

## How might you do MORE with your class textbook?

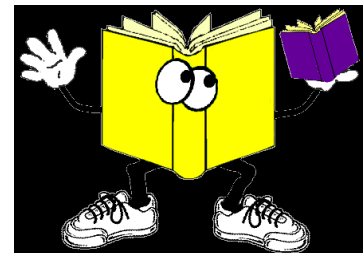
### ❖ Using the text itself

- 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.....?

