

BUILDING STAMINA *READING WITHOUT LIMITS* LESSON PLAN

This plan is for students in Grades 3–10 who need to build stamina or struggling readers in any grade; it is derived from a strategy first learned when reading Cris Tovani’s *I Read It, But I Don’t Get It*.⁴⁶

Aim	To keep your conversational voice on in your head
Criteria	<p>A conversational voice</p> <ol style="list-style-type: none">1. Shares ideas with the book2. Identifies when your off-task voice is on then goes back and re-reads to find your place3. Identifies when your reciting voice is on and then turns your conversation voice on4. Avoids being too much of a blabbermouth—have a conversation 1–3 times a page
Hook	Would you rather have a friend who never stops talking, a friend who doesn’t speak at all, or a friend who doesn’t pay attention to you? Do class vote. Be prepared to support your answer.
Introduction	<p>Have you ever watched television with someone in your family who is talking the entire time? Why is that annoying?</p> <p>Do you ever watch television but then realize that you have no idea what is going on? Why do you think that your mind wanders sometimes?</p> <p>There are people who are great to watch TV alongside. They don’t stare at the screen; they also don’t talk the whole time. We want to be the same as readers. As we are reading our books, we want to stop to have a conversation with our book periodically. We do not want to have a conversation the entire time. We also don’t want to let our mind wander, otherwise we won’t know what is going on. I will show you what I mean today.</p>
Think-Aloud Mini Lesson	We’ve been reading <i>Hatchet</i> recently. Who can remind me what happened when we last left off?

Today, I'm going to continue reading aloud *Hatchet*. As I read-aloud, I am going to think-aloud three types of reading voices. Two are voices that we don't want to use. One is the voice to use. Before I start the read-aloud, first look at the three different types of reading voices.

Off-Task Voice: This is the type of voice you use when your mind is wandering. I drew a picture of a piece of pizza next to the off-task voice on our chart because off-task voices often think of food. . . why do you think that?

Reciting Voice: Reciting voice means that you are only reading the words on the page, and there is no other thinking going on in your head. Based on that definition, who can read something aloud from our shared book using the reciting voice? I drew a picture of a robot next to the reciting voice on the chart. Why?

Conversation Voice: This is the voice you use when you have a conversation with the book as you read. Instead of just reading the words on the page, like the reciting voice does, you ask questions, make predictions, or perhaps notice a line that you love. What other things would a conversation voice do? Sometimes, readers have too much of a conversation with their book and they stop too many times on a page. Why do you think that might be a problem?

Let me show you with a read-aloud . I'm going to start reading, and see if you can identify which voice I'm reading.

1. Read the first paragraph. Don't stop or do any thinking.
 - a. What voice was I using? (Reciting voice)
 - b. Which voice should I have been using? (Conversation voice)
 - c. What's one thing our conversation voice could say while we read?

Choice Reading to Encourage a Ton of Reading

	<ol style="list-style-type: none"> 2. Read on. As you read, start slowing down your cadence and eventually look off into space. <ol style="list-style-type: none"> a. What voice was I using? (Off-task voice) b. When I get off task, I need to go back and find where I was before I got off task. Model doing this. c. Can anyone help me out? Where did I start getting off task? (When your voice slowed down) 3. Read on. Model asking 1–2 questions over the course of the next page. <ol style="list-style-type: none"> a. What voice was I using? (Conversation) b. How many times did I stop? (Two times) 4. Read on. Model asking way too many questions. Stop so much that it's annoying. <ol style="list-style-type: none"> a. What voice was I using? (Conversation) b. Using the criteria for the aim, what did I do that I should avoid? (You stopped too many times) c. How many times should I stop? (A couple times a page) d. Why does having too much of a conversation affect your reading in a negative way? How does this relate to our magic ratio?
	<p>Who can remind me what you do if you identified that your off task voice is on? (Go back and re-read to find where you got off task and then turn on your conversation voice)</p> <p>Cold Call: If your off-task voice is on a lot, what could that mean? (It might mean that you don't have the just right book)</p> <p>Cold Call: How is the conversation voice different from the reciting voice?</p>
<p>Guided Practice</p>	<p>Do a Non-Example: Turn to your partner. I'm going to ask you to start reading page ___ aloud. For the next minute, I want you to model using the reciting voice with your partner.</p> <p>Students read aloud with their reciting voice.</p> <p>What should we do if we have our reciting voice on? (Turn on conversation voice)</p> <p>Generate a one-minute conversation about what you just read.</p> <p>Now, I want you to continue reading with your partner. As you read, model your off-task voice.</p>

	<p>What do you do if your off-task voice is on?</p> <p>Now I want you to read on. Stop 1–2 times on the next page to have a conversation with the book.</p> <p>How does identifying that our off-task voice is on improve our stamina?</p> <p>How does the conversation voice improve our stamina?</p>
Independent Practice	<p>Stamina Check-In:</p> <p>Put your bookmark in the spot where you think you can read up to today. I will check how you are doing halfway through reading.</p> <p>During independent practice, students read and do a reading strategy that you already taught.</p> <p>Teacher goes around checking i-Think journals, sticky notes, and conferences or listens in on their conversations. Teacher uses the criteria for the aim in order to evaluate.</p>
Halftime	<p>Who identified that their off-task voice was on? Why do you think your off-task voice was on? What did you do to fix it?</p> <p>Turn and talk with your neighbor and share what you are thinking about your book right now.</p> <p>Check in on stamina bookmarks.</p>
Closing	<p>In closing, good readers sometimes are off task or only reciting the words. However, they soon identify that those voices are on. Once they identify that those voices are on, they turn on their conversation voice in order to become more engaged with their books. Be sure to not overdo the conversation because then it's all about you, and not about the book in the same way that you don't want a friend who is a blabbermouth or silent.</p>
Share	<p>Starting with the first letter of your last name, summarize today's aim.</p>
Check for Understanding	<p>What amount of talk is necessary in a perfect friendship? How does this apply to us as readers?</p>