

**Bye-Bye Birdie:
Say Good-Bye to Round Robin and
Discover Better Ways to Read the Science Textbook!**



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Why does Round Robin persist?

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Why move away from Round Robin reading?

1. It provides students with an _____ view of reading.
2. It lowers the _____ of reading.
3. It can potentially cause _____ reading habits instead of effective reading habits.
4. It can cause unnecessary _____.
5. It can cause inattentive behaviors, leading to _____ problems.
6. It can work against all students developing to their full _____.
7. It consumes valuable classroom _____ that could be spent on other meaningful activities.
8. It can be a source of anxiety and _____ for students.
9. It can hamper _____ comprehension.

Challenges with Content Textbooks

1. Textbooks are written in the _____ register of language.
2. Textbook vocabulary may be _____ to the students.

3. The material may be _____ irrelevant to the students' lives.
4. Textbook material may be uninteresting/non-_____.
5. Struggling students often find the _____ of expository text more difficult than narrative text.
6. Many students are academically _____ grade level and unable to read the textbooks.
7. The difficulty of the text discourages students, thus creating _____ learners.
8. Students disenfranchised from textbook learning are often socially embarrassed with their _____.

Alternatives to Round Robin While Reading the Science Textbook

<p>Modeling the Initial Pages</p> <ul style="list-style-type: none"> • Model to the group the first two to three pages. Then students read the remaining text silently or to a partner. • Research shows that when the text is begun this way, children read the remaining text more fluently. You have modeled pronunciation of most vocabulary and you helped establish a good sense of the expository structure. 	<p>Simultaneous Oral Reading with Whisper Phones</p> <ul style="list-style-type: none"> • Students read individually into Whisper Phones. • A Whisper Phone magnifies the student's auditory input and masks extraneous noises. • Teacher moves around class listening to individuals. • If student finishes, (s)he rereads until teacher gives the signal to stop.
<p>Partner Reading</p> <ul style="list-style-type: none"> • Both partners equally involved <ul style="list-style-type: none"> – Alternating pages – Take turns reading the entire selection – Read chorally 	<p>Partner Reading with "Say Something"</p> <ul style="list-style-type: none"> • One partner reads the first paragraph while the partner follows along and listens. • When the reader finishes, the listener must "say something" about what was read. • The partners switch roles.

<p>Read Cover Remember Retell</p> <ul style="list-style-type: none"> • Read only as much as your hand can cover. • Cover the words with your hand. • Remember what you have just read. (It is okay to take another look.) • Retell what you just read inside your head or to a partner. 	<p>Read Around</p> <ul style="list-style-type: none"> • Students read the text silently. • Then students are invited to look back through the text to find at least one favorite sentence or paragraph that they would like to share with others. • Students practice reading their selection silently. • Students read their selections aloud to the group.
<p>Everyone Read To (ERT)</p> <ul style="list-style-type: none"> • The teacher tells students how much to read silently. While students read the teacher writes an open-ended comprehension question on the board. • Students read the segment and then think about the question on the board. • Students share their answers with a partner or with the class. • The teacher assigns the next section to read. 	<p>Jigsaw</p> <ul style="list-style-type: none"> • Divide class into home groups. • Assign each person in the home group an “expert” number. • Students reassemble into the “expert” groups (that correspond with the number they were assigned) to practice orally reading their assigned page or story. Students work together to decode unknown words. • Experts return to home groups, and each home group member shares or reads aloud his/her assignment.
<p>Cut-Apart Story</p> <ul style="list-style-type: none"> • The text is cut into sections. One section for each group member. • Students practice their section silently. • Each section is read aloud in sequence. 	<p>Resources</p> <p><u>Good-Bye Round Robin</u> by Michael Opitz and Timothy Rasinski</p> <p><u>Improving Reading</u> by Jerry Johns and Susan Davis Lenski</p> <p><u>Informational Text in K-3 Classrooms: Helping Children Read and Write</u> by Kletzien and Dreher</p> <p><u>Make It Real: Strategies for Success with Informational Texts</u> by Linda Hoyt</p> <p><u>Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension</u> by Linda Hoyt</p> <p><u>Snapshots: Literacy Minilessons Up Close</u> by Linda Hoyt</p>