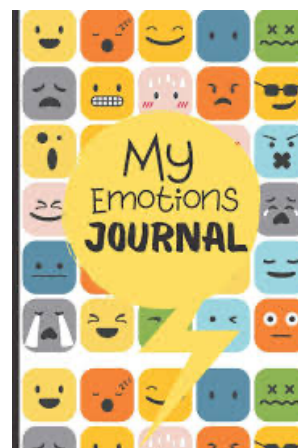


Course: Literacy literature  
Date: Thursday September 3  
Teacher: Sofia Lyons  
Student: Elisa Duke

Thriving readers assignment  
A useful manual for developing agency,  
community and learning reading in your  
classroom



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### Thriving reader assignment

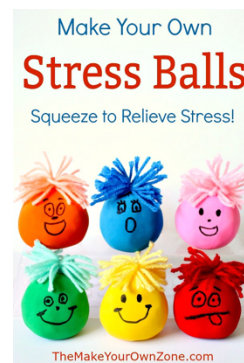
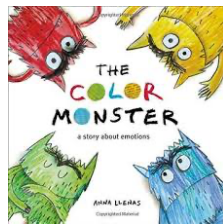
#### Day 1:

- The teacher writes the content and language objective of the lesson (SIOP).  
Student will be able to identify their emotions discussing in small groups  
Student will be able to develop their English learning  
Student will be able to identify their emotions by listening to a read aloud called the color monster  
Students will be able to develop several class rules as a community  
Students will be able to identify what they like to read by creating their own reading baskets
- Introduction about emotions by reading the color monster (SIOP) (small group discussion with mixed emotions).

Link of an example of the read aloud (balanced literacy):

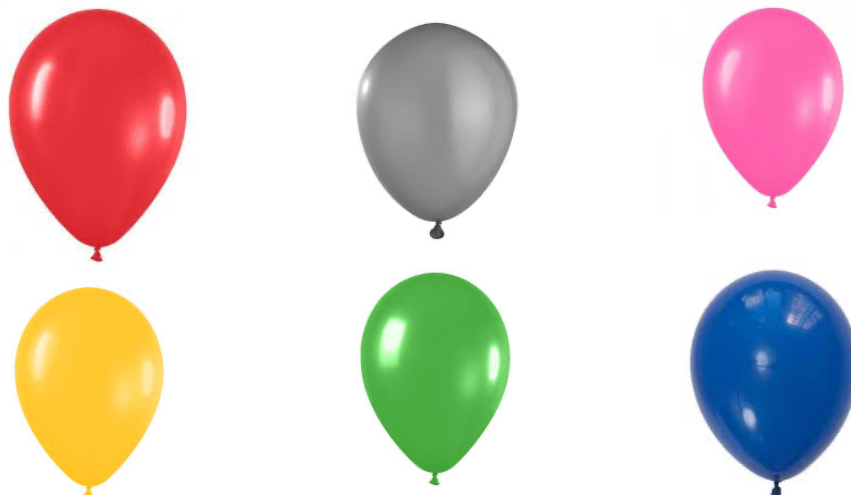
- <https://www.youtube.com/watch?v=PWUjGPb6mgo>

The idea of this activity is that the teacher reads the color monster as a read aloud with all the class, after reading with all the class they have to discuss about each emotion and write in a big diagram what each emotion means (the teacher will paste the poster in a visible part of the classroom).



Once they finish this the teacher explains to the students that before starting each day they first have to identify what emotion they feel in that day and they have to choose one of the anxiety balls and keep it thought all the day (a balloon full of flour, it is useful for anxious students and is a good way of identifying my emotions and feel it in my balloon).

Each emotion has a color and a face, so students have to choose their color (red: rage, gray: fear, pink: love, yellow: happiness, green: calm, blue: sad)



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After each morning students choose their emotion balloon they have to meet in small groups and discuss and comment about how they are feeling (after three days commenting in small groups the class will meet and discuss all together about emotions, and create a poster on how we can work in them), in this way students will interact and at the same time they are practicing their language, they are also interacting and creating community with their classmates.

- Creating all together the rules of the classroom and write them on a big craft paper. Once they finish writing all together, they have to decide where to paste the rules of the classroom (agency and students voice).



- Conferencing students by the teacher and making basquest depending of each level of the students (the teacher shows each student different stories depending on their level and each student has to select some stories depending on what they like to read, the basquest will be changed after two weeks) (ELL) (agency and students voice).



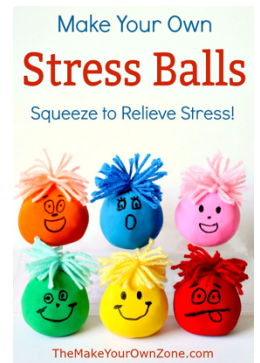
### Day 2:

- The teacher writes the language and content objective of the lesson (SIOP).  
Students will be able to identify their emotions discussing in small groups  
Students will be able to develop their English learning  
Students will be able to describe their family using descriptive adjectives

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Student will be able to understand what will be like to be a good reader and develop their growth mindset

- Activity emotions (small group discussion with mixed emotions)  
Each emotion has a color and a face, so students have to choose their color (red: rage, gray: fear, pink: love, yellow: happiness, green: calm, blue: sad)




After each morning students choose their emotion balloon they have to meet in small groups and discuss and comment about how they are feeling (after three days commenting in small groups the class will meet and discuss all together about emotions, and create a poster on how we can work in them), in this way students will interact and at the same time they are practicing their language they are also interacting and creating community with their classmates.

- Each student has to bring a picture of his family and they have to describe to the rest of their classmates the members that are part of their family using descriptive adjectives (CLIL). Once each student presented their family, they have to paste all the pictures in a corner of the classroom so they can create community and remember they are all different.
- All together student will create a bulletin board about how to be a good reader (ELL), the teacher will be helping them and giving them advices of what to write. With this activity students will develop growth mindset, practice their language and develop community (agency and students voice).



**Good readers:**

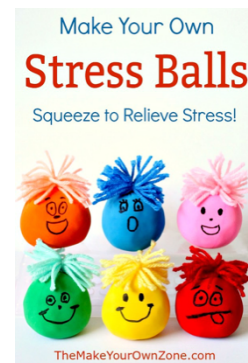
- Practice
- Ask questions
- Reflect
- Connect with the text
  - Think
  - Predict
- Never give up
- Use expressions



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### Day 3:

- The teacher writes the language and content objective of the lesson (SIOP).  
 Students will be able to identify their emotions discussing in small groups  
 Students will be able to develop their English learning  
 Students will be able to identify useful words for developing their reading and vocabulary  
 Students will be able to work in pairs and help each other in learning a second language
- Activity emotions (small group discussion with mixed emotions)  
 Each emotion has a color and a face, so students have to choose their color (red: rage, gray: fear, pink: love, yellow: happiness, green: calm, blue: sad)



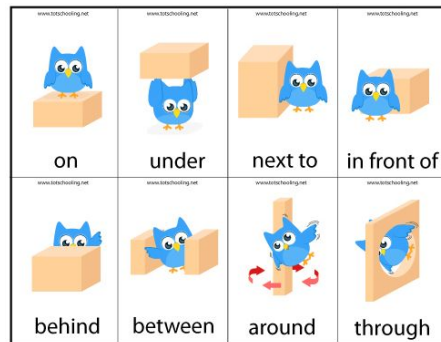
After each morning students choose their emotion balloon they have to meet in small groups and discuss and comment about how they are feeling ( after three days commenting in small groups the class will meet and discuss all together about emotions, and create a poster on how we can work with them), in this way students will interact and at the same time they are practicing their language they are also interacting and creating community with their classmates.

- All together they create different bulletin boards with useful vocabulary words for the year (agency, students voice, ELL, SIOP, Translanguaging).  
 Useful adjectives (reference image):



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Useful prepositions (reference image):



Useful verbs (reference image):



Personal pronouns (reference image):





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- The teacher divides the class in pairs, each pair has one second language learner and one native language student (they will work 1 month with this pair in all the activities and then the teacher will change them) (Translanguaging).

#### Day 4:

- The teacher writes the language and content objective of the lesson (SIOP).  
Students will be able to identify their emotions discussing in a big group  
Students will be able to develop their English learning  
Student will be able to organize themselves and create a space for reading in the classroom
- Activity emotion with all the class and create a poster with all the ideas and how we can work with them (ELL).  
Each emotion has a color and a face, so students have to choose their color (red: rage, gray: fear, pink: love, yellow: happiness, green: calm, blue: sad)



After each morning students choose their emotion balloon they have to meet in small groups and discuss and comment about how they are feeling ( after three days commenting in small groups the class will meet and discuss all together about emotions and create a poster of how we can work with them), in this way students will interact and at the same time they are practicing their language they are also interacting and creating community with their classmates.

- All the class creates a space specially for reading and writing in one corner of the classroom (agency and students voice).



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#### Day 5:

- The teacher writes the language and content objective of the lesson (SIOP).  
Students will be able to identify their emotions discussing in small groups  
Students will be able to develop their English learning  
Students will be able to write a letter using specific sentence starters  
Student will be able to identify what they have to improve in reading and what they don't
- Activity emotions (small group discussion with mixed emotions)  
Each emotion has a color and a face, so students have to choose their color (red: rage, gray: fear, pink: love, yellow: happiness, green: calm, blue: sad)



After each morning students choose their emotion balloon they have to meet in small groups and discuss and comment about how they are feeling ( after three days commenting in small groups the class will meet and discuss all together about emotions, and create a poster on how we can work in them), in this way students will interact and at the same time they are practicing their language they are also interacting and creating community with their classmates.

- Each student has to write a letter to their future self specifying how would they like to improve their reading and what they would like to achieve in reading in the future, using specific sentence starters given by the teacher (CLIL, they will develop input by writing using the sentence starters) (I will like to improve in....., I will like to read about....., I will ask for help when....., I will effort myself in....., I can help myself using.....) when the year ends each student will receive their letter and reflect on what they achieved and what they didn't.

#### **Bibliography:**

- Literacy literature classes and power points
- Images from google and Pinterest
- YouTube