

## Afternoon Reading Connections

When your students read new material in the morning, it introduces new vocabulary and information. They need to spend more time with that text so they get the ideas, information, and vocabulary.

Here are three ways to extend the morning's reading in ways that will:

Enrich readers who "got it"

Support readers who need to work more

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## Partner Practice for Progress

Students re-read the text to each other as partners, with one partner asking questions after the first student reads one page/paragraph. Through this approach the first student learns more about reading clearly and the second student learns more about listing thoughtfully.

Students can reverse roles or continue.

Then both students write and/or draw based on the reading

If it is **non-fiction**, they identify the main idea and five supporting details.

If it is **fiction** they predict what will happen next and write/draw that next part.

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## Reader's Theater

Students read the morning's text aloud, taking different parts. This can be done in small groups and/or as a class. The first time you do it, you should model it for the class so every student realizes how important tone of voice, pace of reading, and punctuation are.

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## Question-Makers/Question-Takers

Students make up questions based on the morning's reading. They can make up the questions individually, in pairs, in small groups. Encourage students to use the question "stems" on the Get It Clear, Think More, and Think It Through posters. Questions can be open-ended or multiple choice. Then students exchange their questions and answer them individually, in pairs, or in small groups.

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