

Beyond the Top 100

Big Box of Books Reading Activities

Copyright Notice

As permitted herein, lesson plans and worksheets may be copied for classroom and personal use at home. You may freely share this document with other teachers/educators. The Ranterino name/character, pictures, stories and teaching resources are the sole property and Copyright ©Matthew Hogg and Alice Lin 2019. All unauthorized commercial uses of this content, or the characters appearing therein, are expressly prohibited and will result in legal action.

Aims

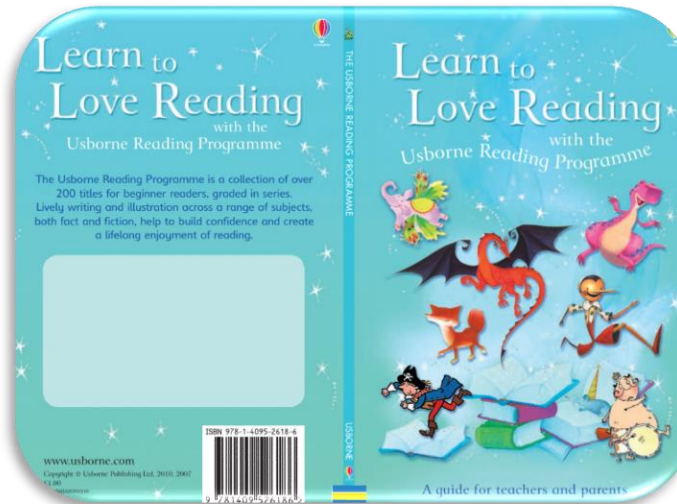
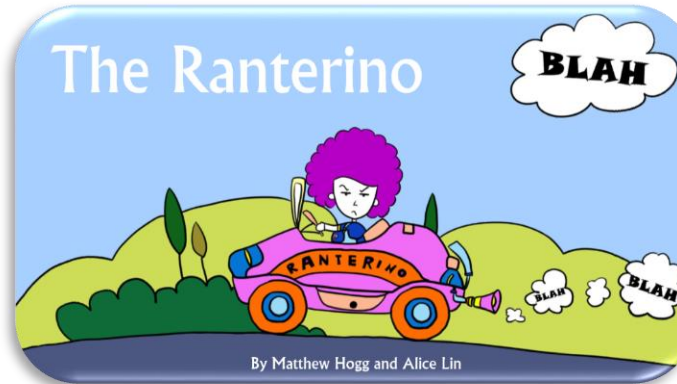
- Once students have been through the various Top 100 videos, classroom activities and testing, it's time to put them to extended reading. It's time for them to see all those words repeatedly popping up in a variety of random different texts from books and stories.
- The first aim of these lessons is to give a reading context to the top 100 words students have been seeing, reading and saying. The second aim is to give them a chance to practice reading aloud so as to focus them on the pronunciation of words, chunks of languages and full sentences. The aim of these lessons is NOT to teach the meaning of words, although that will come naturally in some cases. It's about getting students to develop pattern recognition of English spelling/pronunciation and re-enforcement of common sight words.
- This will also give students a chance to see many other words they are not familiar with and give them a chance at decoding practice.

Materials

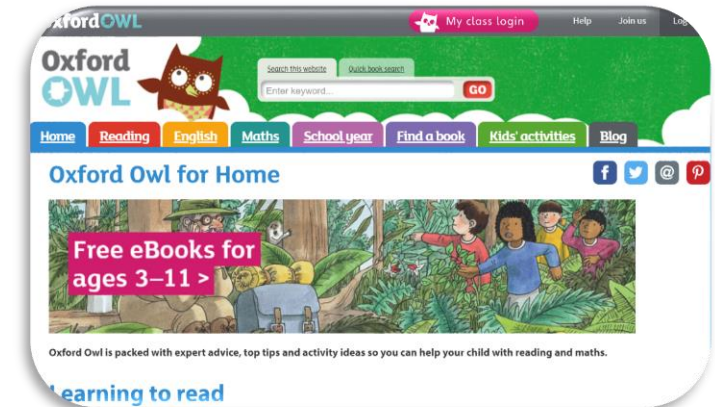
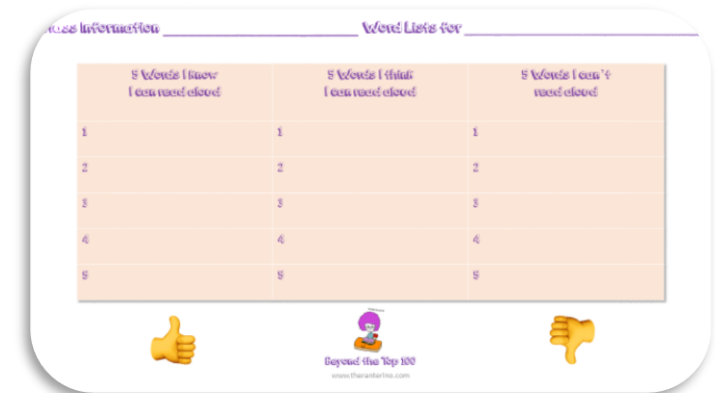
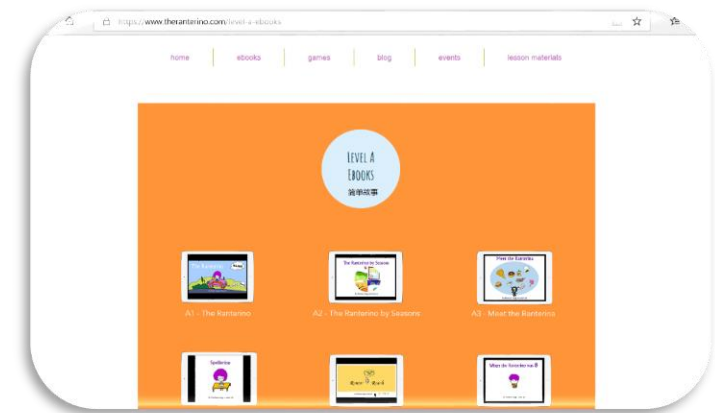
For warm up activities you can use the Top 100 Words Flashcards in Sentences and then any of the Level A Ranterino e-books, which specifically focus on repetition of Top 100 words / common English spelling patterns.

You can then use any set of low-level reader series to make a book box, such as Usborne or Oxford Tree. Any graded reader series which allows students of differing reading abilities in a mixed ability class to find a book that will be approximately at their level, and something that looks like something they want to read! Just make sure there are a wide range of topics in the stories to cover interests of both boys and girls.

Students can use the simple worksheet at the end of this document to record some of the words they encounter as they read through a number of books.



www.theranterino.com



Activity 1: Group Reading Aloud

1. As a warm up, use the Top 100 words in Sentences Flashcards document. Put students into their small groups and randomly flick through the Top 100 words in sentences, randomly choosing a group to read the sentence out aloud. Bonus points for groups that can successfully read aloud the sentences they are given.
2. Now tell students that they will be reading aloud a story. Pull up *The Ranterino* ebook on the projector/smartboard. https://docs.wixstatic.com/ugd/9a9294_21b269b7825547a3bc6e53ee25d6ec33.pdf
3. Focus on the title page and tell the class they will be reading a story about the Ranterino. Does he look happy? What colour is his car. What is the car/he saying? Ask the whole class "Can you read this story???"
4. Run through the Can you...? (Slides 3-18 only) to pre-teach the story vocab. https://docs.wixstatic.com/ugd/9a9294_5af1d889a7b344fd8258b59e6754893c.pdf
5. Now focus on the first page of text. Give the whole class 30 seconds to a minute to read it. During this time, each small group within the class has a chance to make sure all their peers can read aloud all the words. If any of them cannot, the stronger students in each group should teach them during this 30 seconds to a minute.
6. Now randomly choose one group to stand up and read the text aloud. Repeat this process with the rest of the pages in the story, alternating between groups. Award bonus points as necessary.
7. If you want students to get more group practice before moving on to the individual reading activities, repeat the activity with another Ranterino ebook story.

Activity 2: Silent Reading Aloud

1. Now that students have had some practice reading aloud in their small groups, it's time to introduce the Big Box of Books. Show the class the box and say there are many great stories to read. Explain that students will be able to come up to the box (one group at a time) and every student can choose a book to read. Ask them to look carefully at the pictures and the text before they choose a book, because they should choose a book that looks interesting and which also doesn't look too difficult for them to read (or too easy).
2. Show the whole class the Word Lists WS. Tell them that as they silently read through their book, they should make a note of any five words they know they can read aloud, 5 more which they are a little bit unsure of, and five more which they know they cannot read aloud.
3. Once all the students have selected a book, let them quietly read away. As they do this, teacher should monitor and support weaker students.

Activity 3: Anonymous Decoding Aloud

1. As students are completing their WSs the teacher should also be jotting down some of the words that are appearing in the second two lists on the WS (Words I think I can read aloud / Words I can't read aloud).
2. During the last part of the lesson, the teacher can then add some of these words 'randomly' to the board and ask the whole class which list they think this word may have appeared in. Different students will reply with different answers. When a student volunteers how to say the word, ask the whole class if they think it's right. If it is a multi-syllabic word, break it down for them on the board. If it's phonetically simple, break it down by letters. If it's a crazy spelling word, tell the students so. Award bonus points accordingly.

Activity 4: Whole-Class Speed Reading Aloud

After students have done a number of Silent Reading/Anonymous Decoding lessons, it's time to boost their confidence in reading aloud / reading in general. Tell students that today they will read a story together, word by word. Explain the following process and do it!

1. Choose a book from the big box of books.
2. Ask the whole class to read out the title, author, illustrator.
3. Open to the first page of the story.
4. Ask one student to stand up and read the first word of the story. If they can do it, they get a bonus card and can sit down.
5. Pick another student to read the second word and repeat with random students, getting faster and faster. If a student cannot read a word, say it for them and ask the same student to try the next word. Keep going until they successfully read aloud a word and give them a bonus card.
6. As students get used to the speed and focus of the activity, it should become a lot of fun. As the whole class gets through each page faster and faster teacher can start using a timer, encouraging the class to see how quick they can read a page.

5 Words I know I can read aloud	5 Words I think I can read aloud	5 Words I can't read aloud
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5





www.theranterino.com

Have fun Learning!