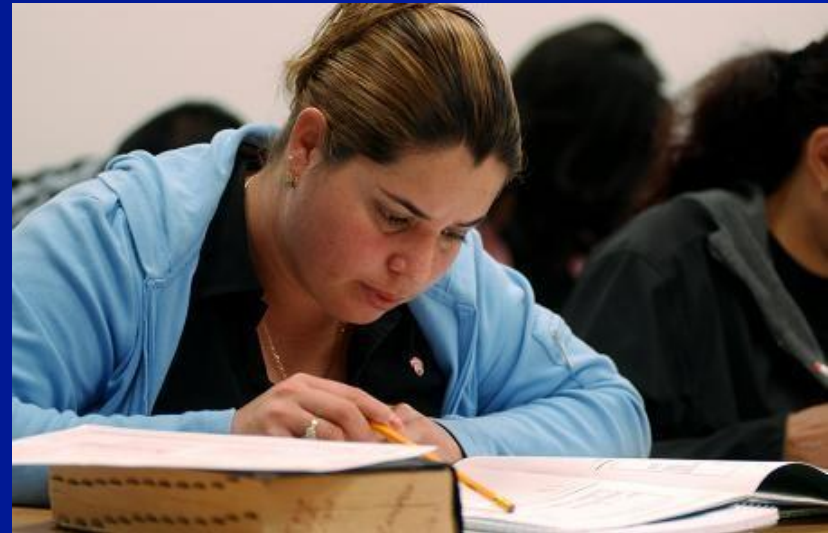


Easy Activities to Engage Struggling Readers

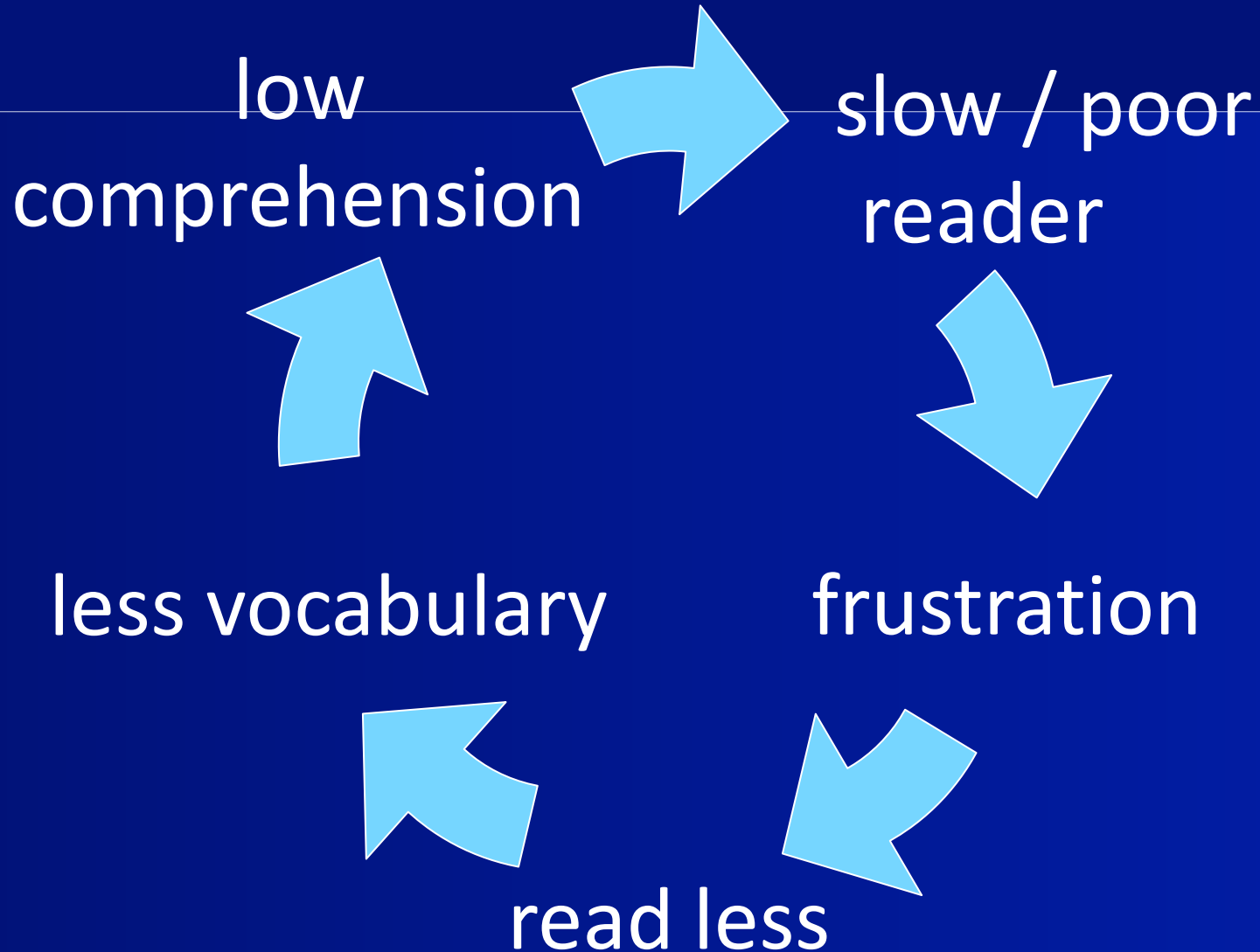


What are some problems students have with reading?

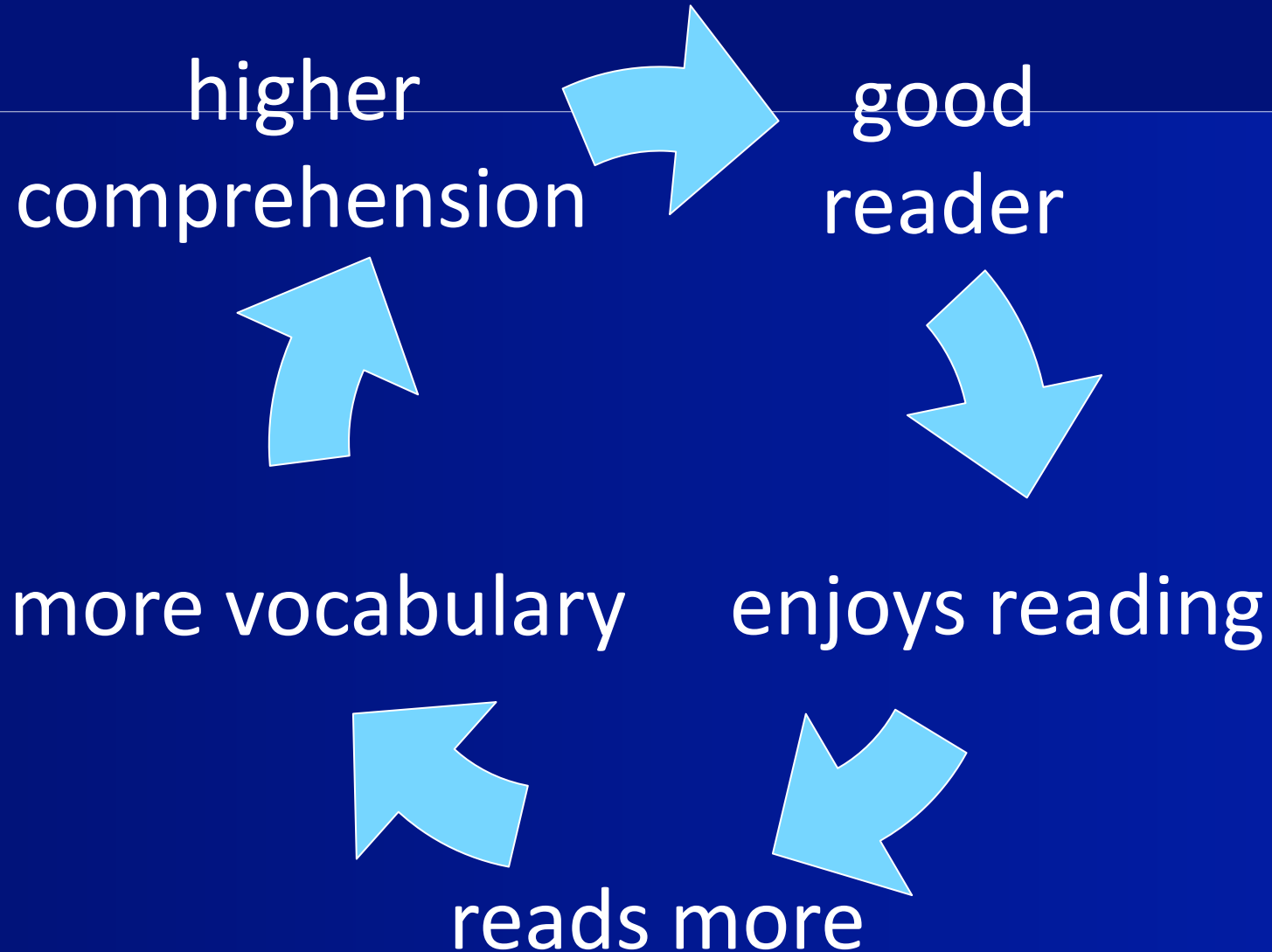
- Don't like reading
- Read too slowly
- Limited vocabulary
- Lack of comprehension
- Lack of critical thinking
- Don't read enough
- Don't connect to the reading



The Cycle of the Poor Reader



The Cycle of the Good Reader



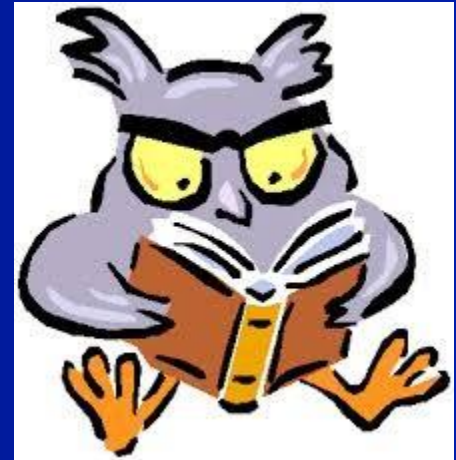
Easy Activities to Engage Struggling Readers

1.1. Connect reading to **prior knowledge**

2.2. Use **graphic organizers**

3.3. Do **close readings**

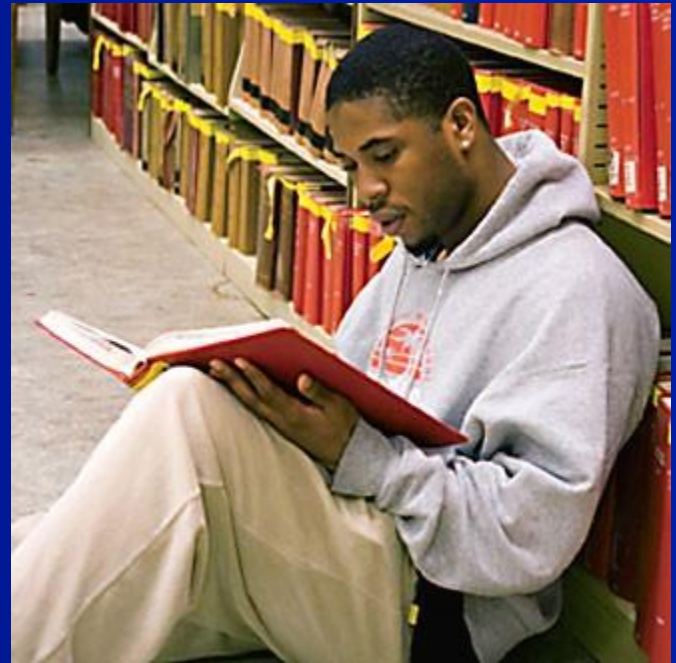
4.4. Encourage **critical thinking**



1. Connect Reading to Prior Knowledge

Pre-reading activities:

- KWL chart
- Give one, get one
- Mind-mapping
- Pre-reading quiz



KWL Chart

| <i>K</i> | <i>W</i> | <i>L</i> |
|-----------------|---------------------|-------------------|
| What I know | What I want to know | What I've learned |

Give One, Get One



Name: _____ Date: _____ Period: _____

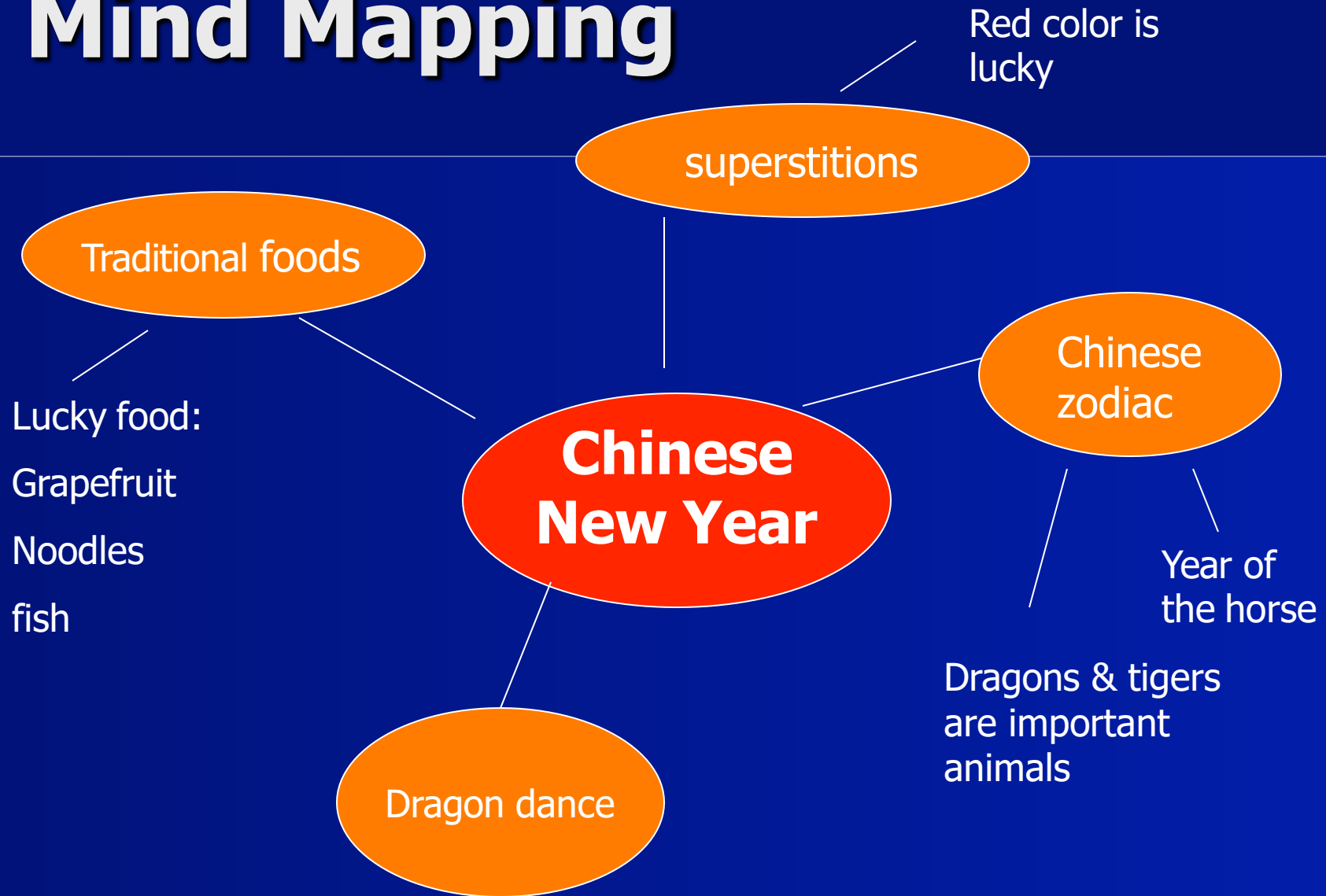
Give One – Get One

Topic:

San Francisco

| | | |
|-------------------------------|--|--------------------|
| San Francisco has cable cars. | San Francisco is located in the state of California. | It is a peninsula. |
| | | |
| | | |

Mind Mapping



Pre-reading quiz



| Before reading | | Chinese New Year | After reading | |
|----------------|----------|---|---------------|----------|
| Agree | Disagree | | Agree | Disagree |
| | | 1. It is unlucky to cut your hair before Chinese new year. | | |
| | | 2. You should clean your house before Chinese new year. | | |
| | | 3. The panda bear is one of the animals in the Chinese zodiac. | | |
| | | 4. Chinese people wear white during new year's celebrations. | | |
| | | 5. "Lucky money" is given to young people in red envelopes during Chinese new year. | | |

2. Use Graphic Organizers

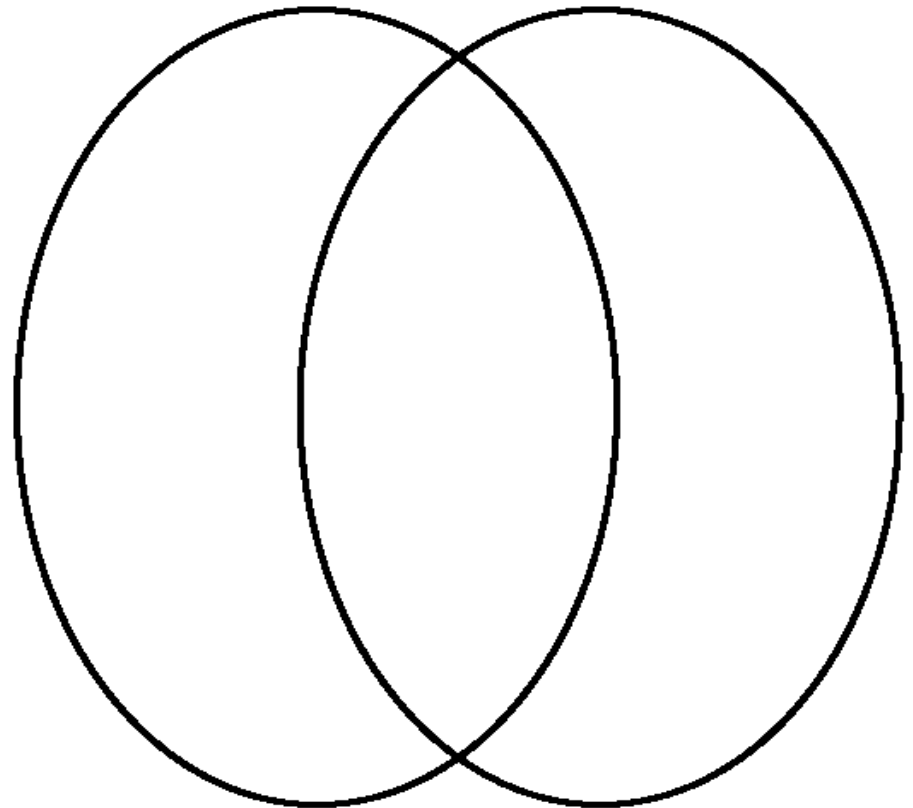
- Venn diagram
- 2-column chart
- 4-column chart
- Storyboard
- Vocabulary cards

Name: _____ Date: _____

Venn Diagram

Directions: Analyze two categories that overlap. Similarities go in the middle shared section. Differences are listed in the outer areas.

1st Topic: _____ 2nd Topic: _____



Children should be paid to attend school.

| Yes | No |
|-----|----|
| | |

Conclusion:

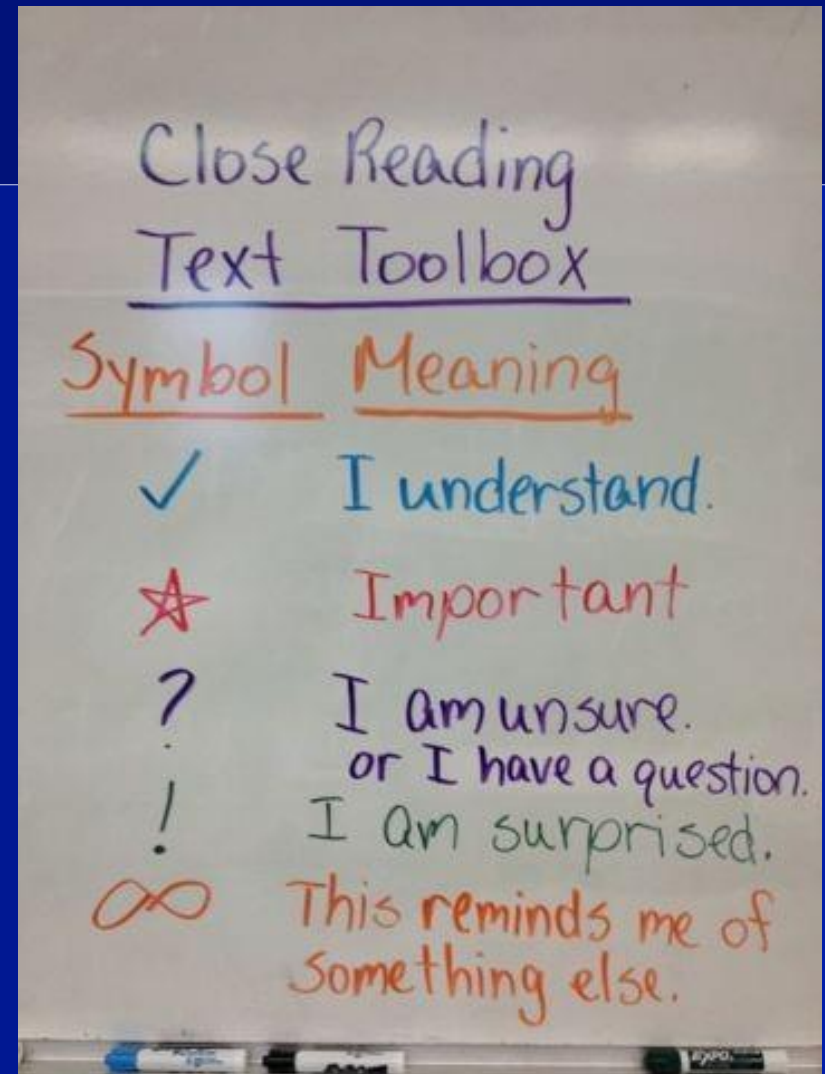
3. Close Reading

- Engaging with the text 3 times
- Think Aloud
- Annotation
- Reader's Bookmark



First Read

- Students read with pencil in hand
- Circle vocabulary words
- Underline or star important points
- Use symbols to mark reading



A photograph of a whiteboard with handwritten text in various colors. The title 'Close Reading Text Toolbox' is written in purple and underlined. Below it, two columns are headed 'Symbol' and 'Meaning' in orange and underlined. The table lists five symbols and their corresponding meanings: a blue checkmark for 'I understand.', a red star for 'Important', a purple question mark for 'I am unsure. or I have a question.', a green exclamation mark for 'I am surprised.', and an orange infinity symbol for 'This reminds me of something else.'.

| <u>Symbol</u> | <u>Meaning</u> |
|---------------|---------------------------------------|
| ✓ | I understand. |
| ★ | Important |
| ? | I am unsure. or I have a question. |
| ! | I am surprised. |
| ∞ | This reminds me of something else. |

Second Read



- Teacher reads text out loud to model fluent reading
- Students follow along with their finger or pencil
- Discuss first impressions and notes

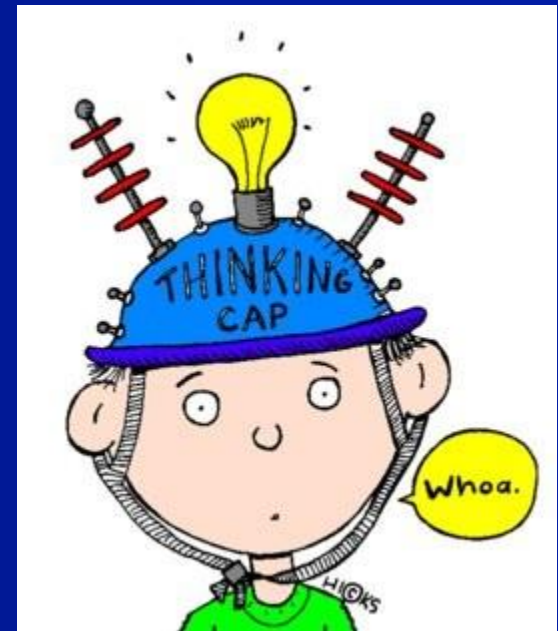
Third Read

- Teacher models Think Aloud and annotation
- Students do Think Aloud and annotation in pairs



4. Encourage critical thinking

- Ask open-ended questions
- Inner-outer circles
- Four Corners Activity



Ask open-ended questions

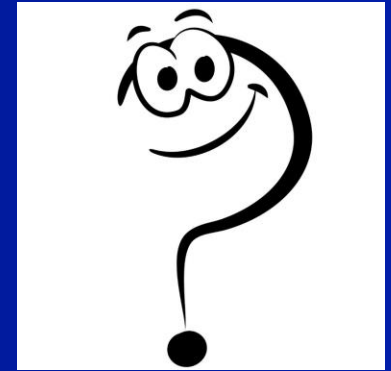


Questions should encourage students to **think deeply** about the text:

- Why did_____?
- What does_____remind you of, and why?
- Do you admire the main character's actions? Why or why not?

Ask follow-up questions to facilitate discussion

- What makes you say that?
- What happened in the reading that makes you say that?
- Do you agree with what _____ said? Why or why not?



Thank you!

