The author really does a good job of: _____

_____

_____

_____

_____

_____

FIGURE 5.5. Poetry investigation.

Are you a REAL READER or a FAKE READER?

FAKE READER	REAL READER
◆ Fake Reader stares at the pages.	★ Real Reader thinks about what was read.
◆ Fake Reader turns the pages too quickly.	★ Real Reader is focused on the text.
◆ Fake Reader doesn't know anything about the story.	★ Real Reader can retell the story at the end.
◆ Fake Reader talks to friends while reading until the teacher looks at him or her and then says "Oh yeah" and turns the pages.	★ Real Reader scores above 80% on quizzes.
◆ Fake Reader doesn't say the correct words.	★ Real Reader can be heard when reading aloud.
◆ Fake Reader hides behind a big book.	★ Real Reader asks for help when needed.
◆ Fake Reader scores below 60% on quizzes.	★ Real Reader writes about the story.
◆ Fake Reader lies about reading.	★ Real Reader focuses and concentrates deeply.
◆ Fake Reader avoids answering questions about the book by trying to change the subject, like "Can I go to the bathroom?"	★ Real Reader can answer questions at the end of a chapter.
◆ Fake Reader gets caught skipping parts.	★ Real Reader responds specifically.
◆ Fake Reader only looks at the pictures and doesn't read the text and captions.	★ Real Reader finishes reading in a timely manner.
◆ Fake Reader takes too long to read one page.	
◆ Fake Reader cannot summarize what was just read.	

FIGURE 5.6. Sample of a Real Reader handout.

Weekly Reading Log for _____

Family name: _____

Week of: _____

Mark how often you read each day by placing an X in the correct column.

	We read less than 20 minutes.	We read for about 20 minutes.	We read more than 20 minutes.
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Please respond to your book bag activities.

FIGURE 8.2. Book bag reading log.

Workshop Evaluation

Date: _____   Session: Afternoon   Evening

Please comment, and leave this evaluation form on the table before you leave. Thank you. Your comments will help to improve the sessions.

1. Did this session meet your expectations?   Yes   No

2. What could be done to improve the session? _____

   _____

   _____

   _____

3. Was there enough time to cover the topics?   Yes   No

   Any suggestions for improvements?   _____

   _____

   _____

   _____

4. Was the information presented in a clear and understandable manner?   Yes   No

5. How will you use the materials you received?

   _____

   _____

   _____

   _____

6. Please offer any suggestions or comments.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

FIGURE 8.4. Workshop evaluation form.