

Mellora da lectoescritura traballando por estacións

Compartindo boas prácticas

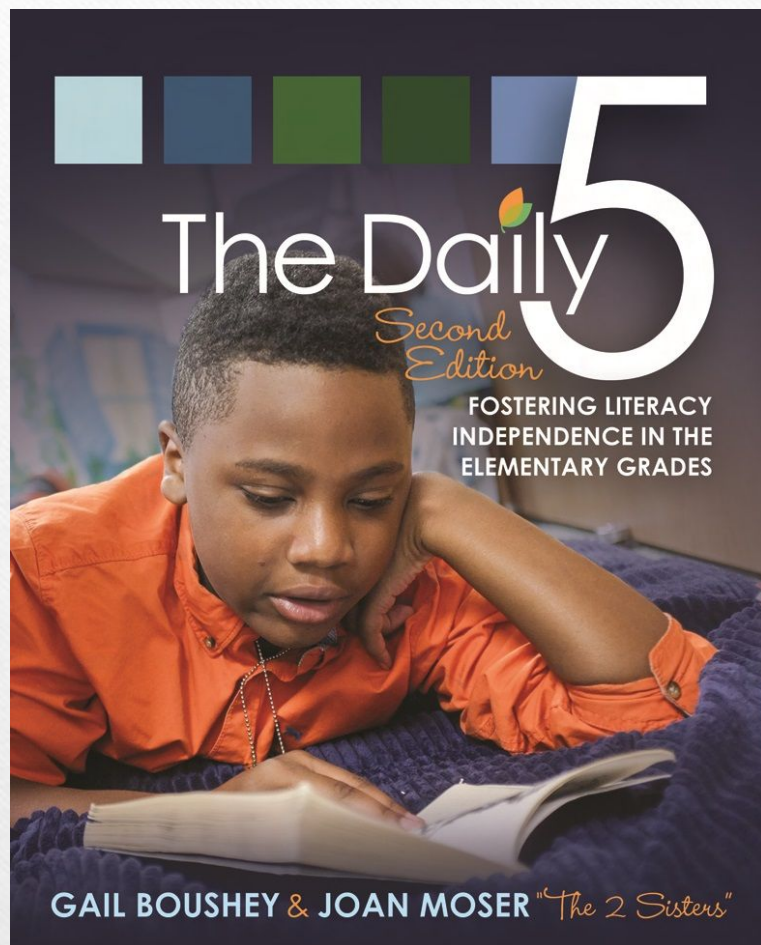
Encontros de intercambio de experiencias educativas

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PIALE: Programa Integral de Aprendizaxe de Linguas Estranxeiras

Integración na vida escolar
en centros educativos en Canadá,
acompañados por un docente
da mesma área ou materia.

DAILY FIVE *(Cinco diarias)*



Portada Daily 5. Imaxe de <https://www.thedailycafe.com/>
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Método para traballar a lectoescritura e fomentar a aprendizaxe autónoma a través de 5 actividades reais:

- 1 - ler para un mesmo
- 2 - lerlle a alguén
- 3 - escoitar ler
- 4 - traballar a escritura
- 5 - traballar coas palabras

Obxectivos

- Incrementar a **exposición á lectura**.
- Mellorar a **lectoescritura**.
- Fomentar a **aprendizaxe autónoma**.
- Posibilitar un **ensino máis personalizado** (control individual de lectura, leccións ou repasos individuais ou en grupos pequenos, mentres o resto traballa autonomamente).

Características xerais

Filosofía: **ver, escoitar e experimentar** como se fan as cousas (comportamentos a imitar e a evitar).

Modelar: expresar en voz alta o proceso mental de cada tarefa para que o alumnado o imite.

Proporcionar **seguridade e normas:**
Sempre se explica o obxectivo do que estamos facendo,
por que se fai, que queremos aprender
e as **expectativas** do mestre (que se espera deles).

Contémplanse gran variedade de situacións
e ofrécese **estratexias para afrontar posibles incidencias.**

Todo está moi **organizado** para **aforrar tempo** e explicacións e evitar constantes interrupcións.
(cadros resumo, material etiquetado indicando normas de uso...).

Automatizar procesos rutinarios para ser máis operativos:

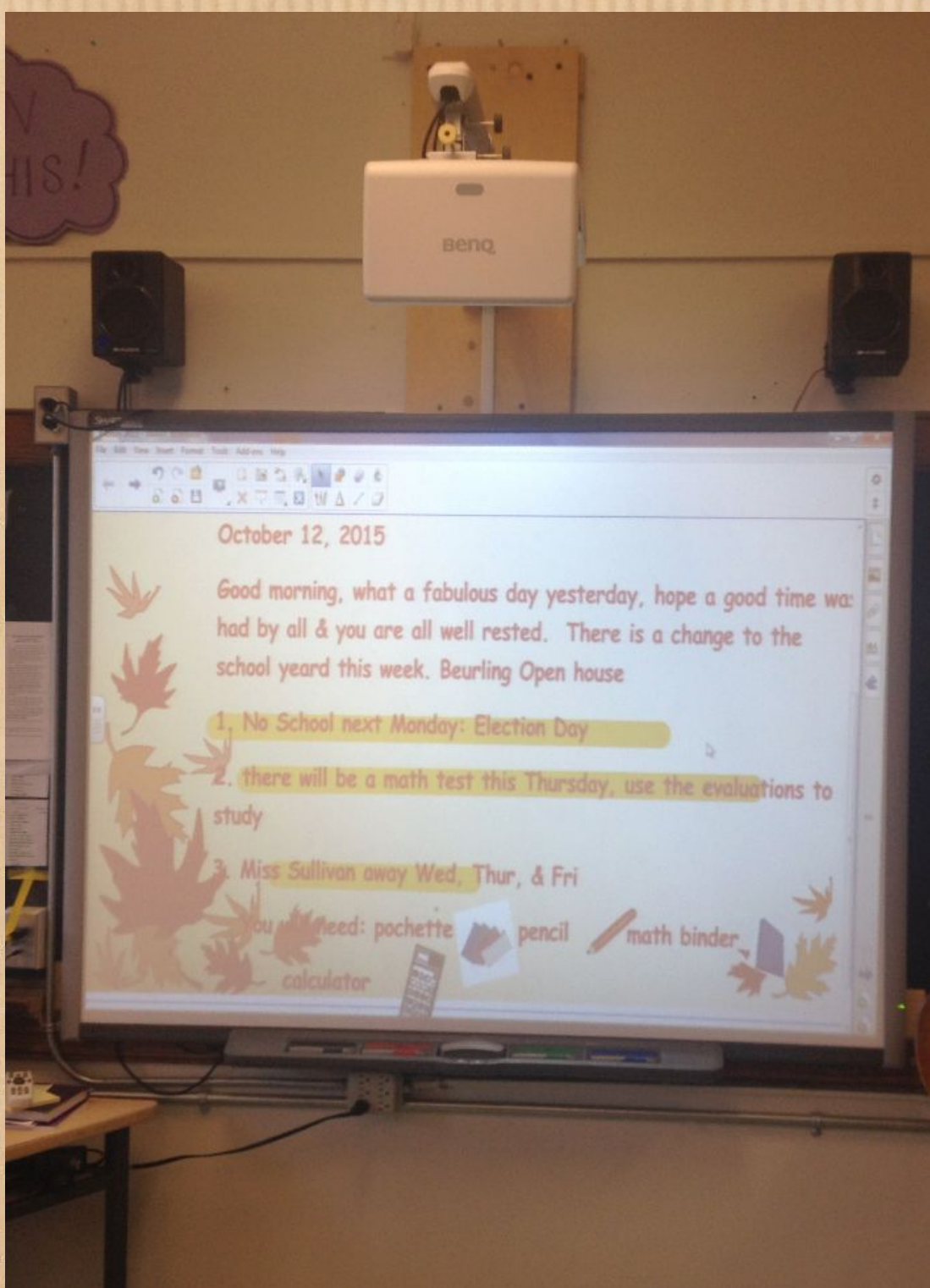
- mensaxe diaria
- **time timer**
- autocontrol
- reparto de grupos
- niveis de voz (silencio, susurro, exterior...)
- frase do día (tarefas segundo código numérico)
- ...



Time timer. Imaxe de Verónica González Rodríguez en PIALE 2015. BY NC SA



Niveis de voz. Imaxe de Verónica González Rodríguez en PIALE 2015. BY NC SA



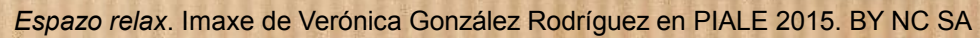
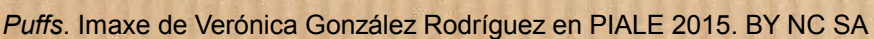
Ignorar o que non nos interesa
(mal comportamento, falta de interese...).

Alabar o que queremos que imiten de xeito razoado.

Habilitar **espazos cómodos** nas aulas.

Traballar coordinadamente entre todo o profesorado.

Para un resultado exitoso é preciso **investir tempo**.



Introducir cada unha das cinco partes ata que a dominen.

Folla de rexistro: consciencia do traballo.

Date: _____ Nom: _____

	Je lis	J'écris	J'écoute
Lundi	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux
Mardi	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux
Mercredi	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux
Jeudi	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux
Vendredi	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux	☐ Je lis ☐ J'écris ☐ Travail de mots ☐ prof ☐ Écouter une lecture ☐ Lire à deux

Cette semaine, je dois lire _____ fois, écrire _____ fois et travailler avec les mots _____ fois.

Autocontrol francés. Imaxe de Verónica González Rodríguez en PIALE 2015. BY NC SA

Tues Wed Thurs Fri

Andrea
Saleh
Utsov
Aiden
Keira
Malik
Treason

Tues Wed Thurs Fri

Preston
Shayla
Connor
Susan
Miranda
Tamia
Rawon

Rexistro pola mestra. Imaxe de Verónica González Rodríguez en PIALE 2015. BY NC SA

Liberdade de elección:

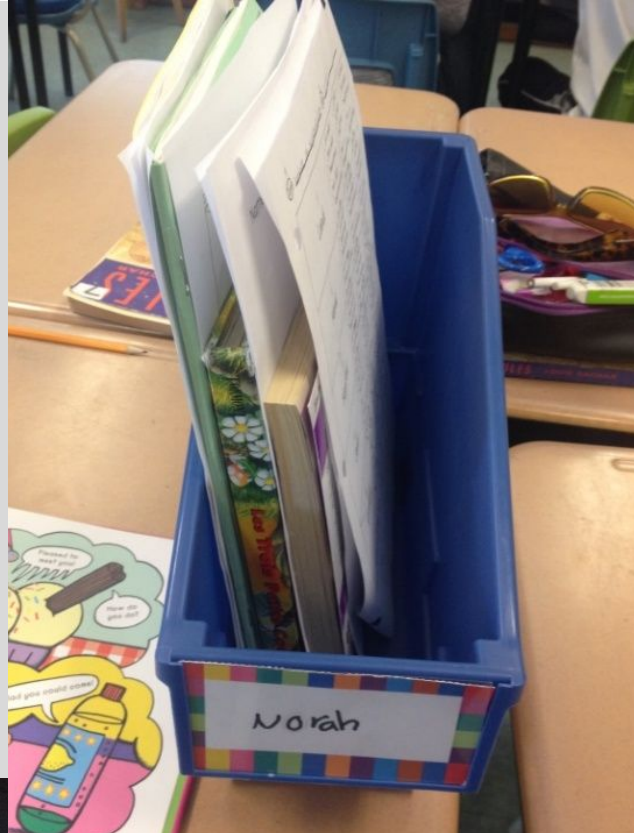
incrementa a motivación, a implicación e o éxito.

Grupos dados pola mestra —> axilidade.

Aprender a parar e cambiar de actividade é importante.



Biblioteca de aula grade 5. Imaxe de Verónica González Rodríguez en PIALE 2015. BY NC SA



Biblioteca de aula organizada por temática.
Caixas individuais cunha selección de libros.



Telling	Reporting
- Telling when someone called you something small (on an even) - Telling on someone when they did not do anything - Telling on something small that is not your business - Telling on something small that does not matter	- Telling an adult when you are hurt - Telling when you are being bullied - Telling when you saw something dangerous or bad happen - Telling when someone is consistently bullying you when you already said stop
How to Prevent someone from telling on you: - Try to do the opposite of telling - Do not tell too - Do not get in to fights - Mind your own business	How to report: - Who what is right for situation - Tell an adult when it is really important - Get your judgment when you think you made a mistake - Make sure to tell a teacher/Adult right away

Fiction: stories, novels that describe imaginary events & people

Non-Fiction: based on facts, real events & people



Biblioteca de aula grade 6. Imaxe de Verónica González Rodríguez en PIALE 2015. BY NC SA

1 – LER PARA UN MESMO

Formas de ler

Leer as
palabras

Leer os
debuxos

Contar
un libro

Introdución (sempre modelando, verbalizando o noso pensamento).

Cadro resumo: como se faría ben.

Práctica-exemplo: ben-mal-ben.

Práctica-clase: mentalización para evitar estampidas,
cada un coa súa caixa, elixen o sitio,
mestra á marxe (fomentar autonomía),
3 min (ou menos, para que recorden a boa práctica).

Reflexión: cambios, problemas, melloras...

Read to Self

Why?

- It helps us to become better readers and writers!
- It's fun!



Students	Teacher
sit in 1 spot	teaching students
REAL reading the whole time	
building stamina	
reading Just Right books	
start right away	
Level 0 or 1 voice	

Created by Krys Carriere, ideas from Daily 5 (Moser & Boushey)

Read to Someone

Why?

- Building fluency & practicing strategies helps us to become better readers and writers
- It's fun!



Students	Teacher
sit in 1 spot, EEKK style	teaching students
REAL reading "Just Right" books the whole time	
building stamina	
starting right away	
Level 1 voice	

Created by Krys Carriere, ideas from Daily 5 (Moser & Boushey)

LOOK



at the
pictures

Get your
MOUTh



ready to make
the first sound

SLIDE
through the
whole word



Spell

the
word
out
loud



Reread

Does it **LOOK** right?
Does it **SOUND** right?
Does it **MAKE SENSE**?

If not -

 **STOP**, go back,
and read it again!

Skip hard words
and then go back.

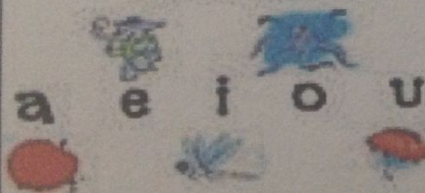


Read

Skip

Go back and read

Try a different
VOWEL
sound.



Think of a
RHYMING
word you do know.

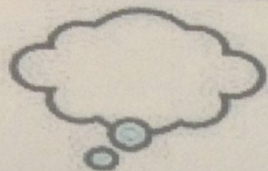


"If I know
c-a-t spells
cat, then h
-a-t must
spell hat."



"Chunk it"
Look for smaller
words hiding
inside.

Delores Hudson 2007



I wonder....

Ask **QUESTIONS** to
help you think deeper
about the story.

Predict

Stop reading and
think what might
come next



Infer

Think deeper about
the meaning of
what is read



**Make
Connections**

Use your schema to
better understand

Thinking
Strategies

Good
Readers

Use



Self Monitor

**Stop and think to
make sure you are
understanding**

Think of the
characters
feelings



Summarize

Wrap up your thinking
to remember the
important parts

Create a
Mental Picture

Make a picture in your
mind of what the words
are saying



Golures Hudson 2007

2 – LERLLE A ALGUÉN

Incrementa a atención, a motivación e a fluidez.

Opcións

```
graph TD; A[Opcións] --- B[Ler unha páxina e contar o que sucede]; A --- C[Diálogos teatrais]; A --- D[A e B len o mesmo en turnos (fluidez)]; A --- E[Cada un unha páxina do seu libro];
```

Ler unha páxina e contar o que sucede

Diálogos teatrais

A e B len o mesmo en turnos (fluidez)

Cada un unha páxina do seu libro

Sentados xuntos, ler susurrando.

Cadro resumo + práctica-exemplo BMB + práctica-clase + reflexión

Escoller libro: trato, rifar (cadro resumo).

Elixir lugar na aula.

Escoller compañeiro:
contacto visual + educación / mostrar interese.

Problemas de comprensión:
contar 3, tempo ou entrenador (esquema).

I ♥ To Read! I ♥ To Read! I ♥ To Read! I ♥ To Read! I ♥ To Read!

3 Ways to Read to Someone

Check for Understanding

Read a page and explain what happens.

I Read, You Read

1 reader reads a page; the 2nd reader reads the exact same page. Work on fluency.

Read Two Different Books

1st reader reads a page of his book,
2nd reader reads a page of her book.



I ♥ To Read! I ♥ To Read! I ♥ To Read! I ♥ To Read! I ♥ To Read!

Green Eggs and Ham

Sam-I-am: I am Sam. Sam-I-am.

Friend: That Sam-I-am! That Sam-I-am! I do not like that Sam-I-am!

Sam-I-am: Do you like green eggs and ham?

Friend: I do not like them, Sam-I-am. I do not like green eggs and ham.

Sam-I-am: Would you like them here or there?

Friend: I would not like them here or there. I would not like them anywhere. I do not like green eggs and ham. I do not like them Sam-I-am.

Sam-I-am: Would you like them in a house? Would you like them with a mouse?

Friend: I do not like them in a house. I do not like them with a mouse. I do not like them here or there. I do not like them anywhere. I do not like green eggs and ham. I do not like them, Sam-I-am.

Sam-I-am: Would you eat them in a box? Would you eat them with a fox?

Friend: Not in a box. Not with a fox. Not in a house. Not with a mouse. I would not eat them here or there. I would not eat them anywhere. I would not eat green eggs and ham. I do not like them, Sam-I-am.

Sam-I-am: Would you? Could you? In a car? Eat them! Eat them! Here they are.

Friend: I would not, could not, in a car.

Sam-I-am: You may like them. You will see. You may like them in a tree!

Friend: I would not, could not in a tree. Not in a car! You let me be. I do not like them in a box. I do not like them with a fox. I do not like them in a house. I do not like them with a mouse. I do not like them here or there. I do not like them anywhere. I do not like green eggs and ham. I do not like them, Sam-I-am.

3 – ESCOITAR LER

Relacionada coa anterior.

Menos practicada.

Auriculares etiquetados en caixas.



Aula grade 5. Imaxe de Verónica González Rodríguez en PIALE 2015. BY NC SA



Espazo de relax para a lectura. Imaxe de Verónica González Rodríguez en PIALE 2015. BY NC SA

4 – TRABALLAR A ESCRITURA

Actividades a elixir polo mestre.

Escritura rápida: 10 min para escribir sobre unha fotografía:
describila / inventar unha historia / lista de palabras

Non importa a ortografía, revísase despois.

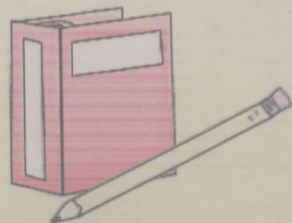
Trabállase velocidade cerebro-man.

Apréndese a empezar e a parar (preparación ESO).

Work on Writing

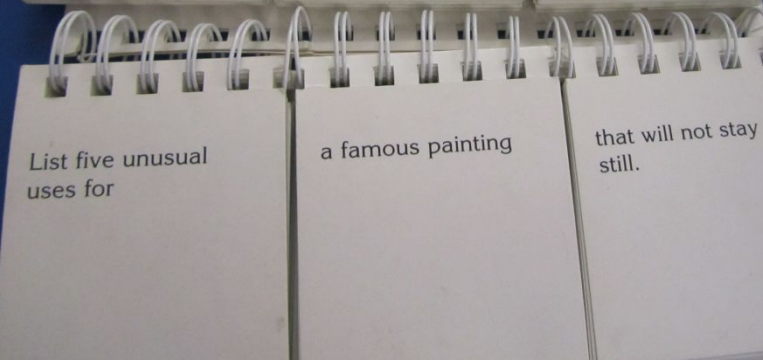
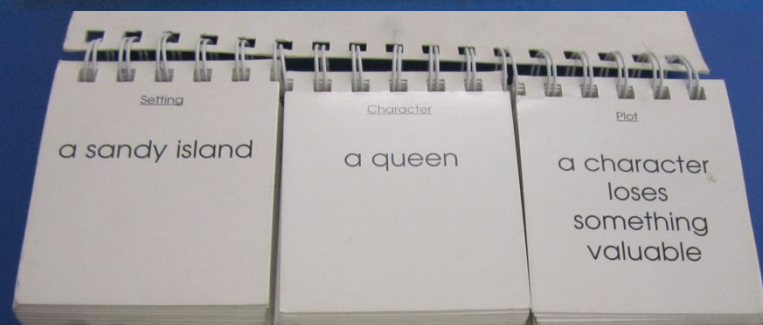
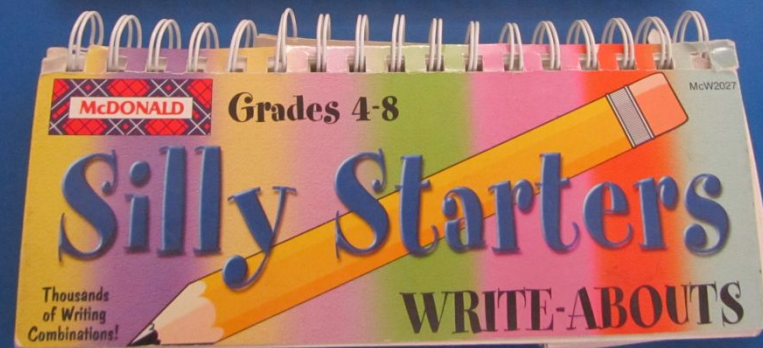
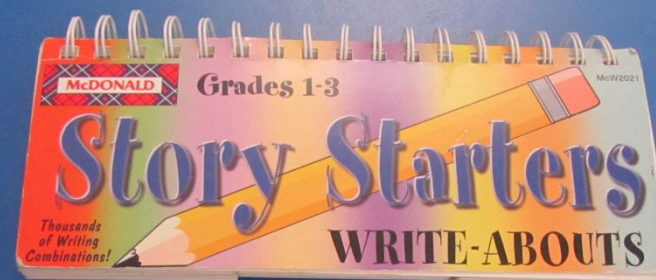
Why?

- It helps us to become better readers and writers!
- It's fun!



Students	Teacher
sit in 1 spot	teaching students
writing and thinking the whole time	
building stamina	
start right away	
Level 0 voice	
using writing tools	

Created by Krys Carriere, ideas from Daily 5 (Moser & Boushey)



5 – TRABALLAR COAS PALABRAS

Traballar ortografía e vocabulario, metodoloxía a elixir.

Listado de materiais para practicar:

plastilina, limpiapipas, tarxetas, xogos...

(etiquetados, lugar asignado con cadro-resumo de como se empregan)

Exemplos: boggle (xogo e fichas), apples e bananas (estilo scrabble)

Dar X letras para formar tantas palabras como poidan
e clasificalas por Nº de letras.

Word Work

Why?

- Learning new words and becoming skilled spellers helps us to become better readers and writers!
- It's fun!



Students	Teacher
sit in 1 spot	teaching students
sharing materials politely with friends	
practicing vocabulary and spelling words	
start right away and work the whole time	
Level 0 or 1 voice	

Created by Kriss Carrere, ideas from Daily 5 (Moser & Boushey)



Xogo: Boggle

Xogo: Appletters

Cadro resumo ler para un mesmo.

Imaxes de Verónica González Rodríguez en PIALE 2015. BY NC SA

Posibles aplicacións na aula

- Traballo individual cos ultraportátiles Abalar.
- Actividades de expresión oral nas linguas.
- Actividades interactivas no encerado dixital.
- Combinar diferentes materias (matemáticas, lectura...)
- Cálculo mental.
- ...

CONCLUSIÓN

Investir tempo en acadar rutinas desexables.

Desmenuzar toda a información, non dar nada por suposto.

Optimizar o traballo do mestre.

Dividir en grupos para que sempre estean traballando.

Máis información

Web das autoras do método: <https://www.thedailycafe.com/>

Información de contacto: veronica.gonzalez@edu.xunta.es

Moitas grazas pola vosa atención!